Answer Key — English Practice Test 1

#	Ans	Category	#	Ans	Category
1	A	Knowledge of Language	26	J	Conventions of Standard English
2	H	Knowledge of Language	27	B	Knowledge of Language
3	D	Conventions of Standard English	28	G	Production of Writing
4	G	Conventions of Standard English	29	A	Production of Writing
5	C	Production of Writing	30	G	Production of Writing
6	J	Production of Writing	31	C	Conventions of Standard English
7	B	Conventions of Standard English	32	F	Production of Writing
8	F	Conventions of Standard English	33	D	Conventions of Standard English
9	C	Production of Writing	34	H	Conventions of Standard English
10	G	Production of Writing	35	D	Knowledge of Language
11	A	Production of Writing	36	F	Production of Writing
12	J	Knowledge of Language	37	C	Production of Writing
13	A	Conventions of Standard English	38	J	Knowledge of Language
14	G	Conventions of Standard English	39	B	Conventions of Standard English
15	C	Conventions of Standard English	40	F	Production of Writing
16	J	Knowledge of Language	41	C	Conventions of Standard English
17	B	Conventions of Standard English	42	F	Knowledge of Language
18	H	Production of Writing	43	D	Conventions of Standard English
19	D	Production of Writing	44	G	Conventions of Standard English
20	G	Production of Writing	45	A	Production of Writing
21	C	Conventions of Standard English	46	H	Knowledge of Language
22	J	Production of Writing	47	D	Production of Writing
23	B	Conventions of Standard English	48	F	Conventions of Standard English
24	H	Knowledge of Language	49	C	Production of Writing
25	A	Conventions of Standard English	50	J	Production of Writing

Your results by category

Category	Questions	Share of test	Your number correct
Production of Writing Questions 5, 6, 9, 10, 11, 18, 19, 20, 22, 28, 29, 30, 32, 36, 37, 40, 45, 47, 49, 50	20	40%	/ 20
Knowledge of Language Questions 1, 2, 12, 16, 24, 27, 35, 38, 42, 46	10	20%	/ 10
Conventions of Standard English Questions 3, 4, 7, 8, 13, 14, 15, 17, 21, 23, 25, 26, 31, 33, 34, 39, 41, 43, 44, 48	20	40%	/ 20
Total	**50**	**100%**	**/ 50**

Answer Explanations — English Practice Test 1

Passage I: The Woman Who Mapped the Seafloor

1. A Knowledge of Language · Medium
The ships measured and mapped the ocean, which is what "surveyed" means. "Patrolled" suggests guarding an area, "supervised" means overseeing people, and "overlooked" means either ignored or looked down on.

2. H Knowledge of Language · Medium
"Took a job" and "was hired" say the same thing. The correct choice states the idea once. The other choices still pair "took a job" with "hired" or add "accepted and took."

3. D Conventions of Standard English · Medium
A semicolon must join two independent clauses, but "transforming his columns of numbers into detailed maps" is a participial phrase, not a clause. A comma correctly attaches the phrase. A period would make the phrase a fragment, and "behind, she transformed" creates a comma splice.

4. G Conventions of Standard English · Hard
The only possible antecedent is "Each sounding," which is singular, so "them" has no clear plural noun to refer to. "It" makes no sense with "thousands of," and "those" is just as unclear. "These measurements" names exactly what Tharp plotted.

5. C Production of Writing · Medium
The paragraph describes Tharp's process and her discovery. A fact about the Atlantic's size doesn't explain her choice or her work, so it would be a digression.

6. J Production of Writing · Medium
Saying that the finding contradicted what nearly every geologist believed shows how unexpected it was. It also sets up the next paragraph's discussion of a theory most geologists rejected. The other choices are vague or don't address surprise.

7. B Conventions of Standard English · Medium
The subject of the clause is "geologists," which is plural, so the verb must be "were." ("Theory" is not the subject of this clause.) Notice the 3-and-1 pattern: three choices are singular, and the one plural verb is correct.

8. F Conventions of Standard English · Medium
"However" interrupts the sentence here, so it needs a comma on both sides: "Over time, however, the evidence..." A semicolon would separate the introductory phrase from the clause it belongs to.

9. C Production of Writing · Hard
The correct choice shows what Tharp's maps made possible: letting people see the seafloor for the first time. The other choices focus on minor details about the map's printing, Berann's career, or Heezen.

