

Ace It Test Prep SAT/ACT Grammar Workbook

The SAT and ACT do not expect you to know every nook and cranny of the English language. Instead, they assess your knowledge of a small subset of grammatical rules — and once you master them, you can master the Language Arts* sections of both tests. Below are the 16 most commonly tested grammatical rules, what they mean, and how to practice them.

**Note: The SAT’s language arts section is called “Writing and Language.” The ACT’s is called “English.” This guide does not have tips or techniques for the tests’ essay components.*

Rule No. 1: Subject–verb agreement

1. What it means:

Consider this simple sentence: “My mother works in a school.”

The subject is “mother” and the verb is “works.” In every sentence, the subject and the verb must “agree” — or take the same form. This sentence would not be grammatically correct if it read, “My mother work in a school.”

2. How the tests will try to trick you:

When the subject and verb are placed right next to each other, identifying them and their form is relatively easy (as in the example above). So the SAT and ACT will attempt to confuse you by separating them by several (often confusing or unnecessary) words.

For example, consider this sentence: “The collection of short stories — many of them written by authors in 19th-century England, including Jane Austen and C.S. Lewis — contain some of the preeminent works of fiction to date.”

Is there an error here? Ask yourself three questions: What is the subject, what is its verb, and do they agree? (Blue is subject; red is verb.)

*The **collection** of short stories — many of them written by authors in 19th-century England, including Jane Austen and C.S. Lewis — **contain** some of the preeminent works of fiction to date.*

The subject is “collection.” The verb is “contain.” These do not agree: The verb should be “contains” because “collection” is singular. Thus, there is an error in this sentence.

Be wary of the tests’ propensity to using singular subjects with plural verbs, or vice-versa. They love to try to trip you up with pairings like these. Don’t let them!

3. Other things to consider:

- “Each” is singular.
 - “Each of the boys is athletic.”
 - “Each teacher tests the same material.”

- Gerunds (words ending in “-ing”) are singular
 - “Running is my favorite sport.”
 - “The coach thought swimming was one of the most effective forms of exercise.”
- Collective nouns (the government, New York City, the town council) are singular.
 - “The town council votes on the bicycling ordinance this summer.”
 - “The chain of large businesses vows to stop poaching clients from smaller stores.”
- “Neither” and “nor” are singular.
 - “Neither the city nor its constituency has an answer to the problem.”
- Use context to decide whether to use singular or plural for words like “athletics,” “economics,” “statistics,” etc.

4. Tips/strategies:

- Underline the subject and its verb, and draw arrows to connect them. Determine if they agree, and if not, determine how to make them agree.
- Cross out any prepositional phrases and parenthetical clauses that separate the subject and its verb. Reread the sentence with the extraneous parts eliminated. Don’t get bogged down by unnecessarily verbose sentences; focus only on the essentials: the subject and verb in question.

5. **Practice questions:** For the following questions, determine if there is an error in the underlined portion(s); if there is, choose the answer that best fixes it.

- 1) After driving through five states in a span of 14 hours, Carmen, whose two best friends accompanied her on this journey up the East Coast — which was completed in a rundown sedan overpowered by the smell of two lemon air fresheners — were exhausted — physically and mentally drained.
 - A. NO CHANGE
 - B. were exhausted to the point of being physically and mentally drained.
 - C. was exhausted — physically and mentally drained.
 - D. were physically and mentally exhausted.
- 2) Perhaps, the professor told his wide-eyed students on the first day of class, the best way to learn these complex math equations was not by mindless memorization, but by consistent practice until it was engrained into their brains. “Learning,” he loved to tell them, “is a time-consuming endeavor.”
 - A. NO CHANGE
 - B. until they were engrained into their brains.
 - C. until their brains were sufficiently engrained by the equations.
 - D. until it was, finally and wholly, engrained into their brains.
- 3) New York, a city with a rich sports history, house two baseball teams, two football teams (if, of course, you count the Giants, who play their home games in East Rutherford, New Jersey), two hockey teams, one basketball team, and now two soccer teams — New York City F.C. recently arrived to the city’s sports scene.
 - A. NO CHANGE
 - B. house two baseball teams;
 - C. house two teams that play baseball, including the Yankees and the Mets,
 - D. houses two baseball teams,

- 4) Each of the company's 1,500 employees — a pool of workers that include the CEO, COO, and CFO — were qualified to earn a raise after a booming quarter of sales.
- NO CHANGE
 - that includes; was qualified to earn
 - NO CHANGE; was qualified to earn
 - that includes; NO CHANGE
- 5) When the coach asked her to select her favorite sport, she had trouble deciding. "Basketball and soccer have long been my primary interests," she explained in a written note, "but recently cross country has jumped up the list."
- NO CHANGE
 - has long been my primary interest
 - has long been my primary interests
 - has interested me the most throughout my athletic career

Rule No. 2: Verb tense

1. **What it means:** All verbs in the sentence must carry the same tense. The tense of the verb must remain consistent throughout the whole sentence.

Verb tenses:

1) Present

- Simple present: "The team **runs** every day."
- Present progressive/continuous: "The team **is running** right now."
- Present perfect: "The team **has run** every day for the past month."

2) Past

- Simple past: "The team **ran** for one hour yesterday."
- Past progressive/continuous: "The team **was running** yesterday when the storm rolled in."
- Past perfect: "The team **had run** for one hour before the storm rolled in."

3) Future

- Simple future: "The team **will run** tomorrow."
- Future progressive/continuous: "The team **will be running** tomorrow around 8 a.m."
- Future perfect: "The team **will have run** by tomorrow at 9 a.m."

- 4) Conditional: This tense usually describes something that *would* happen if a condition had been met. "The team **would run** tomorrow at 7 a.m. if the school were open that early."

- 5) Gerund: "The team enjoys **running**."

- 6) Infinitive: "The team enjoys **to run**."

2. **How the tests will try to trick you:**

- Future ("will + verb") vs. conditional ("would + verb"): The tests will attempt to confuse you on the distinctions between the future and conditional tenses. Use the conditional when there is an "if" condition that did not occur. (Answers are in **bold**, and conditions are in *italics*.)
 - The teacher [**will grade**/would grade] the papers later today.
 - The deli worker [will open/**would open**] his own shop *if he had the time*.

- c. When the coach gets to the field, he [**will tell**/would tell] his players to warm up.
 - d. *If the friends were taking* a vacation to Europe, they [will visit/**would visit**] Spain.
- Gerund (“—ing”) vs. infinitive (“to + verb”): The tests will attempt to confuse you on the distinctions between gerunds and infinitives. Read the given form and then try the other to determine which is correct. The answer often depends on the word immediately preceding the gerund or infinitive. (Answers are in **bold**.)
 - a. The school’s primary strength is its ability [motivating/**to motivate**] teachers.
 - b. The deli worker said he wants [opening/**to open**] his own shop one day.
 - c. [**Working**/To work] with others is an important skill to develop.
- Simple past vs. past perfect (“had + verb”): The tests will attempt to confuse you on the distinctions between the *past* and *past perfect* tenses. In some cases, both tenses are correct, but the SAT/ACT will not test you on those. The most important thing to remember is that, in sentences with two events that occurred in the past, the *past perfect* is attached to the verb that occurred first. (Answers are in **bold**.)
 - a. They [ordered/**had ordered**] their food by the time Ron [**arrived**/had arrived] at the restaurant.
 - b. By the time Ron [**arrived**/had arrived] at the restaurant, they [ordered/**had ordered**] their food.
 - c. The couple already [bought/**had bought**] the house when the real estate market [**boomed**/had boomed].
 - d. When the real estate market [**boomed**/had boomed], the couple already [bought/**had bought**] the house.
- Present perfect (“has + verb”) vs. past perfect (“had + verb”): The tests will attempt to confuse you on the distinctions between the present perfect and past perfect tenses. Use the sentence’s context and other words to determine which is correct. (Answers are in **bold**.)
 - a. The teacher [has graded/**had graded**] all of the papers when the pizza arrived.
 - b. The midfielder [**has worked out**/had worked out] every day so far this month, including weekends.
 - c. All of the employees [**have met**/had met] their sales quota this quarter.
 - d. All of the employees [have met/**had met**] their sales quota before the branch moved offices.

3. **Practice questions:** For the following questions, determine if there is an error in the underlined portion(s); if there is, choose the answer that best fixes it.

- 1) After the boy had thrown the tennis ball to his dog for 15 consecutive minutes, a realization struck him: To play fetch is one of his dog’s favorite activities.
 - A. NO CHANGE
 - B. To play fetching
 - C. Playing fetch
 - D. To fetch
- 2) If the star player had arrived on time, his team probably will not have lost its most important game of the season.
 - A. NO CHANGE
 - B. will have

- C. would not have
D. would have
- 3) When the CEO found out one of her employees has been shirking his sales calls, she became furious.
A. NO CHANGE
B. had been shirking
C. has shirked
D. has been shirked
- 4) When the chef finally got his own TV show last year, he had been cooking professionally for 15 years.
A. NO CHANGE
B. has been cooking
C. has cooked
D. cooked
- 5) Earlier today, the college-bound student bought a laptop, orders her textbook, and will figure out her class schedule.
A. NO CHANGE
B. ordered; NO CHANGE
C. NO CHANGE; figured out
D. ordered; figured out

Rule No. 3: Antecedent–pronoun agreement

1. **What it means:** Consider this simple sentence: “When the **players** arrived at the gym, **they** began to practice free throws.”

“They” is the pronoun. “Players” is the **antecedent**, or the noun that the pronoun replaces. This sentence would sound strange if it read, “When the players arrived at the gym, the players began to practice free throws.”

The pronoun and antecedent must always match.

Here is a table with all of the pronouns:

	Singular pronouns	Plural pronouns
People	He or she	They
People, possessive	His or her	Their
Things	It	They
Things, possessive	Its (not It’s)	Their

2. **How the tests will try to trick you:**

- “They” vs. “It”: Remember that singular proper nouns like “the city council,” “the government,” and “the University of North Carolina at Chapel Hill” are replaced with “it” rather than “they.”
 - a. When the city council finally voted, **it** was worn out from hours of arguing.
 - b. When the city council members finally voted, **they** were worn out from hours of arguing.
- “One” and “You”: If the sentence has the pronoun “one” or “you” in the first half of the sentence, make sure to repeat it in the latter half.
 - a. If you run five miles every day, **you** will become fit.
 - b. If one goes to the movies, **one** will likely spend more than \$10.
- “Its” vs. “It’s”: “Its” is the plural form of the singular pronoun “it.” “It’s” means “It is.”
 - a. When the university opened **its** doors in the early 20th century, only 1,000 students were enrolled.
 - b. When you spend a long time at the beach, **it’s** imperative to wear sunscreen.
- Pronoun clarity: The tests will often give you a vague or ambiguous pronoun and ask you how to best fix the sentence. Consider the following sentence:

Joshua wanted to give Rob his computer later that day, but he was out of town.

To whom do the pronouns “his” and “he” refer? Joshua or Rob? The test will ask you how to best correct a sentence like this, and often the answer is to replace the pronouns with the noun:

Joshua wanted to give Rob Joshua’s computer later that day, but Rob was out of town.

That sentence, while perhaps a bit awkward, is more precise and tells the reader exactly whose computer it is.

3. **Practice questions:** For the following questions, determine if there is an error in the underlined portion(s); if there is, choose the answer that best fixes it.
- 1) When the Environmental Protection Agency investigated the company’s data, they found several violations of emissions quotas.
 - A. NO CHANGE
 - B. it
 - C. he
 - D. she
 - 2) Once you cross the river, one will take a right onto the wooded path to find the marked trail.
 - A. NO CHANGE
 - B. she
 - C. they
 - D. you
 - 3) The president’s administration wanted it’s policies to be enacted immediately.
 - A. NO CHANGE
 - B. it is
 - C. their

- D. its
- 4) The school employed some of the district's best teachers, so its no wonder its students had the highest test scores in the state.
- A. NO CHANGE
 - B. it's; it's
 - C. it's; NO CHANGE
 - D. it's; it is
- 5) When Nicole told Summer that *Harry Potter* was her favorite book series, she offered to lend her the seventh book to read.
- A. NO CHANGE
 - B. Summer; Nicole
 - C. she; Summer
 - D. Nicole; her

Rule No. 4: Pronoun case

1. What it means:

This rule is simply about distinguishing between subjects and objects and their associated pronouns. A **subject** is the noun *performing* the action in a sentence. An **object** is the noun *receiving* the action in a sentence.

