

11th Grade ACT Grammar Pre-Test

Matching

Directions: Match the grammar rule to its definition.

1. ____ a person, place, thing, object, or idea.
 2. ____ an action, state, or occurrence
 3. ____ subject and a predicate
 4. ____ connects a dependent and independent clause
 5. ____ modifier of nouns
 6. ____ connects two independent clauses
 7. ____ modifier of verbs
 8. ____ takes the place of a pronoun
 9. ____ takes the place of a noun
-
- a. adjective
 - b. verb
 - c. coordinating conjunction
 - d. antecedent
 - e. noun
 - f. adverb
 - g. subordinating conjunction
 - h. clause
 - i. pronoun

Multiple Choice

Directions: Choose the word that best replaces the underlined word, or the sentence that best answers the question following the quotation. Circle the letter that goes with the word or sentence you choose. Circle "a" if No Change is necessary.

1. "It is a curious thing to be a woman in the Caribbean after you have been a woman in these United States." (Hurstons)

- j. NO CHANGE
- k. the
- l. those
- m. this

"There is something demoralizing about watching two people get more and more crazy about each other, especially when you are the only extra person in the room. It's like watching Paris from an express caboose heading in the opposite direction -- every second the city gets smaller and

smaller, only you feel it's really you getting smaller and smaller and lonelier and lonelier, rushing away from all those lights and excitement at about a million miles an hour." (Plath)

2. How are the dashes (--) used in this passage?

- a. The dashes allow the author to create run-on sentences that have nothing to do with the rest of the passage.
- b. The dashes create a sense of dialogue in the text; you feel as if there are two characters talking to one another.
- c. The dashes create a pause for the reader which allows the author to then connect to independent clauses, further describing what it is like to watch two people fall in love.
- d. The dashes allow the author to change the focus or subject of the passage quickly, so as to create further confusion for the reader..

3. What other punctuation marks could have been used instead?

- a. No other punctuation marks could have been used.
- b. A quotation mark could have been used instead because the author is clearly quoting a character here.
- c. A colon could have been used instead because this is the beginning of a list.
- d. A semi-colon could have been used to connect to independent clauses that are related.

"He had already chosen the title of the book, after much thought: The Pacification of the Primitive Tribes of the Lower Niger." (Achebe)

5. How is the colon used here?

- a. The colon here is used to signify the beginning of a list.
- b. The colon is used here to separate an explanation of the subject.
- c. The colon is used here to begin a quotation.
- d. The colon is used here to separate an independent clause.

6. How does the colon add meaning to this particular passage?

- a. The colon adds meaning by creating a run-on sentence which keeps the reader from pausing and allows the whole sentence to be taken in at a faster pace.
- b. The colon does not add meaning to this particular passage.
- c. The colon adds meaning by creating a pause before an adverbial clause which modifies the verb, "chosen".
- d. The colon adds meaning by creating a pause before introducing the title of the book; this evokes a feeling of sarcasm because it comes after the phrase, "after much thought".

7. What sort of feelings or emotions does this colon help to produce?

- a. The colon helps to produce anger because the author is clearly upset at the title of the book.

- b. The colon helps to produce sadness because the title of the book is incorrect, and the author wishes the readers to see this distinction.
- c. The colon helps to produce sarcasm because Achebe's people are clearly not primitive since this is a quotation from his book.
- d. The colon helps to produce a feeling of elation in the reader because the title is a perfect representation of Achebe's tribe.

"And at last the locusts did descend. They settled on every tree and on every blade of grass; they settled on the roofs and covered the bare ground. Mighty tree branches broke away under them, and the whole country became the brown-earth color of the vast, hungry swarm." (Achebe)

8. Explain how pronouns are used in this passage?

- a. The use of the pronouns "they" and "them" helps to create a further separation between "the locusts" or the European colonists and Achebe's tribe.
- b. The use of the pronouns "they" and "them" helps to create a cohesion or community feel between "the locusts" or the European colonists and Achebe's tribe.
- c. The use of the pronouns "they" and "them" changes nothing in this text.
- d. The use of the pronouns "they" and "them" help to show the warmth and generosity bestowed upon the tribe by "the locusts" or the European colonizers.