10. G Production of Writing · Hard
The sentence explains how a sounding works, so it belongs just before "Each sounding recorded the depth at a single point." At Point A it would interrupt the introduction of Tharp and Heezen, and Points C and D come long after soundings are discussed.

Passage II: Third Gear

11. A Production of Writing · Medium
Only the original states that almost no one in the family could drive the truck, which makes the grandfather's offer, and the narrator's learning, special. The other choices describe the truck, not the skill needed to drive it.

12. J Knowledge of Language · Easy
The essay is conversational but uses standard English. "Jumped at the chance" fits. "Was all over it, no question" and "went for it big-time" are too slangy, and "enthusiastically acquiesced to his proposal" is stiff and overly formal.

13. A Conventions of Standard English · Medium
Despite the interrupting phrase "I wondered," the sentence asks a direct question ("How hard could three pedals and a lever really be?"), so it must end with a question mark.

14. G Conventions of Standard English · Medium
"In the middle of my grandparents' gravel driveway" is a prepositional phrase that tells where the truck died. It can't stand alone as a sentence or follow a semicolon or colon. No punctuation is needed.

15. C Conventions of Standard English · Medium
The pronoun is the subject of "had taught," so the subject form "who" is needed. "Whom" is an object form, "which" is not used for people, and "whose" shows possession.

16. J Knowledge of Language · Medium
The sentence already says the shiver "traveled up," so "up," "rising upward," "ascending," and "rising and climbing" all repeat that idea. "And into my foot" is concise.

17. B Conventions of Standard English · Hard
"Too firm or too limp, and the connection fails" can stand as its own clause. A dash, a semicolon, or a period can separate it from the first clause, just as the colon does. A comma alone creates a comma splice, so that alternative is NOT acceptable.

18. H Production of Writing · Hard
The paragraph should move from practicing (1) to the grandfather's explanation (3) and his patience (4), and end with the narrator's progress (2), which leads into the next paragraph's success. Sentence 2 can't come before the explanation of the clutch that makes it possible.

19. D Production of Writing · Hard
Reaching third gear shows the narrator's growth from stalling in the driveway to driving well, and it echoes the title, "Third Gear." The phrase doesn't describe the road or explain the grandfather's motives, and the progress isn't stated elsewhere.

20. G Production of Writing · Hard
Never reaching for the dashboard, together with relaxed humming, shows that the grandfather felt safe with the narrator at the wheel. The other choices describe the scenery or the truck, not his trust.

Passage III: Why Flamingos Are Pink

21. C Conventions of Standard English · Hard
The subject is "each," which is always singular. ("Of a flamingo's chicks" is a prepositional phrase and doesn't change that.) The verb must be "hatches." Notice the 3-and-1 pattern: three choices are plural, and the one singular verb is correct.

22. J Production of Writing · Medium
The first sentence says flamingos aren't born pink, and the rest of the essay explains how their diet makes them pink. The correct choice connects those two ideas. The other choices are true but lead nowhere.

23. B Conventions of Standard English · Medium
The sentence lists three actions: "wading ..., ___, and sweeping ..." To be parallel with "wading" and "sweeping," the middle item must be "turning."

24. H Knowledge of Language · Hard
"That are in it" repeats "from the water," and "out from" and "out of it" pile up extra words. The correct choice says the idea once, clearly.

25. A Conventions of Standard English · Medium
The pronoun refers to "carrots," which is plural, so it must be the plural possessive "their." "It's" means "it is," and "there" refers to a place.

26. J Conventions of Standard English · Hard
"That" introduces an essential (restrictive) clause, so it should not be set off with a comma. "Which," with a comma after it, wrongly separates "which" from its verb, and a semicolon can't introduce a clause beginning with "that."

27. B Knowledge of Language · Medium
A color can be bright or dull, so "more vivid" is precise. A color isn't "thick," "abundant," or "numerous."

28. G Production of Writing · Hard
The paragraph has just explained that more carotenoids mean brighter color. The new sentence builds on that by showing why color matters for flamingos: it signals health to potential mates. It doesn't contradict the essay or discuss other birds.

29. A Production of Writing · Medium
The paragraph gives a real-world consequence of the diet-color link: zoo flamingos faded and now get supplements. The original sentence introduces that idea and connects it to Paragraph 3. The other choices don't set up the paragraph's point.