Consider the following sentence: "Joel gave his employees the day off on Friday."

The subject is Joel, the person doing the action. The object is "his employees," the people receiving the action.

Subjects and objects have different pronouns, both singular and plural:

Singular subject pronouns:

- I
- You
- He/She
- Who

Plural subject pronouns:

- We
- You
- They
- Who

Singular object pronouns:

- Me

- You
- Him/Her
- Whom

Plural object pronouns:

- Us
- You
- Them
- Whom

2. How the tests will try to trick you:

The tests will test your knowledge of the differences between the two types of pronouns. (Correct answers in **bold**.)

- I vs. me:
 - a. My dad and **I**/me went to the movies.
 - b. When we got to the movies, the attendant gave my dad and I/**me** tickets.
- We vs. us
 - a. Soon, **we**/us were watching the previews.
 - b. Before the movie began, the attendant gave the other moviegoers and we/**us** popcorn for free.
- He/she vs. him/her
 - a. Joshua and **she**/her met at the library.
 - b. The musician gave out a copy of his album to he/**him** and his friends.
- They vs. them
 - a. When the students found out the game was canceled, **they**/them retreated to their dorms.
 - b. Soon, the students found out the refunds would be given to the season ticketholders and they/**them** in a couple of days.
- Who vs. whom: “Who” replaces I/you/he/she/they, while “whom” replaces me/you/him/her/them.
 - a. **Who**/whom wrote this book?
 - b. By who/**whom** was this book written?

3. Tips/strategies

- If you are confused about which pronoun to use, try to make all subjects and objects singular by crossing out the other noun attached to “and.”

~~My dad and~~ I/me went to the movies.

When we got to the movies, the attendant gave ~~my dad and~~ I/me tickets.

~~Joshua and~~ she/her met at the library.

*The musician gave out a copy of his album to he/**him** ~~and his friends~~.*

*Soon, the students found out the refunds would be given to ~~the season ticketholders and they~~**them** in a couple of days.*

- If you have a preposition (to, toward, between, about), then always use an object pronoun.

4. **Practice questions:** For the following questions, determine if there is an error in the underlined portion(s); if there is, choose the answer that best fixes it.

- 1) Although the store's new policy would allow she and her friends to buy a laptop at fifty percent of it's original cost, she still didn't have enough money.
 - A. NO CHANGE
 - B. NO CHANGE; its; NO CHANGE
 - C. her and her friends; its; NO CHANGE
 - D. her and her friends; NO CHANGE; they
- 2) The actors' question of whom was at the center of the movie's plot was the biggest mystery entering production; indeed, the director had given they and their coworkers little clue who was going to be the star.
 - A. NO CHANGE
 - B. NO CHANGE; NO CHANGE; whom
 - C. who; them and their coworkers; whom
 - D. who; them and their coworkers; NO CHANGE
- 3) When we arrived for the museum tour, Joshua, our guide, offered the others and us headphones for more information that he said him and his co-guide would not be using.
 - A. NO CHANGE
 - B. others and we; he and his co-guide
 - C. NO CHANGE; he and his co-guide
 - D. others and we; NO CHANGE
- 4) The restaurant said it would give a \$15 gift card to my mom and me if we won trivia that night.
 - A. NO CHANGE
 - B. my mom and I
 - C. my mom and us
 - D. we
- 5) The celebrity and him met at a ritzy party in Chicago.
 - A. NO CHANGE
 - B. they
 - C. celebrity and friends
 - D. celebrity and he

Rule No. 5: Noun agreement

1. **What it means:** This rule is simply about making sure the noun(s) in the first half of the sentence agree with the noun(s) in the second half. They must have the same number; singular with singular and plural with plural. For example:

Tim and Jim want to be teachers.

“Teachers” is plural because it is referring to two people, Tim and Jim. This sentence would not be correct if it read, “Tim and Jim want to be a teacher.”

2. **How the tests will try to trick you:** Mostly, they will try to trip you up with noun pairings that do not agree.

After they graduated, Evan, Lincoln, and Joseph became a businessman.

This should instead read, “After they graduated, Evan, Lincoln, and Joseph became businessmen.”

Meanwhile, Ethan continued to pursue his dream to become lawyers.

This should instead read, “Meanwhile, Ethan continued to pursue his dream to become a lawyer.”

3. **Tips/strategies:** Circle the nouns and determine whether they agree.
4. **Practice questions:** For the following questions, determine if there is an error in the underlined portion(s); if there is, choose the answer that best fixes it.
- 1) Since their childhood, the girls wanted to, more than anything, make it big as a businesswoman.
 - A. NO CHANGE
 - B. as a woman in business
 - C. as businesswomen
 - D. as a business women
 - 2) When the brothers got to college, they pursued different career paths: One wanted to become doctors, while the other studied engineering.
 - A. NO CHANGE
 - B. to become a doctor
 - C. to become physicians
 - D. to earn degrees in biology
 - 3) As the founder of the nascent company, Tricia and her college roommate owned 100 percent of their stock.
 - A. NO CHANGE
 - B. NO CHANGE; its
 - C. founders; NO CHANGE
 - D. founders; its

Rule No. 6: Parallel structure

1. **What it means:** Parallel structure is a sentence structure characterized by all words or groups of words following the same pattern. It ensures that words or groups of words have equal

importance and that the sentence reads smoothly and clearly. The sentence below follows parallel structure:

Joshua likes to bike, to swim, and to eat.

The sentence below does not follow parallel structure:

Joshua likes to bike, to swim, and eating.

For a sentence to follow parallel structure (and all sentences need to), all words or groups of words must follow the same pattern. In the first sentence, they do: “to bike,” “to swim,” and “to eat” are all infinitives. In the second sentence, they do not: “to bike” and “to swim” are infinitives, while “eating” is a gerund.

2. **How the tests will try to trick you:** The tests love parallel structure questions. The two main types of parallel structure questions involve lists and conjunctions/word pairs.

- Lists: The tests will give you a sentence that contains a list with an error (or not) with parallel structure.

Professor Smith, the biology instructor, has said that to succeed in his course, students must attend every class, must remain attentive during lectures, and take strong notes.

This sentence does not follow parallel structure. The “must” in front of “remain” should be eliminated, or a “must” should be added in front of “take,” to make it parallel.

The high school student, like many around her age, enjoys playing sports, going to the beach, and she enjoys reading and writing.

This sentence does not follow parallel structure. “She enjoys” should be eliminated from the final part of the list.

- Conjunctions/word pairs: The tests will give you a conjunction (and, but, or, yet, so, for, etc.) or word pair, and your mission is to make sure that the words on either side of the conjunction/word pair follow parallel structure. Some common word pairs are:

Neither X nor Y

Both X and Y

Not only X but also Y

Either X or Y

The surfing lessons, taken daily with a qualified instructor, will increase your confidence in the ocean and improvement will be observed in your skills on the board.

The second half of the sentence—the part after “and”—does not follow parallel structure. It should read, “improve your skills on the board.”

The iPhone can not only recognize your fingerprint to unlock the home screen but also it can be used to look up that day's weather.

This sentence does not follow parallel structure, because the words on each side of the word pair (not only...but also) do not follow the same structure. It should read, "The iPhone can not only recognize your fingerprint to unlock the home screen but also look up that day's weather."

3. **Tips/strategies:** Find out what type of pattern the sentence follows and make sure all parts of the sentence follow that same pattern. Find where the pattern begins (for the above example it began after "The surfing lessons will") and read each part separately.
- "The surfing lessons will increase your confidence in the ocean."
 - "The surfing lessons will improvement will be observed in your skills on the board."
 - When separated, it is even more clear that the second part of the sentence does not follow parallel structure.
4. **Practice questions:** For the following questions, determine if there is an error in the underlined portion(s); if there is, choose the answer that best fixes it.
- 1) The instructor showed us how to sketch the face, add in shading, and the use of perspective was also demonstrated.
 - A. NO CHANGE
 - B. use perspective
 - C. the demonstration of perspective was also used
 - D. she also demonstrated the use of perspective
 - 2) The confident coach told the media that not only would his players win their next game, but also that the game wouldn't even be close: He predicted a 20-point blowout.
 - A. NO CHANGE
 - B. but also that the closeness of the game wouldn't be in question
 - C. but also that his players wouldn't even be close
 - D. but also that the media predicted a 20-point blowout
 - 3) Of all of his hobbies—among them, playing basketball, to fish, and watching TV with friends and family—it was clear he had a favorite.
 - A. NO CHANGE
 - B. among them, to playing basketball, to fish, and to watch TV with friends and family
 - C. among them, playing basketball, fishing, and watching TV with friends and family
 - D. among them, to play basketball, fishing, and to watch TV with friends and family
 - 4) Both working from home and commuting to the office have benefits.
 - A. NO CHANGE
 - B. to work from home and commuting to the office
 - C. working from home and to go on a commute to the office
 - D. working from home but not to commute to the office
 - 5) In many classic novels, the main character undergoes some major change, engages in witty dialogue throughout the story, and he or she learns a lesson by the end.

- A. NO CHANGE
- B. he and/or she learns a lesson by the end
- C. by the end he or she learns a lesson
- D. learns a lesson by the end

Rule No. 7: Commas and conjunctions

1. **What it means:** Two independent clauses must be joined by a comma and conjunction. An independent clause is a complete thought with a subject and verb that could stand alone as a sentence. Take, for instance, the following sentence:

The desert is hot in the day, it is cold at night.

This sentence is not grammatically correct. The two clauses (“The desert is hot in the day” and “It is cold at night”) are both independent, so they must be joined by a comma and conjunction. The comma in this sentence is known as a “comma splice” because it is not accompanied by a conjunction. To fix this sentence, simply add a conjunction:

The desert is hot in the day, but it is cold at night.

There are two types of conjunctions: coordinating and subordinating.

- 1) **Coordinating** (for, and, nor, but, or, yet, so): join independent clauses
 - remember FANBOYS: for, and, nor, but, or, yet, so
 - The desert is hot in the day, **but** it is cold at night.
 - 2) **Subordinating** (before, after, because, since, when, while, although, until): join independent clauses by making one of them dependent
 - A sentence with a subordinating conjunction requires a comma if the dependent clause comes first.
 - **Because** the desert is so hot, it has few traditional plants.
 - A sentence with a subordinating conjunction does not require a comma if the independent clause comes first.
 - The desert has few traditional plants **because** it is so hot.
2. **How the tests will try to trick you:** The tests will give you sentences with comma splices that require conjunctions, or they will give you an incorrect conjunction that you must change.
 - Comma splice: Soccer is a fun sport, it is filled with action.
 - The sentence needs a conjunction. In this case, “because” would join the two clauses by making the second one dependent. The corrected sentence would read: “Soccer is a fun sport because it is filled with action.” Notice that the comma disappears because the independent clause comes first.
 - Incorrect conjunction: Soccer is a fun sport, but it is filled with action.
 - This sentence has the incorrect conjunction “but,” which denotes that the clauses contrast; in this case, however, the clauses do not contrast, so another conjunction (like “because”) is necessary.

3. **Tips/strategies:**

- To determine whether a clause is dependent or independent, read it by itself and see if it can stand alone as its own sentence.

4. **Practice questions:** For the following questions, determine if there is an error in the underlined portion(s); if there is, choose the answer that best fixes it.

- 1) Some people prefer natural peanut butter, the kind you have to stir to mix the oil and peanuts, others like store-bought Jif.
 - A. NO CHANGE
 - B. peanuts, but others
 - C. peanuts others
 - D. peanuts, so others
- 2) The final exam, which was administered on the last day of class, was extremely difficult, and surprisingly the average score was an A.
 - A. NO CHANGE
 - B. difficult, while
 - C. difficult because
 - D. difficult, but
- 3) Because the professor forgot to make enough copies of the exam she had to improvise a plan at the last second.
 - A. NO CHANGE
 - B. exam, but she had
 - C. exam, she had
 - D. exam, while she had
- 4) The team missed its flight to the first away game of the season, because the tickets had the wrong time on them.
 - A. NO CHANGE
 - B. season, and because
 - C. season because
 - D. season, or because
- 5) The new dress code was universally dubbed too rigid by students, although many administrators did not share this sentiment.
 - A. NO CHANGE
 - B. students, and
 - C. students, for
 - D. students because

Rule No. 8: Dangling participles

1. **What it means:** A dangling participle is a phrase at the beginning of a sentence that does not correctly modify the subject. Take, for example, the following sentence:

While walking down the road, the big red truck caught the boy's eye.