9. Explain why pronouns are used instead of antecedents. (Antecedents are what takes place of a pronoun; for example, "the locusts" is the antecedent of "they"). What relationship is set up as a result? (the relationship of the locusts to the people living there)

- a. The pronouns are used instead of antecedents because the author was lazy and didn't want to continuously write "the locusts".
- b. The pronouns are used instead of antecedents because the author forgot what the subject of this passage was.
- c. The pronouns are used instead of antecedents in order to create a further dissonance between the "the locusts" and the author's tribe.
- d. The pronouns are used instead of antecedents in order to create a community feel between "the locusts" and the author's tribe.

Circle Choice

Directions: Circle the correct determiner for these next few sentences:

- 10. (It's/its) way too hot to go for a run outside.
- 11. The dog broke free from (it's/its) chain and ran down the block.
- 12. (There/Their/They're) car wouldn't start, so they thought they were going to miss the game.
- 13. (There/Their/They're) friend picked them up though so they made it on time to catch the end of the 4th quarter.

14. (There/Their/They're) on (There/Their/They're) way to Hart Plaza for the free concert this evening.
15. Kiah had more jerseys (then/than) Brianna, so she loaned one to Brianna for spirit week.
16. After the tournament was over, (there/their/they're) appeared to be a tie; and (then/than) (there/their/they're) were two.

Comma Placement

Directions: There are **five** commas in the following passage, which are missing. Place the commas in the correct place and answer the following questions based on the passage.

"I talk about how I did not plant the seeds too deeply how it was the fault of the earth our land our town. I even think now that the land of the entire country was hostile to marigolds that year. This soil is bad for certain kinds of flowers. Certain seeds it will not nurture certain fruit it will not bear and when the land kills of its own volition we acquiesce and say the victim had no right to live." (Morrison 206).

1. What is the main purpose of the comma usage in this passage?
- The commas here are used to separate ideas in lists mainly, which creates parallel structure.
 - The commas here are used to create sentence fragments to portray the confusion that the main character feels.
 - The commas here are used to suggest that each idea is entirely separate from the next.
 - The commas here are used to illustrate how easy life is for people who plant seeds.

Complex vs. Run-On Sentences

"In these paintings, which depended from the walls not only in their main surfaces, but in very many nooks which the bizarre architecture of the chateau (castle) rendered necessary - in these paintings my incipient delirium, perhaps, had caused me to take deep interest, so that I bade Pedro to close the heavy shutters of the room- since it was already night- to light the tongues of a tall candelabrum (candle) which stood by the head of my bed- and to throw open far and wide the fringed curtains of black velvet which enveloped the bed itself." (Poe)

1. What is the purpose behind using punctuation to continue the sentence instead of using smaller, less complex sentences?
- The author might have used complex sentences here to create a train of thought or stream of conscious writing, so as to really get the reader immersed in the characters point of view.

b. The author might have used complex sentences so as to create a sense of distrust of the reader to the main characters because you don't have enough time to think about what you're reading and therefore do not believe what the character is thinking.

c. The author might have used complex sentences so as to create a sense of sadness because the description of the room is so trivial.

d. The author might have used complex sentences so as to create a mood of elation because there are so many positive things going on in the setting of this passage.

Modifier Finder

Directions: Underline the modifiers in each of the following quotations. At the end of the quotation is the number of modifiers in the sentence.

17. "It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife." (Austen) (3)

18. "Angry people are not always wise." (Austen) (2)

19. "Remember, we're madly in love, so it's all right to kiss me anytime you feel like it." (Collins) (2)

20. "You are never stronger...than when you land on the other side of despair." (Smith) (2)

21. "Every moment happens twice: inside and outside, and they are two different histories." (4)

Reflection

22. What aspects of this grammar pre-test were the easiest for you? Which were the most difficult?

2. Do you feel comfortable using various punctuation marks? Why or why not?

3. Do you avoid using semi-colons and colons? Why or why not?

4. What is one thing you hope to learn about grammar in this class?

5. What is one thing you would like to become better at in this class, as compared to your 10th grade English courses? (examples: organization, timeliness, time management, testing, focus, behavior, etc.) How are you going to go about this change?