30. G Production of Writing · Hard
The essay traces how carotenoids from food become the flamingo's pink color and shows what happens without them (faded zoo flamingos). The feeding description is only one step, and the essay says flamingos are not born pink.

Passage IV: The Seed Library

31. C Conventions of Standard English · Medium
In a sentence beginning with "there," the subject comes after the verb. Here the subject is "hundreds," which is plural, so the verb must be "are." "Is," "was," and "there's" (there is) are all singular.

32. F Production of Writing · Medium
Only the list of tomatoes, sunflowers, beans, and herbs shows variety. The other choices describe the seeds' cost or how they're organized.

33. D Conventions of Standard English · Medium
In standard written English, the idiom is "try to" do something. "Try and return" is informal, "returning back" is redundant, and "should trying" is ungrammatical.

34. H Conventions of Standard English · Hard
The opening phrase "Arriving in envelopes, jars, ..." describes the seeds, but in the original it is followed by "I," so it sounds as if the narrator arrived in a jar. The correct choice turns the phrase into its own clause with "seeds" as the subject. The other choices still misplace the modifier.

35. D Knowledge of Language · Medium
"The year" already tells when, so "that year" repeats it, and "harvested" adds nothing the reader needs. "The year it was grown" says it concisely.

36. F Production of Writing · Medium
A specific image, beans climbing to a neighbor's gutter, is the most vivid. The others are vague.

37. C Production of Writing · Medium
Paragraph 3 is about the gardeners' notes and the narrator's realization. A botany fact about pumpkins is a digression. It doesn't explain the size, and it doesn't contradict anything.

38. J Knowledge of Language · Medium
The woman was simply asking for advice. "Interrogated" suggests a hostile questioning, and "inquired of me regarding" is stiff. "Asked me" matches the essay's friendly, everyday tone.

39. B Conventions of Standard English · Medium
The paragraph is told in the past tense ("handed," "laughed"), and "promises" must match "laughed" in the compound verb, so "promised" is correct.

40. F Production of Writing · Hard
Paragraph 3 says each packet carries "a little piece of someone's summer." The new envelope shows that idea in action: the tomato has now passed from Mrs. Ochoa to a new gardener, who adds her own note. The other choices don't connect to that realization.

Passage V: The Great Molasses Flood

41. C Conventions of Standard English · Hard
The original joins two independent clauses with only a comma (a comma splice). "That some said sounded like a passing train" turns the second part into a clause describing the rumble. "Which some said it" adds an extra "it," and leaving out the punctuation creates a run-on.

42. F Knowledge of Language · Medium
The wave was twenty-five feet high and moving at thirty-five miles per hour, so "swept through" fits. "Meandered," "drifted," and "trickled" all suggest slow, gentle movement.

43. D Conventions of Standard English · Medium
The sentence lists three things the wave did: "knocked ..., bent ..., and ___." To be parallel, the third item must be "trapped," with no repeated subject "it."

44. G Conventions of Standard English · Hard
The subject is "number," not "people," and "the number" is singular. The verb must be "was." Notice the 3-and-1 pattern: three choices are plural, and the one singular verb is correct.

45. A Production of Writing · Medium
The paragraph describes how hard the rescue and cleanup were. The original sentence introduces that focus. The other choices are true but belong elsewhere or nowhere in this paragraph.

46. H Knowledge of Language · Medium
"Thickened," "more viscous," and "dense" all mean the same thing here. "Thickened" says it once.

47. D Production of Writing · Hard
The rest of the paragraph discusses the investigation, the lawsuit, and new rules for engineers. Only the correct choice introduces that legal legacy and connects it to the damage described earlier.

48. F Conventions of Standard English · Hard
"The tank had been poorly built" and "its walls were too thin..." are both independent clauses. A semicolon, a period, or a dash can separate them, just as the colon does. A comma alone creates a comma splice, so that alternative is NOT acceptable.

49. C Production of Writing · Hard
Painting the tank to hide leaks shows the company knew the tank was flawed, which supports the investigator's finding and helps explain the lawsuit's outcome. It isn't stated elsewhere, and it doesn't describe how the tank was built.

50. J Production of Writing · Hard
Most of the essay describes the flood, the damage, and the cleanup. The change in engineering rules appears in only the last sentence, so the essay doesn't explain it in detail. The essay reports the company's claim of sabotage but doesn't argue it.