At first glance, it may not seem this sentence contains an error. In fact, in normal conversation you probably hear several dangling participles every day. But the SAT and ACT love these types of questions, so let's take a closer look.

The participle—which is essentially a phrase that describes or modifies a subject—is “While walking down the road.” The subject it modifies is “the big red truck.” Is this correct?

No. The “big red truck” was, of course, not walking down the road; the boy was. So in this sentence, the participle is dangling because it does not modify the correct subject. To fix the sentence, we should write:

While walking down the road, the boy saw the big red truck.

In this sentence, the participle (“While walking down the road”) modifies the correct subject (“the boy”).

2. **How the tests will try to trick you:** The tests will attach a variety of dangling participles to a variety of subjects.
3. **Tips/strategies:** Identify the participle and the subject it modifies in the given sentence (underlining or circling them might help). Is the participle modifying the correct subject? If not, determine how to best fix the sentence.
4. **Practice questions:** For the following questions, determine if there is an error in the underlined portion(s); if there is, choose the answer that best fixes it.
 - 1) Being one of the new kids at school, the teacher allowed Joseph to sit wherever he wanted in the classroom.
 - A. NO CHANGE
 - B. As one of the new kids at school, Joseph was allowed to sit wherever he wanted in the classroom.
 - C. Being one of the new kids at school, Joseph and the teacher were allowed to sit wherever they wanted in the classroom.
 - D. The teacher, being one of the new kids at school, allowed Joseph to sit wherever he wanted in the classroom.
 - 2) As one of the leading causes of lung cancer, an op-ed in the newspaper argued that smoking should be outlawed.
 - A. NO CHANGE
 - B. smoking should be outlawed, argued an op-ed in the newspaper.
 - C. an op-ed in the newspaper argued for the outlawing of smoking.
 - D. the newspaper argued in an op-ed that smoking should be outlawed.
 - 3) Running on the beach, the dolphin jumping out of the ocean captured the woman's attention.
 - A. NO CHANGE
 - B. the dolphin, capturing the woman's attention, jumped out of the ocean.

- C. the woman’s attention was captured by the dolphin jumping out of the ocean.
- D. the woman saw a dolphin jump out of the ocean.
- 4) Studying for their final exam, the time passed quickly for the two students.
- A. NO CHANGE
- B. Studying for their final exam, the time, for the two students, passed quickly.
- C. Studying for their final exam, the two students realized time was passing quickly.
- D. Studying for their final exam, the two students’ time passed quickly.
- 5) Not wanting to ostracize any voters in her constituency, the politician chose to temper the emotion and language in her forthcoming speech.
- A. NO CHANGE
- B. the politician’s speech would contain tempered emotion and language.
- C. the politician chose her speech to be more tempered in terms of emotion and language.
- D. the speech, of which the politician would be tempering the language and emotion, was forthcoming.

Rule No. 9: Relative pronouns

1. **What it means:** Relative pronouns are used to join two clauses or connect a clause or phrase to a noun or pronoun. Consider the following sentence:

The title game, which was attended by thousands of people, drew record ratings on television.

The relative pronoun in this sentence is “which.” It takes the place of “game” and allows the writer to include more information about the game without adding another sentence. (“The title game drew record ratings on television. The title game was attended by thousands of people.”)

The relative pronouns you need to know for the SAT are:

- which
- that
- who
- whom
- when
- where

Here are some rules about them to remember:

- Which vs. that: “Which” is preceded by a comma or dash and typically includes nonessential but instructive information. “That” is not preceded by a comma and is often used to help describe something. Consider the following sentences:

The tool, which had helped me finish the project, was now missing.

The tool that had helped me finish the project was now missing.

In the first sentence, you could remove the part offset by commas and the sentence would still make sense. The second sentence, though, refers to a specific tool. When you are unsure whether to use “which” or “that,” ask yourself if the phrase attached to it is preceded by a comma or a dash and is essential to the meaning of the sentence.

- Who vs. whom: “Who” replaces I/you/he/she/they, while “whom” replaces me/you/him/her/them.

Who is your teacher? He is my teacher.

To whom will you report in the morning? I will report to him.

- When vs. where: “When” is used for time, while “where” is used for place. In everyday language, these are often misused:

We live in an era where it’s possible to access information quickly.

This sentence is incorrect. “Where” should be replaced by “when” because “era” refers to a time period.

2. **How the tests will try to trick you:** The tests will mostly try to trip you up on which vs. that, who vs. whom, and where vs. when. Follow the guidelines above to make sure you know which to use.

3. **Tips/strategies:**

- For which vs. that, ask yourself two questions: Is the phrase offset by a comma or a dash? Is the phrase essential to the meaning of the sentence? Try reading the sentence without the phrase and then with it to determine which relative pronoun to use.
- For who vs. whom, ask yourself if the relative pronoun should be replaced by I/you/he/she/they (who) or me/you/him/her/them (whom).
- For when vs. where, ask yourself if the noun refers to a time (when) or place (where).

4. **Practice questions:** For the following questions, determine if there is an error in the underlined portion(s); if there is, choose the answer that best fixes it.

- 1) The CEO, with whom most people were very friendly, was suddenly and inexplicably fired last week.

- A. NO CHANGE
- B. with who most people
- C. whom with most people
- D. whom most people with

- 2) For the upcoming exam, Sam made sure to bring his newly dubbed lucky pencil, that had helped him earn an A on his last test.

- A. NO CHANGE
 - B. that helped him
 - C. which had helped him
 - D. that which helped him
- 3) In North Carolina, when the changing of the seasons is noticeable and borderline tangible, the leaves begin to change colors and fall right as the final days of summer wind down.
- A. NO CHANGE
 - B. where the changing
 - C. which the changing
 - D. which has the changing
- 4) The students made sure to never forget their agendas which their teacher had gifted them on the first day of school.
- A. NO CHANGE
 - B. , that their teacher
 - C. that their teacher
 - D. when their teacher
- 5) The notebook—that had been missing for several weeks—finally turned up after a thorough search of the classroom.
- A. NO CHANGE
 - B. that'd been
 - C. that which had been
 - D. which had been

Rule No. 10: Adjective-adverb confusion

1. **What it means:** Adjectives modify nouns and pronouns. Adverbs—words that usually end in “-ly”—modify verbs, adjectives, and other adverbs. Consider the following sentence:

Sarah plays softball fearless.

This sentence is grammatically incorrect. The sentence is describing the way Sarah plays softball—or modifying the verb “plays.” Thus, it requires an adverb rather than an adjective. The correct sentence is:

Sarah plays softball fearlessly.

You could also modify the sentence by describing what type of softball player Sarah is—or modifying the noun “softball player.” That sentence would be:

Sarah is a fearless softball player.

Ask yourself: What word is the adjective/adverb describing? If it’s a noun or pronoun, use an adjective. If it’s a verb, adjective, or other adverb, use an adverb.

2. **How the tests will try to trick you:** The tests will use an adverb where an adjective should be used, and vice-versa.
3. **Tips/strategies:** Ask yourself: What word is the adjective/adverb describing? If it's a noun or pronoun, use an adjective. If it's a verb, adjective, or other adverb, use an adverb.
4. **Practice questions:** For the following questions, determine if there is an error in the underlined portion(s); if there is, choose the answer that best fixes it.
 - 1) Juan wanted to take the typing class as an elective because he knew for a career in software engineering he'd have to be able to type quick.
 - A. NO CHANGE
 - B. typing quick
 - C. type quickly
 - D. typing quickly
 - 2) The incredibly taxing soccer practice left many players out of breath.
 - A. NO CHANGE
 - B. incredible taxing
 - C. incredible and taxing
 - D. incredibly taxingly
 - 3) The rapid approaching deadline had many students scrambling to finish their projects that they'd put off for months.
 - A. NO CHANGE
 - B. rapidly approaching
 - C. rapidly approach
 - D. rapid approach
 - 4) The presentations—that constituted half of the students' final grades—were supposed to be casual and overwhelmingly improvisational.
 - A. NO CHANGE
 - B. NO CHANGE; casually and overwhelmingly improvisational
 - C. which constituted; casually and overwhelmingly improvisational
 - D. which constituted; NO CHANGE
 - 5) The department store was offering a surprising consumer-friendly sale on watches.
 - A. NO CHANGE
 - B. surprisingly
 - C. surprise
 - D. surprisingly and

Rule No. 11: Erroneous comparisons

1. **What it means:** Compare like objects. Consider the following sentence:

*Da Vinci's **paintings** were more three-dimensional than **painters** before him.*

This sentence is grammatically incorrect because it is comparing “Da Vinci’s paintings” to “painters.” A correct sentence would be:

Da Vinci’s paintings were more three-dimensional than those of painters before him.

or

Da Vinci’s paintings were more three-dimensional than paintings of artists before him.

On the tests, make sure you are comparing apples to apples and oranges to oranges.

2. **How the tests will try to trick you:** The tests will mostly try to confuse you on people-to-people comparisons and thing-to-thing comparisons.
3. **Tips/strategies:** Find the two things that the sentence is comparing and make sure they are the same object.
4. **Practice questions:** For the following questions, determine if there is an error in the underlined portion(s); if there is, choose the answer that best fixes it.
 - 1) The company’s water bottle was much more durable than the only competing brand.
 - A. NO CHANGE
 - B. than the competing brands’.
 - C. than the competing brand’s.
 - D. than the competing water bottle brands.
 - 2) The old phone’s exterior designs were just as elaborate as the new phone, but still people opted to buy the fresher option.
 - A. NO CHANGE
 - B. as that of the new phone
 - C. as the new phone’s
 - D. as the new phones exterior designs
 - 3) The car’s gas mileage was as efficient as any other small coupe on the market.
 - A. NO CHANGE
 - B. as that of any other small coupe
 - C. as those of any other small coupe
 - D. as any other small coupes’
 - 4) The soccer players were just as strong as the football team.
 - A. NO CHANGE
 - B. as strong as the football players.
 - C. as strong as those teams that played football.
 - D. as strong as that on the football team.
 - 5) The textbook was as informative and well-written as any book the class had read.
 - A. NO CHANGE

- B. as that of any book
- C. as any book of texts
- D. as books

Rule No. 12: Comparatives and superlatives

1. **What it means:** Use the correct adjective form when comparing things. When comparing two things, use “more” or the adjective ending in “-er.” When comparing two or more things, use “most” or the adjective ending in “-est.” Consider the sentence:

After taking the math and science exams, students determined that the math was the longer but the science was the hardest.

Since the sentence is comparing two things—a math and science exam—the adjectives should take the “-er” form. The first one—“longer”—does; but the second one—“hardest”—does not. To correct this error, simply change it to “harder.”

*After taking the math and science exams, students determined that the math was the longer but the science was the **harder**.*

2. **How the tests will try to trick you:** The tests will use incorrect adjective forms based on the number of things the sentence is comparing.
3. **Tips/strategies:** When comparing two things, use “more” or the adjective ending in “-er.” When comparing two or more things, use “most” or the adjective ending in “-est.”
4. **Practice questions:** For the following questions, determine if there is an error in the underlined portion(s); if there is, choose the answer that best fixes it.
 - 1) When she was deciding which type of car to buy, Sam read customer reviews that said the Toyota SUV was the roomier but the Honda Accord was the most economical.
 - A. NO CHANGE
 - B. NO CHANGE; more economical
 - C. most roomy; NO CHANGE
 - D. more roomy; NO CHANGE
 - 2) Of the three flavors of ice cream, vanilla was the safest, rocky road the sweetest, and mint chocolate chip the better.
 - A. NO CHANGE
 - B. safer; sweeter; NO CHANGE
 - C. NO CHANGE; NO CHANGE; best
 - D. more safe; sweeter; NO CHANGE
 - 3) The newspapers varied significantly in style: the national paper was the more encompassing, the regional paper was the most prolific, and the small town paper was the better local source.

- A. NO CHANGE
- B. most encompassing; NO CHANGE; NO CHANGE
- C. NO CHANGE; more prolific; best
- D. most encompassing; NO CHANGE; best

Rule No. 13: Word pairs

1. **What it means:** There are several pairs of words that nearly always accompany each other:

- Either...or: *I would like either ice cream or cake at the birthday party.*
- Neither...nor: *Neither the teacher nor the principal was amused by the student's behavior.*
- Both...and...: *Both Joshua and his employee love to kayak.*
- Between...and ...: *Between basketball and soccer, the latter is my favorite sport.*
- Not only...but also...: *The new car came with not only a sleek speaker system but also a GPS.*
- As...as: *The movies was as inspiring as the book.*
- More/less...than: *More than 50,000 people attended the football game.*
- Such/so...that: *The new rules were designed such that game flow would be enhanced.*

Important note: When deciding whether to use “less than” or “fewer than,” determine what those phrases are referring to. If it’s a singular or abstract noun, use “less than.” If it’s a plural noun, use “fewer than.”

*Joseph had **less than** one mile to go on his 15-mile run.*

*The teacher had **fewer than** five pencils after her students left for the day.*

2. **How the tests will try to trick you:** The tests will pair the wrong words with each other.
3. **Tips/strategies:** Become familiar with the word pairs and read the sentence to yourself to see if it makes sense and sounds correct. These word pairs are so engrained into our vocabulary that more often than not you will be able to spot an error right away.
4. **Practice questions:** For the following questions, determine if there is an error in the underlined portion(s); if there is, choose the answer that best fixes it.
 - 1) Neither the coach or the player was enthused about talking to reporters after the game they had just narrowly lost.
 - A. NO CHANGE
 - B. Either; nor
 - C. NO CHANGE; nor

- D. Either; NO CHANGE
- 2) The new TV show, which aired during primetime hours, still attracted less viewers than analysts expected.
- A. NO CHANGE
 B. fewer viewers than
 C. less watchers than
 D. the most viewers
- 3) The new company decided to go public so that investors would take notice.
- A. NO CHANGE
 B. such that

Rule No. 14: Usage errors

1. **What it means:** Even though it's rarely tested, this usage error is important to know:
- Circumvent vs. circumnavigate

*The company **circumvented** the regulations by using a little-known rule.*

*The couple **circumnavigated** the globe on their trip.*

Rule No. 15: Redundancy and wordiness

1. **What it means:** Avoid being redundant and too wordy. Always choose the shortest sentence that is still grammatically correct.
2. **How the tests will try to trick you:** The tests will use redundant phrases and complicate sentences with an overflow of words.
3. **Tips/strategies:** Always choose the simplest, clearest sentence that is grammatically correct.
4. **Practice questions:** For the following questions, determine if there is an error in the underlined portion(s); if there is, choose the answer that best fixes it.
- 1) In spite of being a leader in the community, the company's CEO was caught illegally trespassing last week.
- A. NO CHANGE
 B. NO CHANGE; trespassing
 C. Although he was; NO CHANGE
 D. Although he was; trespassing
- 2) The scientists, being that they were researchers at heart, published the study with the purpose of educating the public.
- A. NO CHANGE
 B. who; NO CHANGE
 C. who; to educate

- D. NO CHANGE; to educate
- 3) The two sides, despite their past history, decided to jointly cooperate at the project work site, which was in close proximity to a new real estate development.
- A. NO CHANGE
 B. history; cooperate; near
 C. NO CHANGE; NO CHANGE; near
 D. history; cooperate; NO CHANGE
- 4) The rising increase of home prices around the city failed to affect only those people who had the ability to afford them.
- A. NO CHANGE
 B. NO CHANGE; could
 C. increase; could
 D. increase; NO CHANGE
- 5) The teacher said, in view of the fact that everyone turned in their homework on time, which he regarded as a(n) essential requirement of the class, that his students would have an added bonus of 15 extra minutes of recess.
- A. NO CHANGE
 B. because; requirement; an extra 15 minutes
 C. because; NO CHANGE; NO CHANGE
 D. NO CHANGE; requirement; NO CHANGE

Rule No. 16: Idioms

1. **What it means:** The tests will expect you to know a range of common idioms. Here are some of them:
- identical with
 - in contrast to
 - independent from
 - indifferent towards
 - modeled after
 - (no) more...than/(no)
 - less...than
 - more than ever
 - neither...nor
 - not only...but also
 - not so much...as
 - prohibits X from doing Y
 - potential to
 - regard as
 - regardless
 - responsible for
 - resulting in
 - retroactive to
 - so X as to be Y
 - so (adjective) that

- subscribe to
 - such...as
 - the same to X as to Y
 - to contrast X with Y
 - to mistake X for Y
 - to result in
 - to sacrifice X for Y
 - range from X to Y
2. **How the tests will try to trick you:** These idioms will often appear as preposition in questions on the tests.
 3. **Tips/strategies:** Study these idioms.

Rule 1: Subject-verb agreement

Do you like fast-paced action, superstars, and budding rivalries? Then the NBA might be for you. The NBA, or National Basketball Association, (1) boast burgeoning popularity, especially among the millennial generation, which (2) are composed of people ages 18 to 35. Why? (3) Here's a few reasons.

One, baseball, a sport that your uncles happily (4) reminds you is “America’s pastime,” (5) are becoming too slow, according to a study. “The games (6) use to be a lot faster,” said one fan. Slow-moving baseball could (7) allow another, faster sport to (8) be able to fill their spot. That’s where basketball (9) enter the picture. With (10) it's fast-paced, up-and-down style of play, basketball (11) is much more entertaining than baseball.

Next, the NBA (12) are a league driven by star players. The NBA — whether it’s through the big superstars like LeBron James, Stephen Curry, and Russell Westbrook or the up-and-coming players like Ben Simmons, Donovan Mitchell, and Giannis Antetokounmpo — (13) offer an exciting array of talent. “The stars are what (14) makes the league,” said a fan. “That’s why attending NBA games (15) are so fun.”

Finally, there (16) is rivalries brewing all over the league. Everyone (17) know the classic Lakers-Celtics rivalries of the NBA’s heyday, but there are some current ones building as well. One of the league’s most popular teams (18) are Golden State, a squad that (19) has some of the biggest stars in the game and is about to play Houston in the Western Conference finals, a highly anticipated matchup that (20) continue to build hype. Over on the other coast, the Boston Celtics, led by their unflappable coach Brad Stevens—“nothing (21) seem to faze him,” said Gordon Hayward, one of his players—are taking on LeBron James’ Cleveland Cavaliers in a series that (22) are not short on aggressive play. Each team, of

course, (23) have its own rivals — and neither the league nor the everyday NBA fan (24) are complaining about the fierce play. It seems that the growing popularity and intensity of the 21st-century NBA (25) is here to stay. Hard at work (26) are the minds of league officials to keep it that way.

1. A. NO CHANGE
B. have boasted
C. boasts
D. had boast
2. A. NO CHANGE
B. is
C. has been
D. have been
3. A. NO CHANGE
B. Here’ll be
C. Here is
D. Here are
4. A. NO CHANGE
B. will reminds
C. remind
D. have remind
5. A. NO CHANGE
B. is
C. will be
D. have been
6. A. NO CHANGE
B. have used
C. used
D. will used
7. A. NO CHANGE
B. allows
C. have allow
D. has allowed
8. A. NO CHANGE
B. be able to fill its
C. be able to fill, or totally take, their
D. fill its
9. A. NO CHANGE
B. can enters
C. enters
D. will enters

10. **A. NO CHANGE**
B. its
C. its'
D. their
11. **A. NO CHANGE**
B. are
C. is not
D. have been
12. **A. NO CHANGE**
B. was
C. is
D. is not
13. **A. NO CHANGE**
B. have offered
C. could had offer
D. offers
14. **A. NO CHANGE**
B. make
C. will have make
D. has made
15. **A. NO CHANGE**
B. could has been
C. is
D. have been
16. **A. NO CHANGE**
B. has been
C. are
D. will have been
17. **A. NO CHANGE**
B. knows
C. have not known
D. could have known
18. **A. NO CHANGE**
B. have been
C. is
D. have not been
19. **A. NO CHANGE**
B. have
C. have had
D. will have had
20. **A. NO CHANGE**
B. continues to build
C. continue to grow
D. have continued to build
21. **A. NO CHANGE**
B. could seem
C. will have seemed
D. seems
22. **A. NO CHANGE**
B. is
C. will not have been
D. have been
23. **A. NO CHANGE**
B. has
C. have played
D. have played against
24. **A. NO CHANGE**
B. will have been
C. is
D. have been
25. **A. NO CHANGE**
B. has been
C. have been
D. are
26. **A. NO CHANGE**
B. is
C. has been
D. none of the above
27. Suppose the writer's goal had been to persuade you to watch the NBA. Does this essay accomplish that goal?
A. Yes, the author uses passionate language to urge the reader to watch the NBA.
B. Yes, the author outlines the main reasons why the NBA has become so popular and includes fan insight.
C. No, the author consistently uses a negative tone about the NBA.
D. No, the author does not support his claims about the NBA with any evidence.

Rule 2: Verb tense

The World Cup kicks off this week, and thousands of American fans (1) were still undecided about which team to (2) have rooted for. That's because back in October, for the first time in thirty-two years, the United States men's national team (3) fail to

qualify for the world's biggest tournament, which (4) took place every four summers. (This year's (5) will have been in Russia.)

To most Americans—ardent and casual fans alike—the team's failure to qualify is both disappointing and confusing. How, we (6) asked, can a nation of over 300 million people not qualify for the World Cup? There (7) are several theories, including a broken youth system and the dominance of other, non-soccer sports—but no matter what you think, the reality (8) hit hard every day: The Americans (9) have not been playing in the World Cup this year.

So who should we root for this summer? [B] There (10) was a bevy of strong candidates (11) to vie for our loyalty. [C] The usual powers, like Spain and Brazil, (12) are always safe bets if you (13) had preferred beautiful, fun soccer with no shortage of highlights (and (14) enjoy winning). Argentina and Portugal, meanwhile, (15) lacked the overall chemistry and success of the top-tier teams but (16) will have had two of the sport's greatest players in Lionel Messi and Cristiano Ronaldo, respectively. [D] In any given game, either player (17) could score a hat trick and completely take over. The Icelanders (18) were sure to be a fan favorite because of their underdog charm and viral Viking clap. [A] And finally, there is Iceland, the smallest country to ever (19) have qualified for the World Cup when it (20) punches its ticket to the tournament in October 2017.

These are, of course, just a sampling of the thirty-two teams that (21) would

compete for soccer's ultimate prize this summer. Fans from around the world (22) have gathered around their TVs, (23) met up at restaurants, and cheer their home country

to victory. Only one question (24) would remained: Who (25) was your team?

1. A. NO CHANGE
B. are
C. have been
D. will have been
2. A. NO CHANGE
B. has rooted for
C. rooted for
D. root for
3. A. NO CHANGE
B. failed
C. will have failed
D. would have failed
4. A. NO CHANGE
B. had taken place
C. takes place
D. will have taken place
5. A. NO CHANGE
B. are
C. is
D. would be
6. A. NO CHANGE
B. ask
C. would have asked
D. will asked
7. A. NO CHANGE
B. is
C. would be
D. would have been
8. A. NO CHANGE
B. has hits
C. have hit
D. hits
9. A. NO CHANGE
B. should not have been
C. can not have been
D. are not playing
10. A. NO CHANGE
B. is
C. are
D. has been
11. A. NO CHANGE
B. vying
C. to have vied

- D. will have vying
12. A. NO CHANGE
B. is
C. will be
D. will have been
13. A. NO CHANGE
B. prefer
C. preferred
D. have prefer
14. A. NO CHANGE
B. enjoys
C. have enjoy
D. has enjoyed
15. A. NO CHANGE
B. would have lacked
C. lack
D. would lack
16. A. NO CHANGE
B. have
C. had
D. might have had
17. A. NO CHANGE
B. could have
C. could has
D. could have not
18. A. NO CHANGE
B. are
C. was
D. is
19. A. NO CHANGE
B. qualified
C. would have qualified
D. will have qualified
20. A. NO CHANGE
B. will punch
C. have punched
D. punched
21. A. NO CHANGE
B. compete
C. will compete
D. competed
22. A. NO CHANGE
B. will gather
C. gather
D. would gather
23. A. NO CHANGE
B. will meet up
C. would meet up
D. meet up
24. A. NO CHANGE
B. remains
C. have remained
D. will have remained
25. A. NO CHANGE
B. have been
C. is
D. are
26. Suppose the writer's goal had been to persuade you to root for a particular team in this summer's World Cup. Does this essay accomplish that goal?
A. Yes, the author uses strong language and imagery to convince you to root for Argentina.
B. Yes, the author uses figurative language and other literary devices to urge you to root for Spain.
C. No, the author does not establish a clear opinion about who to root for but rather gives the reader several teams to consider.
D. No, the author thinks that since the United States didn't qualify for the World Cup, the tournament is not worth watching.
27. For the sake of the logic and coherence of this essay, sentence [A] ("And finally...October 2017") should be placed:
A. where it is now
B. after sentence [B]
C. after sentence [C]
D. after sentence [D]

Rule 3: Pronoun-antecedent agreement

(1) Its about to be that time of year again, the yearly lull of the sports calendar that hits every summer. After the World Cup concludes in mid-July and each country's

fans, currently hunkered down in Russia, pack (2) its bags to travel back to (3) their homes across the world, the only major sport that will seem to be playing on TVs across America—and may be already since the United States men’s national team did not qualify for the tournament, one of (4) their biggest failures to date—is baseball.

Long known as America’s pastime, (5) it is typically the sport of the summer. The baseball calendar, which (6) run from April to October (and sometimes early November), is structured such that (7) it dominate the summer months, when basketball, hockey, soccer (aside from the World Cup), and football are all on (8) its breaks. (9) It’s no wonder that baseball has become synonymous with summer.

(10) One is familiar with it. [B] You go to the ballpark with (11) his friends, buy a hot dog, and watch a game under the sun. [C] If (12) one is lucky enough to live in one of the nearly 30 cities that have a Major League Baseball (MLB) team, you can see the sport played at (13) their highest level. If you aren’t, however, fear not: there (14) is minor league teams all over the country. [A] Then you do it again the next day.

[D] So far this season, the usual contenders are thriving. The Yankees, Red Sox, and defending champion Astros are all at or near the top of (15) their respective divisions (the Yankees and Red Sox both play in the American League East, and (16) it have traded spots for first and second place for most of the year). [E] Behind (17) its typical haul of top free agents throughout the offseason, the Yankees and Red Sox are reinvigorating (18) their fierce (19) rivalry. It has been around for decades. Come October, (20) one may be watching (21) they compete deep into the playoffs. (24)

1. A. NO CHANGE
B. It could be
C. It will be

- D. It’s
2. A. NO CHANGE
B. their
C. his
D. her
3. A. NO CHANGE
B. its
C. they
D. one’s
4. A. NO CHANGE
B. its
C. his
D. one’s
5. A. NO CHANGE
B. they
C. baseball
D. its
6. A. NO CHANGE
B. have ran
C. have run
D. runs
7. A. NO CHANGE
B. it dominates
C. the sport dominates
D. the sport dominate
8. A. NO CHANGE
B. their
C. the sport’s
D. the sports’
9. A. NO CHANGE
B. Its
C. Its’
D. It will be
10. A. NO CHANGE
B. She
C. He
D. You
11. A. NO CHANGE
B. her
C. your
D. their
12. A. NO CHANGE
B. you
C. she

- D. he
13. A. NO CHANGE
B. your
C. its
D. one's
14. A. NO CHANGE
B. could be
C. isn't
D. are
15. A. NO CHANGE
B. its
C. the team's
D. your
16. A. NO CHANGE
B. they
C. you
D. one
17. A. NO CHANGE
B. it's
C. their
D. its'
18. A. NO CHANGE
B. it's
C. its
D. its'
19. Which choice most effectively combines the underlined portions?
A. NO CHANGE
B. rivalry, it
C. rivalry, which
D. rivalry, in which
20. A. NO CHANGE
B. you
C. she
D. he
21. A. NO CHANGE
B. those
C. them
D. the teams
22. For the sake of the logic and coherence of this essay, sentence [A] ("Then you do it again the next day") should be placed:
A. where is it now
B. after sentence [B]
C. after sentence [C]

- D. after sentence [D]
23. If the writer deleted sentence [E] ("Behind its typical haul...rivalry.") from the passage, it would primarily lose:
A. a detailed account of the rivalry between the Yankees and Red Sox
B. an opinion that the rivalry between the Yankees and Red Sox is the fiercest in all of sports
C. information that the Yankees and Red Sox spend big in the offseason
D. an argument that if the Yankees and Red Sox didn't spend big in the offseason, they wouldn't be rivals
24. The writer wants to end the passage with a final sentence that ties back to her central point. Which choice best accomplishes that goal?
A. Leave the final sentence as is
B. That's why baseball is better than other sports.
C. That hypothetical matchup probably won't happen unless the Yankees improve their pitching.
D. That possibility, however, is still months away: The sport of the summer is just beginning.
25. Suppose the writer's goal had been to argue that the rivalry between Yankees and Red Sox is the best in sports. Does this essay accomplish that goal?
A. Yes, the author uses passionate language to describe the rivalry.
B. Yes, the author cites detailed statistics to bolster her argument.
C. No, the passage is mainly about baseball as the sport of the summer.
D. No, the author doesn't mention the rivalry.

Rule 4: Pronoun case

A few days ago, my family and (1) me went to the movies. When (2) we arrived at

the theater, the attendant gave my mom, my dad, my sister, and (3) I our tickets and told (4) we to head to theater 5 on the left. On the walk there, (5) I noticed a sign in the corner of my eye: Two-for-one popcorn until 2 p.m. I checked my watch: 1:34. We were good to go.

My parents had to use the restroom, though, so my dad told (6) me and my sister to go ahead and order. We were to meet (7) he and my mom at the front of theater 5 when we got the popcorn. So my sister and (8) me walked over to the counter and ordered two large bags of it. After (9) her and (10) me paid the cashier, another employee poured the buttery popcorn into two flimsy paper bags, which barely stayed together, and asked, “(11) Who are these for?” I nodded at him, and he handed a bag to both my sister and (12) I. Then (13) her and (14) I headed to the correct theater.

“(15) Whom is the star of this movie?” my mom asked as we walked into the theater. My sister, while all of (16) us listened attentively, then went into a long explanation: Apparently at the start of filming the actors themselves didn’t know to (17) who the star role belonged. Their question of (18) whom was at the center of the movie’s plot was the biggest mystery entering production; indeed, the director had given (19) they and their coworkers little clue (20) who was going to be cast in the lead role. It all sounded kind of confusing to (21) I. But I trusted (22) she and her movie knowledge more than my own.

It ended up being a pretty good movie. Four-and-a-half stars, my dad proclaimed walking out of the theater. ((23) Him and his friends had started a practice of announcing their specific approval of cinema upon the movie’s conclusion. (24) Whom started that hobby, (25) I don’t know.)

1. A. NO CHANGE
B. I

- C. we
D. us
2. A. NO CHANGE
B. us
C. he
D. they
3. A. NO CHANGE
B. us
C. me
D. them
4. A. NO CHANGE
B. us
C. they
D. him
5. A. NO CHANGE
B. me
C. they
D. we
6. A. NO CHANGE
B. I
C. them
D. us
7. A. NO CHANGE
B. them
C. her
D. him
8. A. NO CHANGE
B. us
C. I
D. we
9. A. NO CHANGE
B. she
C. we
D. they
10. A. NO CHANGE
B. them
C. us
D. I
11. A. NO CHANGE
B. Whom
C. To whom
D. Whose
12. A. NO CHANGE

- B. her**
C. me
D. us
13. **A. NO CHANGE**
B. she
C. we
D. us
14. **A. NO CHANGE**
B. me
C. us
D. him
15. **A. NO CHANGE**
B. To whom
C. Him
D. Who
16. **A. NO CHANGE**
B. them
C. we
D. her
17. **A. NO CHANGE**
B. whom
C. him
D. them
18. **A. NO CHANGE**
B. who
C. we
D. her
19. **A. NO CHANGE**
B. she
C. them
D. he
20. **A. NO CHANGE**
B. whom
C. to whom
D. her
21. **A. NO CHANGE**
B. him
C. they
D. me
22. **A. NO CHANGE**
B. her
C. they
D. them
23. **A. NO CHANGE**

- B. They**
C. He
D. We
24. **A. NO CHANGE**
B. Who
C. For whom
D. To whom
25. **A. NO CHANGE**
B. me
C. they
D. he
26. If the writer deleted the final two sentences from the passage, it would primarily lose:
A. a dramatic, poignant ending that emphasizes the theme of the passage
B. a serious appraisal of the movie and its merits
C. a somewhat humorous explanation for why the narrator's father announces movie ratings
D. a stark contrast to the tone of the rest of the passage

Rule 5: Noun agreement

The high school (1) runners laced up both of his (2) shoe, slapped his left (3) leg, then his (4) right's, and toed the starting line. He was ready for the race.

As (5) elite runners, Joey had been through this same routine countless times before—has to be over 100, he thought to (6) him—but (7) they still gave him goosebumps every time. The pre-race adrenaline, as his coach, who was a (8) weathermen previously, always liked to say, was the “storm before the storm.” It was key for (9) him and his teammates, Joey knew, to become (10) a calm sailor out at sea, to manage (11) his energy for the actual race (12) themselves.

Their nervous energies (13) were soon released, however, with the sound of the start. As the (14) dozen of (15) runners sprinted out of the gates and jockeyed for position, Joey looked for (16) a profitable spot to settle in to his pace. As (17) aspiring doctors, Joey understood the value of patience and (18) their many virtues. After a frantic first 60 seconds of the race, the dust settled, and (19) each and every (20) runners found solace in the comforting rhythm of putting one foot in front of the other.

Soon, though, that tranquility wore off, as paces increased and (21) heart pounded faster. Joey, as was custom, was out in front, the closest runner 100 meters behind. He crossed the finish line in first, again.

1. A. NO CHANGE
B. runner's
C. runners'
D. runner
2. A. NO CHANGE
B. shoes
C. shoe's
D. shoes'
3. A. NO CHANGE
B. legs
C. leg's
D. legs'
4. A. NO CHANGE
B. rites
C. right
D. writes
5. A. NO CHANGE
B. the elite runners
C. a elite runner
D. an elite runner
6. A. NO CHANGE
B. himself
C. themselves
D. he
7. A. NO CHANGE
B. them
C. it
D. it's
8. A. NO CHANGE
B. weatherman
C. meteorologists
D. weather station men
9. A. NO CHANGE
B. he
C. his
D. them
10. A. NO CHANGE
B. a calm sailors
C. calm sailor's
D. calm sailors
11. A. NO CHANGE
B. they're
C. their
D. its
12. A. NO CHANGE
B. itself
C. themself's
D. ourselves
13. A. NO CHANGE
B. was
C. is
D. had been
14. A. NO CHANGE
B. twelve
C. more than a dozens
D. dozens
15. A. NO CHANGE
B. runner

- C. runner's
D. runners'
16. A. NO CHANGE
B. an advantageous
C. a detrimental
D. a fortunate
17. A. NO CHANGE
B. aspiring doctor's
C. an aspiring doctor
D. aspiring doctors'
18. A. NO CHANGE
B. they're
C. its
D. there
19. A. NO CHANGE
B. each, every
C. both each and every
D. every
20. A. NO CHANGE
B. runner's
C. runners'
D. runner
21. A. NO CHANGE
B. hearts
C. its hearts
D. heart's
22. Suppose the writer's goal had been to discuss the science behind running. Does this essay accomplish that goal?
A. Yes, the author explores the causes and effects of pre-race adrenaline in significant detail.
B. Yes, the author uses one runner as a case study to discuss the physical challenges presented by long-distance running.
C. No, the author writes about the progression of a race, focusing on a single runner.
D. No, the author mocks the science behind the sport with a sarcastic tone.

Rule 6: Parallel structure

The United (1) State's women's national soccer team (USWNT) just won (2) its (3) unique fourth World Cup, and second in a row. The Americans, playing in France, tore through (4) its group (beating Thailand by a record score 13-0), held on against some tough European competition in the

elimination rounds, and (5) they dispatched the Netherlands in the final, 2-0. It was especially impressive because the teams the Americans faced on the field weren't their only opponents and (6) it was also impressive because no team had ever won back-to-back World Cups, the quadrennial tournaments (7) held every four years.

[B] Not only did the U.S. players face stiff competition on the field, but (8) also intense scrutiny off the field was a factor as well. (9) On the one hand, whether it was their celebrations, their uncompromising playing style, or (10) their use of their platform to speak up about issues outside of soccer, it seemed that every move the Americans made (11) were analyzed to the fullest. [A] It was Morgan (12) whom celebrated her goal against England in the semifinals by running to her teammates and (13) she pretended to sip a glass of tea. [C] Among the most vocal players (14) were Megan Rapinoe, the enthusiastic captain who won the (15) tournaments Golden Boot Award as its top goal scorer, and Alex Morgan, (16) who is 30 years old.

[D] In the end, though, none of that distracted the U.S. from its ultimate mission (17); winning the World Cup. Behind goals from Rapinoe and (18) Rose Lavelle scored as well, the Americans fought off a determined Netherlands squad in the final. (19) Upon the hearing of the final whistle, the U.S. women's soccer team had shown fans across the globe how to stay cool under pressure, (20) fight for what you believe in, and how to celebrate your successes in style.

1. A. NO CHANGE
B. State
C. States's
D. States
2. A. NO CHANGE
B. their
C. our
D. her

3. A. NO CHANGE
B. unprecedented
C. rare
D. sole
4. A. NO CHANGE
B. our
C. their
D. her
5. A. NO CHANGE
B. they beat
C. dispatched
D. they won against
6. A. NO CHANGE
B. also it was impressive
C. it was impressive as well
D. because
7. A. NO CHANGE
B. DELETE the underlined portion.
C. held not next year but three years after that
D. held like they do the Olympics
8. A. NO CHANGE
B. they also faced intense scrutiny off of it
C. also the scrutiny they faced off the field was intense as well
D. also a factor was the intense scrutiny they faced off the field
9. A. NO CHANGE
B. On the other hand
C. Nevertheless
D. DELETE the underlined portion and begin the sentence with a capital letter.
10. A. NO CHANGE
B. they used their platform to speak up about issues outside of soccer
C. the fact that their use of their platform was to speak up about issues outside of soccer
D. their platform that they spoke up about issues outside of soccer on
11. A. NO CHANGE
B. had been
C. was
D. were then

12. **A. NO CHANGE**
B. who
C. whose
D. who's
13. **A. NO CHANGE**
B. she had pretended
C. pretending
D. pretending by faking to
14. **A. NO CHANGE**
B. has been
C. had been
D. was
15. **A. NO CHANGE**
B. tournament
C. tournaments'
D. tournament's
16. Given that all of the following are true, which choice gives the most relevant detail that follows the pattern used previously in the sentence?
A. NO CHANGE
B. whose nickname is "Baby Horse"
C. who was frequently roughed up by opposing defenders
D. the charismatic forward who won the Silver Boot Award as the second-leading scorer
17. **A. NO CHANGE**
B. :
C. , which was to
D. —of
18. **A. NO CHANGE**
B. it's
C. Rose Lavelle
D. its'
19. **A. NO CHANGE**
B. By the end of the World Cup
C. Upon hearing the whistle signifying the game was over
D. Upon the final whistle
20. **A. NO CHANGE**
B. fighting for what you believe in
C. to fight for what you believe in
D. how to fight for what you believe in
21. For the sake of the logic and coherence of this essay, sentence [A] ("It was Morgan...sip a glass of tea.") should be placed:
A. where is it now
B. after sentence [B]
C. after sentence [C]
D. after sentence [D]
22. Suppose the writer's goal had been to give a brief overview of the U.S. women's national soccer team's success at the World Cup, on and off the field. Does this essay accomplish that goal?
A. Yes, the author focuses on the team's success winning a fourth World Cup and overcoming the adversity they faced off the field.
B. Yes, the author gives an incisive tactical breakdown of each of the team's wins.
C. No, the author focuses only on the team's success on the field.
D. No, the author focuses on the team's shortcomings.

Rule 7: Commas and conjunctions

The other day I was watching the men's Wimbledon final (1), but I am a huge tennis fan. It was a hot afternoon (2), I had the A/C on high and the windows closed. The match pitted Roger Federer and Novak Djokovic against each other. Because I (3) appreciate

greatness I was looking forward to (4) watch it.

The match started (5) auspiciously. Djokovic went on the offensive, hitting forehands with tremendous vigor (6), Federer responded each time with his trademark backhand (7), it was very fun to watch. (8) Until Djokovic looked like he was exerting intense effort on every point (9), Federer gracefully glided around the court with apparent ease. (10) In addition, it was Djokovic who won the first set in a tiebreak. Federer did not appear upset, (11) so he had been in this situation many times before.

Federer dominated the second set. He was in control throughout (12), Djokovic looked gassed. (13) After winning the set (14) 6-1 Federer appeared ready to head home a champion.

The match, (15) however, was not yet over. Djokovic pulled out another tiebreak to win the third set, (16) yet he led 2-1 going into the fourth. Federer reasserted control during the fourth set (17), he won it 6-4. (18) Although the score was (19) tied, the winner of the fifth and final set would be crowned as Wimbledon champion.

Djokovic took an early lead in the fifth, (20) nor Federer stormed back. The score was tied 6-6 (21), that meant they would keep playing until one player earned a two-point lead. The players went back and forth (22) until the score was tied 12-12. A new Wimbledon rule stated that the players would play a tiebreaker to determine the winner (23), it was all down to this.

Like he had in the two previous tiebreaks, Djokovic dominated. (24) Before he finally won, he fell to his knees in celebration. Just like that, the match was over (25), Federer was gracious in defeat.

1. A. NO CHANGE
B. , when
C. because

- D. yet
2. A. NO CHANGE
B. since I
C. because I
D. , so I
3. A. NO CHANGE
B. appreciate greatness,
C. think greatness is an admirable trait
D. understand what it takes to be the best, at the top of your game,
4. A. NO CHANGE
B. watching it
C. viewing the spectacle that was sure to grace our eyes
D. watch
5. A. NO CHANGE
B. forebodingly
C. inauspiciously
D. boringly
6. A. NO CHANGE
B. because Federer
C. , while Federer
D. , for Federer
7. A. NO CHANGE
B. DELETE the underlined portion.
C. , but it
D. , so it
8. A. NO CHANGE
B. Because
C. While
D. Before
9. A. NO CHANGE
B. , so Federer
C. , although Federer
D. , since Federer
10. A. NO CHANGE
B. However
C. On the other hand
D. Also
11. A. NO CHANGE
B. and
C. although
D. for
12. A. NO CHANGE
B. , and Djokovic

- C. , nor Djokovic
D. , after Djokovic
13. A. NO CHANGE
B. Before
C. While
D. Until
14. A. NO CHANGE
B. 6-1 because Federer
C. 6-1, Federer
D. 6-1 while Federer
15. A. NO CHANGE
B. also
C. for example
D. in addition
16. A. NO CHANGE
B. so
C. while
D. because
17. A. NO CHANGE
B. , yet
C. , although
D. , and
18. A. NO CHANGE
B. Since
C. Until
D. While
19. A. NO CHANGE
B. tied
C. tied;
D. all knotted up
20. A. NO CHANGE
B. however
C. since
D. but
21. A. NO CHANGE
B. , since that
C. , so that
D. , but that
22. A. NO CHANGE
B. while
C. nor
D. for
23. A. NO CHANGE
B. , so it was
C. , because it was
D. , until it was

24. A. NO CHANGE
B. During
C. After
D. While
25. A. NO CHANGE
B. , nor Federer
C. , because Federer
D. , and Federer
26. Suppose the writer’s goal had been to compare and discuss Federer’s and Djokovic’s accomplishments throughout their career. Does this essay accomplish that goal?
A. Yes, the author focuses on the number of grand slam titles each player has won and concludes Federer has had the better career.
B. Yes, the author compares the players across several categories to determine who has had the more impressive career.
C. No, the author focuses on one match, the Wimbledon final, between Federer and Djokovic—not their entire careers.
D. No, the author mostly discusses his own experience with playing tennis and only mentions Federer and Djokovic in passing.

Rule 8: Dangling participles

As a lover of all things summer, (1) the beach really appealed to Josh (2) he packed up his car and headed east. Upon arriving at the beach, (3) a large flock of seagulls greeted him. “Good morning!” they seemed to exclaim. (4) (The waves looked pretty good today, Josh thought to himself.) After

picking a spot and applying sunscreen, (5) Josh headed for the water.

(6) Cool and clear, Josh felt the water as soon as he stepped in. The waves were a little choppy, but they were manageable, (7) for after Josh got acquainted with the water, he walked back on shore to grab his surfboard. Light and agile, (8) the board was one of (9) Joshs' closest companions, (10) bringing it with him every beach trip. Ready to surf, (11) Josh carried his board into the water.

Riding his first wave of the day, (12) a feeling of pure happiness came over Josh. The coolness of the water, the salty ocean breeze, the warm (13) sun, these all made him feel (14) remarkable content. Surfing for several hours, (15) the time passed quickly for Josh.

Tired, (16) Josh returned to shore. Pulling the book "Ishmael" out of his bag, (17) images and words soon populated Josh's mind. (18) "Ishmael" is a critically acclaimed philosophical novel with a strong environmental message. Reading on the beach, the sun shining and breeze blowing softly, (19) his eyelids began to feel heavier and heavier. He fell asleep.

(20) Waking up about twenty minutes later, the sun shone in his eyes. A successful day at the beach, Josh thought to himself. He got to surf, read, (21) and to nap under the sun. Driving home, (22) storm clouds formed overhead, and (23) soon the wetness of raindrops was felt everywhere.

1. A. NO CHANGE
B. the beach was really enjoyable to Josh
C. Josh really enjoyed the beach
D. Josh was indifferent about the beach
2. A. NO CHANGE
B. , so he

- C. so he
D. , until he
3. A. NO CHANGE
B. greeting him were a large flock of seagulls
C. a large flock of seagulls said hello to him
D. he was greeted by a large flock of seagulls
4. A. NO CHANGE
B. Did I forget anything? Joshua asked himself.
C. I better put on some sunscreen, Josh thought to himself.
D. That or they were just hungry, Josh thought to himself.
5. A. NO CHANGE
B. the water called out to Josh
C. the water beckoned
D. the seagulls returned
6. A. NO CHANGE
B. Josh felt the cool and clear water as soon as he stepped in.
C. Cool and clear, the water was felt by Joshua as soon as he stepped in.
D. Cool and clear, Joshua ran back to shore because he didn't like cold water.
7. A. NO CHANGE
B. , so
C. , while
D. because
8. A. NO CHANGE
B. Josh
C. the water
D. the sand
9. A. NO CHANGE
B. Josh
C. Josh's
D. Joshs
10. A. NO CHANGE
B. which he brought it with him
C. and he brought it with him
D. that he brought it with him
11. A. NO CHANGE
B. he carried

- C. the board was carried by Joshua
D. the board went
12. A. NO CHANGE
B. pure happiness was the feeling Josh felt right then
C. the sentiment of pure happiness and joy fell over Josh's entire being
D. Josh felt pure happiness
13. A. NO CHANGE
B. sun—
C. sun;
D. sun.
14. A. NO CHANGE
B. hugely
C. remarkably
D. remarkably
15. A. NO CHANGE
B. the time flew by
C. in no time it was already sundown
D. Josh passed the time quickly
16. A. NO CHANGE
B. the board was carried by Josh back to shore
C. the shore beckoned for Josh to come back to it
D. the sand and the sun wore out Josh
17. A. NO CHANGE
B. Josh began to read
C. beautiful environmental imagery sprang from the deep recesses of Josh's mind
D. the book was enjoyable to Josh
18. The writer is considering deleting this sentence. Should the writer make this change?
A. Yes, because "Ishmael" is not an inherently philosophical novel.
B. Yes, because it introduces information unnecessary to the passage.
C. No, because it tells the reader what types of books Josh likes.
D. No, because the description of "Ishmael" is apt.
19. A. NO CHANGE
B. the heaviness of his eyelids began to take effect
C. Josh began to feel his eyelids become heavy
D. Josh's eyelids were felt by him becoming heavier
20. A. NO CHANGE
B. The sun, twenty minutes later, caused Josh to unopen his eyes and then he woke up.
C. Twenty minutes later, he woke up.
D. Waking up a while later from the sun, Josh woke up.
21. A. NO CHANGE
B. and napped
C. and napping
D. and nap
22. A. NO CHANGE
B. the car witnessed the appearance of storm clouds
C. Josh saw storm clouds form overhead
D. storm clouds appeared
23. A. NO CHANGE
B. soon it started raining
C. soon, just like the waves at the beach, everything was wet
D. soon water began falling from the clouds overhead

Rule 9: Relative pronouns

Tom Brady, the quarterback (1) whom led the New England Patriots to Super Bowl glory time and again, shocked the league when he signed with the Tampa Bay Buccaneers. The move—(2) that was completed in mid-March—came as a surprise for several reasons, especially to Patriots fans, (3) who considered Brady an

icon. In New England, (4) when Brady spent 20 years as a Patriot, grown men and women wept when Brady announced on Twitter, (5) which is a popular social media platform, that he would be leaving.

Joshua Platt was one of those men. Platt, (6) who lives in Florida but is from New England, recently bought a life-size cutout of Brady, (7) that now adorns his living room wall, to commemorate his time as a Patriot. "It's just so heartbreaking," Platt said through tears on the front porch of his Florida home, (8) when a Patriots flag waves proudly, "to know he'll never put on the red, blue, and silver again."

(9) Indeed, Brady will now (10) clothe himself in the red and white of the Buccaneers, (11) whom play in Tampa Bay (12) which is a much smaller football market (13) then New England. Brady, for his part, seems (14) clear. "I'm going to give it everything I've got," wrote Brady, (15) who won six Super Bowls with the Patriots.

Buccaneers fans, to (16) whom Brady's arrival was seemingly too good to be true, new, will surely welcome Brady. Tampa Bay finished last season 7-9 (17) a record which placed them third their division, (18) that is the NFC South. The Buccaneers, (19) they last won a Super Bowl in the early 2000s, do have a strong young receiving (20) athletic group (21) that is among the most exciting in the league. Their division, (22) therefore, will be one of the toughest in the league, as the Saints, Falcons, and Panthers all have legitimate playoff (23) aspirations.

Regardless, Brady, (24) whom was the king of New England, will no longer be playing there. "I wish him luck; I really do," said Platt, using a handkerchief to wipe away tears (25) that were running down his face. "Sundays just aren't going to be the same this year."

1. A. NO CHANGE

- B. who
C. which
D. he
2. A. NO CHANGE
B. it
C. that's
D. which
3. A. NO CHANGE
B. whom
C. they
D. them
4. A. NO CHANGE
B. at which
C. where
D. whereupon
5. A. NO CHANGE
B. that
C. that's
D. it
6. A. NO CHANGE
B. whom
C. he
D. that
7. A. NO CHANGE
B. it
C. which
D. the cutout
8. A. NO CHANGE
B. which
C. at which
D. where
9. A. NO CHANGE
B. Therefore
C. Thus
D. Additionally
10. A. NO CHANGE
B. cloth himself in
C. don
D. pull over
11. A. NO CHANGE
B. who
C. they
D. the team that
12. A. NO CHANGE
B. , which
C. that

- D. , that
13. A. NO CHANGE
B. followed by
C. because of
D. than
14. A. NO CHANGE
B. lackadaisical
C. unfazed
D. straightforward
15. A. NO CHANGE
B. whom
C. he
D. which
16. A. NO CHANGE
B. whom
C. them
D. they
17. A. NO CHANGE
B. , a record that
C. , a record whom
D. , it
18. A. NO CHANGE
B. which
C. it
D. they play
19. A. NO CHANGE
B. whom
C. who
D. it
20. A. NO CHANGE
B. corps
C. group of athletes
D. teammates
21. A. NO CHANGE
B. which
C. who
D. whom
22. A. NO CHANGE
B. thus
C. also
D. however
23. A. NO CHANGE
B. aspiring dreams
C. losses
D. hopeful successes
24. A. NO CHANGE

- B. who
C. he
D. when
25. A. NO CHANGE
B. which
C. they
D. who

Rule 10: Adjective-adverb confusion

Liverpool, (1) that is a city in northwest England, is home to a (2) famously soccer team, (3) and that soccer team is called Liverpool F.C. Liverpool residents, known (4) global as “Scousers,” take great pride in their football club, (5) that has been one of the most (6) winningly successful in England and all of Europe. There is one

trophy, (7) also, that has (8) hidden from the (9) teams' grasp for three decades, one trophy that the supporters (10) want really badly more than (11) any other; the English Premier League championship.

Up until nearly all world soccer was halted due to concerns over spreading Covid-19, the team seemed on its way to ending the 30-year wait. Led by its (12) emotionally and determined coach Jürgen Klopp, “the Reds” stood 25 points clear of second place at the top of the EPL table. With a (13) stout defense, a (14) reliably midfield, and a prolific set of strikers, Liverpool won 27 of its first 29 games in the league, an (15) unquestionably remarkable achievement (16) which made them the talk of soccer worldwide.

The defense, anchored by the (17) durable and unflinching center back Virgil Van Dijk and supplemented by the (18) speedily backs Trent Alexander-Arnold and Andy Robertson, has only allowed 21 goals so far this season. Jordan Henderson, the (19) resolute team captain, leads an (20) unbelievable versatile midfield that supports not only the defenders (21) and also the potent (22) corps of strikers—Mohamed Salah, Roberto Firmino, and Sadio Mané, (23) whom have scored 38 combined goals.

Will this be the year that Liverpool ends its (24) longingly wait for EPL glory? Only time will tell. (25) For now, the Scousers will think back on their (26) tremendously season so far.

1. A. NO CHANGE
B. it is a city in northwest England
C. a city in northwest England
D. which is known as a city in northwest England
2. A. NO CHANGE
B. famously well-known
C. famously popular
D. famous
3. A. NO CHANGE
B. Liverpool F.C.
C. and it is known as Liverpool F.C.
D. which, the soccer team, is called Liverpool F.C.
4. A. NO CHANGE
B. globally
C. globally worldwide
D. global worldwide
5. A. NO CHANGE
B. they
C. it
D. which
6. A. NO CHANGE
B. winning and successful
C. successful
D. successfully winning
7. A. NO CHANGE
B. additionally
C. however
D. furthermore
8. A. NO CHANGE
B. navigated
C. been hidden
D. eluded
9. A. NO CHANGE
B. team's
C. teams
D. teams's
10. A. NO CHANGE
B. desire greatly
C. covet
D. significantly pine for
11. A. NO CHANGE
B. any other:
C. any other,
D. any other.
12. A. NO CHANGE
B. emotionally determined
C. determinedly emotional
D. emotional and determined
13. A. NO CHANGE
B. good
C. exceptionally fantastic
D. porous
14. A. NO CHANGE
B. reliable
C. unreliably

- D. dependably
15. A. NO CHANGE
 B. unquestionably remarkably
 C. unquestionable and remarkable
 D. remarkably unquestionable
16. A. NO CHANGE
 B. it
 C. and which
 D. that
17. A. NO CHANGE
 B. durably unflinching
 C. unflinchingly durable
 D. durably unflinchingly
18. A. NO CHANGE
 B. speedily fast
 C. speedy
 D. speedily quick
19. A. NO CHANGE
 B. resolutely
 C. resolutely strong
 D. resolutely determined
20. A. NO CHANGE
 B. unbelievable yet versatile
 C. versatilely unbelievable
 D. unbelievably versatile
21. A. NO CHANGE
 B. but also
 C. but it also
 D. that also
22. A. NO CHANGE
 B. core of strikers;
 C. corps of strikers;
 D. core of strikers.
23. A. NO CHANGE
 B. they
 C. who
 D. the players
24. A. NO CHANGE
 B. long
 C. longingly extended
 D. longingly frustrating
25. A. NO CHANGE
 B. Therefore
 C. However
 D. Nevertheless
26. A. NO CHANGE

- B. successfully tremendous
 C. tremendously successfully
 D. tremendous

Rule 11: Erroneous comparisons

With hundreds of millions of copies sold, (1) J.K. Rowling has penned one of the best-selling book series of all-time, Harry Potter. The seven-book series, which (2) chronicles the journey of a boy wizard throughout seven years at Hogwarts, (3) that is a school of magic, was (4) (and is) widely read among kids and adults alike. (5) However, children appreciate the adventure and magic

of the books, (6) adults enjoy (7) that of its themes of good versus evil, light versus dark (8) (at nearly 900 pages, the fifth book is the longest in the series).

The friendship among Harry Potter (the main character), Ron Weasley (his redheaded best friend), and Hermione (9) Granger, their extremely well-read voice of reason, is one of the book's most endearing aspects. Harry's fame in the wizarding world is much greater (10) than Ron and Hermione, but that doesn't seem to bother them. Hermione's intelligence—shaped by reading hundreds of books (11); is as valuable a trait (12) as any of Harry's as it saves the trio from (13) mountainous daunting situations. While Ron's smarts pale in comparison (14) to Hermione, his courage and blunt nature help Harry navigate his many crises. In the first (15) three book's, readers are introduced to these characters and more as Harry begins his journey at Hogwarts. In the next four, (16) Rowling the author develops a complex plot and reveals several earth-shattering surprises. Together, they create an epic saga read around the world: The series' reach is as global as (17) those of any other.

Another draw to readers was Rowling's creation of the wizard sport Quidditch, (18) it involved wizards flying around on brooms to throw a ball through hoops. In this way, many "Muggles" (Rowling's word for humans) have compared the sport to basketball. Quidditch's intensity is matched by (19) basketballs, and the teamwork required in Quidditch is similar to (20) those required in basketball, as well. (21) On the other hand, basketball's rulebook—(22) which to, us seem relatively straightforward—is nothing compared (23) to Quidditch, which has no shortage of long, Byzantine rules.

All in all, Harry Potter has become one of most read book series in history for good reason. The series' universal appeal is

greater than (24) other popular book series, and its magic endures forever.

1. A. NO CHANGE
B. J.K. Rowling has written one of the best-selling book series of all-time, Harry Potter.
C. one of the best-selling book series of all-time is Harry Potter, and it was written by J.K. Rowling
D. Harry Potter, written by J.K. Rowling, is one of the best-selling book series of all-time.
2. A. NO CHANGE
B. maps
C. enhances
D. obstructs
3. A. NO CHANGE
B. a school of magic
C. a magical school filled with witches and wizards
D. DELETE the underlined portion
4. The writer is considering deleting the underlined parenthetical aside. Should the write delete this portion?
A. Yes, because it creates a grammatically incorrect sentence.
B. Yes, because it introduces unnecessary information that blurs the focus of the paragraph.
C. No, because it is a concise way to indicate that Harry Potter is still widely read today.
D. No, because it offers concrete evidence of Harry Potter's current readership.
5. A. NO CHANGE
B. While
C. Although,
D. Nevertheless,
6. The writer is considering adding the following true descriptive clause at this point in the paragraph.
—of which there are seven—

- A. Yes, because it is essential information.
 B. Yes, because the number seven is a commonly reoccurring theme in Harry Potter
 C. No, because the number of books in the series is irrelevant.
 D. No, because the information is stated earlier in the paragraph.
7. A. NO CHANGE
 B. its
 C. its'
 D. their
8. A. NO CHANGE
 B. (the fourth book is about Harry's participation in the heralded Triwizard Tournament)
 C. (and some doses of humor perhaps lost on younger eyes and ears)
 D. (J.K. Rowling is from England)
9. A. NO CHANGE
 B. (their extremely well-read voice of reason)
 C. their extremely well-read voice of reason
 D. who has been their extremely well-read voice of reason
10. A. NO CHANGE
 B. those of Ron and Hermione
 C. that of Ron and Hermione
 D. Ron and Hermiones
11. A. NO CHANGE
 B. , is
 C. —is
 D. : is
12. A. NO CHANGE
 B. as any of Harrys'
 C. as any of Harrys
 D. as those of Harrys'
13. A. NO CHANGE
 B. countless
 C. a few
 D. about four
14. A. NO CHANGE
 B. to it of Hermione
 C. to Hermiones
 D. to Hermione's
15. A. NO CHANGE
 B. three books'
 C. three books
 D. three written works of literature
16. A. NO CHANGE
 B. , the author;
 C. ; the author,
 D. DELETE the underlined portion as that information has already been stated in the passage.
17. A. NO CHANGE
 B. that of any other
 C. those, of any other
 D. any other
18. A. NO CHANGE
 B. that involved
 C. which involved
 D. the sport involved
19. A. NO CHANGE
 B. the intensity for which basketball requires
 C. basketballs'
 D. basketball's
20. A. NO CHANGE
 B. that required
 C. it required
 D. which required
21. A. NO CHANGE
 B. Therefore,
 C. While
 D. Furthermore,
22. A. NO CHANGE
 B. which, to us, seems
 C. which to us seem
 D. which, to us seems,
23. A. NO CHANGE
 B. those of Quidditch
 C. Quidditch's
 D. Quidditchs
24. A. NO CHANGE
 B. those of other
 C. that of other
 D. DELETE the underlined portion.

25. Suppose the writer's goal had been to write an in-depth analysis of the wizard sport Quidditch. Would this essay accomplish that goal?
- A. Yes, because the penultimate paragraph compares Quidditch to basketball.
 - B. Yes, because the rules and strategies of Quidditch are explained in detail from multiple points of view.
 - C. No, because the essay focuses on the series as a whole and only briefly discusses Quidditch.
 - D. No, because the essay never mentions Quidditch.

Rule 12: Comparatives and superlatives

When choosing a college, (1) theirs a lot to consider. Factors (2) such as: cost, programs of study, location, and atmosphere are all important when you are deciding where to spend (at least) the next four years of your life.

Perhaps the (3) more important—and most often (4) overlooked, aspect of choosing a college is its cost. Students must ask themselves (and their families) an essential question: What is the (5) most that I can pay for college? Typically, among all universities, in-state public schools are going to be the (6) cheaper option, while private institutions will be the (7) more expensive. Among the two types of public universities, out-of-state schools will be (8) more costly than their in-state counterparts. (9) Therefore, tuition and fees are only part of the cost of attendance. Students must factor in room and board, dining, textbooks, and more—(10) that, granted, cost (11) fewer than tuition but still compose a significant part of the cost of attendance—into their budget. No matter your situation, one thing is clear: Cost is one of the (12) more important factors of choosing a college.

Another thing students must consider is whether the college has their intended major. Students who want a (13) broadest education might choose a liberal arts college over a technical university, (14) which typically emphasizes a (15) more specific field of study. (16) On the other hand, most large public universities like the University of Florida offer (17) many majors and minors, while a university like Georgia Tech has a narrower focus on engineering. Researching the college’s programs of study has become (18) the best step in deciding where to attend.

(19) Initially, students must take into account the atmosphere of the college. They will hear parents, teachers, and counselors recommend finding the (20) hidden “feel” of the college to determine whether they will fit at that school. The only way to find it is to visit the university, (21) that is one of the (22) more critical steps of the three discussed in this passage. When visiting the (23) college, either officially or unofficially,

students should ask lots of questions to figure out if they can see themselves there for four years.

1. A. NO CHANGE
B. their is
C. there’s
D. they’re is
2. A. NO CHANGE
B. such as
C. such as—
D. for example:
3. A. NO CHANGE
B. most
C. biggest
D. largest
4. A. NO CHANGE
B. overlooked:
C. overlooked;
D. overlooked—
5. A. NO CHANGE
B. more
C. highest total amount
D. true dollar cost
6. A. NO CHANGE
B. more cheaper
C. cheapest
D. most cheapest
7. A. NO CHANGE
B. most
C. higher in price
D. astronomically
8. A. NO CHANGE
B. most
C. higher in price
D. astronomically
9. A. NO CHANGE
B. Thus,
C. Even though,
D. However,
10. A. NO CHANGE
B. which, granted,
C. that, granted
D. they, granted,
11. A. NO CHANGE
B. cheapest

- C. a lower number of dollars
D. less
12. A. NO CHANGE
B. biggest
C. most
D. least
13. A. NO CHANGE
B. broader
C. more broader
D. most broadest
14. A. NO CHANGE
B. they
C. that
D. this type of college
15. A. NO CHANGE
B. most
C. least
D. bigger
16. A. NO CHANGE
B. However,
C. While
D. For example,
17. A. NO CHANGE
B. more than one
C. a few
D. less
18. A. NO CHANGE
B. a best
C. the better
D. an important
19. A. NO CHANGE
B. Finally,
C. At the start,
D. Despite this,
20. A. NO CHANGE
B. well-hid
C. elusive
D. illusive
21. A. NO CHANGE
B. it
C. which
D. this
22. A. NO CHANGE
B. most

- C. least
D. best
23. A. NO CHANGE
B. college; either
C. college—either
D. college: either
24. Suppose the writer’s goal had been to compose an essay explaining the main factors in selecting a college. Would this essay accomplish that goal?
A. Yes, because the essay explains the college selection process by focusing on one student and one university.
B. Yes, because the essay outlines and discusses three of the most important factors—cost, program of study, and atmosphere—that students should consider when choosing a college.
C. No, because the essay does not mention any factors about the college selection process.
D. No, because the essay is mostly about navigating the first semester of college.

Rule 13: Word pairs

Writing about sports is an interesting job (1) which requires different skills. Sportswriting (2) take many forms, but most sportswriters are either beat reporters that follow a (3) team; professional and college, mostly—(4) or bloggers who observe sports from afar and write about them online. (5) In today’s increasingly digital media climate,

there are likely (6) less beat reporters than online bloggers, which means the on-the-field reporters (7) not only critical but also important as ever.

Writing about sports, like (8) more jobs, has both advantages (9) but disadvantages. One benefit is that sports reporters get to (10) frequent lots of live sporting events, for free. They not only get to watch the games, (11) but they also get to talk to the athletes playing in them. (12) They're job is to discover the coaches' and athletes' thoughts and strategies during the game (13) such that they can convey them to readers. (14) However, sportswriters also get to uncover the motivations and challenges that drive different (15) famous athletic sporting icons and listen to their stories.

[A] Additionally, some reporters tire of hearing the same stock phrases coaches and players use after every game: "We need to play harder and execute better." [B] (16) Not only the free games and access to coaches and players, sportswriting can seem like an ideal career. [C] (17) Therefore, the field has some drawbacks, too. [D] For one, (18) sports reporter's work schedules tend to be (19) unorthodox, while most people are at their jobs 9 a.m. to 5 p.m., sportswriters typically start their day in the mid-afternoon and work late because most games take place at night. (20)

Neither this essay (21) or any piece of writing is going to give you a full picture of a career in sportswriting. If you are thinking of entering the field, (22) it is recommended and suggested to pursue an internship first, (23) it will give you hands-on experience with the job. (24) That people in the industry say, is the best way to determine if sportswriting is a career for you.

1. A. NO CHANGE
B. that requires
C. it requires
D. of which requires

2. A. NO CHANGE
B. took
C. takes
D. can takes
3. A. NO CHANGE
B. team,
C. team—
D. team:
4. A. NO CHANGE
B. nor
C. but also
D. and
5. A. NO CHANGE
B. Since the NBA is one of the most popular leagues to cover,
C. There are a lot more computers these days so,
D. Since newspapers were read by the dinosaurs,
6. A. NO CHANGE
B. a minute number of
C. less than
D. fewer
7. A. NO CHANGE
B. as important as ever
C. either important or critical
D. neither important nor critical
8. A. NO CHANGE
B. at least four
C. a large, significant amount of
D. most
9. A. NO CHANGE
B. but also
C. and
D. and it also has
10. A. NO CHANGE
B. attend
C. go watch in-person
D. find themselves in the presence of
11. A. NO CHANGE
B. and they also
C. however they also
D. or they also
12. A. NO CHANGE
B. There

- C. Their
D. They are
13. A. NO CHANGE
B. so that
C. in order to that
D. that
14. A. NO CHANGE
B. Therefore,
C. On the other hand,
D. Additionally,
15. A. NO CHANGE
B. popular extraordinary people who play sports
C. athletes
D. popular athletic heroes
16. A. NO CHANGE
B. Between
C. Either
D. Neither
17. A. NO CHANGE
B. Consequently,
C. In addition,
D. However,
18. A. NO CHANGE
B. sports reporters'
C. sports' reporters
D. sport's reporter's
19. A. NO CHANGE
B. unorthodox.
C. unorthodox:
D. unorthodox, and

20. For the sake of the logic and coherence of this essay, sentence [A] ("Additionally...execute better.") should be placed:
A. where it is now
B. after sentence B
C. after sentence C
D. after sentence D
21. A. NO CHANGE
B. nor

- C. but also
D. and
22. A. NO CHANGE
B. pursue an internship first,
C. first pursue an internship,
D. definitely you should go after internships
23. A. NO CHANGE
B. they
C. that
D. which
24. A. NO CHANGE
B. That, people in the industry say
C. That, people in the industry say,
D. That, people, in the industry say,
25. Suppose the writer's goal had been to write an essay outlining the benefits and drawbacks to a career in sportswriting. Would this essay have accomplished that goal?
A. Yes, because the core of the essay discusses the advantages and disadvantages of sportswriting.
B. Yes, because the essay strongly urges everyone to pursue a career in sportswriting by emphasizing the advantages.
C. No, because the essay discusses neither advantages nor disadvantages to a career in sportswriting.
D. No, because the essay focuses more on why aspiring sportswriters should pursue internships.

Rule 15: Redundancy and wordiness

Hockey players are at home on the (1) frozen ice. (2) Peering, with open eyes, at them glide on ice, as if they are simply out for a casual stroll, is one of the (3) more underrated wonders of sports, which is filled with otherworldly feats. (4) However in

spite of their (5) skills and abilities, hockey players are often (6) underappreciated.

Falling somewhere behind basketball, baseball, and football, professional hockey in the U.S. is a (7) cool sport that does not attract as many viewers (8) as do the mainstream ones. (9) Their fans, (10) thus, are zealous, (11) following (12) its favorite teams with (13) intense passion. They know their team's (14) statistics and numerical figures almost as deeply as they know (15) its players. Strike up a conversation with one of them and you will experience this fandom.

One of the (16) fiercest, more intense rivalries in the league is (17) the New York Rangers and New Jersey Devils. (18) However, the teams are (19) located in close proximity to each other and face off several times every year, they have grown to loathe each other. When these teams (20) occupy the ice jointly at the same time, they do not forget their (21) past history. (22) Between other Eastern Conference teams, the Boston Bruins and Pittsburgh Penguins annually have success (23) each year, (24) the Western Conference features several title contenders as well, (25) such as: the Nashville Predators and St. Louis Blues.

(26) With the purpose of increasing (27) the rise of the number of hockey fans, the National Hockey League, or NHL, has organized special games like the NHL Winter Classic, which the (28) two opposing adversaries play on an outdoor rink. Maybe, with these efforts the league is (29) currently undertaking today, hockey will get more respect soon.

1. A. NO CHANGE
B. congealed and frozen
C. cold ice
D. ice
2. A. NO CHANGE
B. Watching them

- C. Peering with open eyes at them
D. Peering at them, with open eyes
3. A. NO CHANGE
B. highest underrated
C. most underrated
D. more underrate
4. A. NO CHANGE
B. However, despite,
C. In spite of however
D. Despite
5. A. NO CHANGE
B. skills
C. skills, talents
D. skills and talents
6. A. NO CHANGE
B. misunderstood
C. miscalculated
D. incorrectly evaluated
7. A. NO CHANGE
B. nice
C. wonderful
D. gripping
8. A. NO CHANGE
B. as
C. as did
D. as they do
9. A. NO CHANGE
B. Its
C. They're
D. There
10. A. NO CHANGE
B. additionally
C. however
D. furthermore
11. A. NO CHANGE
B. they follow
C. following closely
D. followed
12. A. NO CHANGE
B. their
C. they're
D. there
13. A. NO CHANGE
B. intensity, emotional passion

- C. intense, emotional passion
D. passion
14. A. NO CHANGE
B. numbers and statistics like them
C. statistics
D. numerical figures like percentages and decimals
15. A. NO CHANGE
B. their
C. they're
D. there
16. A. NO CHANGE
B. fiercest, most intensity
C. fiercest, more intensity
D. fiercest
17. A. NO CHANGE
B. those of the New York Rangers and New Jersey Devils
C. that of the New York Rangers and New Jersey Devils
D. that of the New York Rangers and that of the New Jersey Devils
18. A. NO CHANGE
B. Since
C. Due to
D. Nevertheless,
19. A. NO CHANGE
B. located to each other closely
C. located in nearness to each other
D. located near each other
20. A. NO CHANGE
B. occupy the ice simultaneously
C. play each other
D. square off on the ice equally
21. A. NO CHANGE
B. past history of their rivalry
C. past history, which is gone
D. history
22. A. NO CHANGE
B. Among
C. Between which
D. However
23. A. NO CHANGE
B. every year
C. per year
D. DELETE the underlined portion
24. A. NO CHANGE
B. despite the Western Conference
C. while the Western Conference
D. simultaneously the Western Conference
25. A. NO CHANGE
B. such as
C. such, as:
D. such, as,
26. A. NO CHANGE
B. Purposefully to increase
C. With the intent of increasing
D. To increase
27. A. NO CHANGE
B. the number of hockey fans
C. the rise of hockey fans
D. the growing, rising number of hockey fans
28. A. NO CHANGE
B. two opponents against each other
C. teams
D. collections of players and coaches on opposite sides
29. A. NO CHANGE
B. currently undertaking
C. currently undertaking as we speak
D. undertaking concurrently
30. Suppose the writer's goal had been to write an essay that deeply analyzes one specific hockey team. Would this essay have accomplished that goal?
A. Yes; the essay focuses on the players and culture of the Pittsburgh Penguins.
B. Yes; the essay focuses on the day-to-day operations of the Boston Bruins.
C. No; the essay focuses on both the Pittsburgh Penguins and Boston Bruins, not just one team.
D. No; the essay does not focus on any team and instead gives a brief overview of the sport.

