Answer Key — English Practice Test 2

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

Your results by category

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

Answer Explanations — English Practice Test 2

Passage I: The Actress Who Invented Frequency Hopping

1. A Conventions of Standard English · Medium
A comma before a coordinating conjunction such as "yet" correctly joins two independent clauses. A comma after "yet" is not needed, and a semicolon followed by a conjunction and a comma is incorrect.

2. F Knowledge of Language · Medium
"Tinkering" means experimenting with and adjusting things, which is exactly what an inventor does. "Meddling" and "intruding" suggest interfering where one isn't wanted, and "toying around" is vague and casual.

3. B Conventions of Standard English · Medium
The subject "Lamarr" has two verbs joined by "and": she "kept" a drafting table and "sketched" ideas. The second verb must be parallel with "kept."

4. F Production of Writing · Medium
Paragraph 1 introduces Lamarr's inventions, and Paragraph 2 describes her most important one. The original sentence links the two and sets up the wartime context. The other choices don't connect them.

5. D Conventions of Standard English · Hard
"Working with the composer George Antheil" must describe the person who did the work, so "she" must follow the comma. In the other choices, the phrase seems to describe "the solution," "a plan," or "her solution" (a dangling modifier).

6. G Knowledge of Language · Easy
The essay is informative and uses standard language. "Meaningless fragments of signal" fits that tone. "A bunch of random junk" and "stuff that made no sense, basically" are too casual, and "an unintelligible succession of auditory signals" is stiff and overly formal.

7. A Production of Writing · Medium
Synchronizing sixteen player pianos is the same kind of problem as keeping a transmitter and a torpedo in step, so it explains Antheil's expertise. The other facts are unrelated to synchronization.

8. H Production of Writing · Medium
The paragraph explains how the design worked. The popularity of player pianos in homes doesn't add to that explanation, so the sentence would be a digression.

9. D Conventions of Standard English · Medium
"However" interrupts the sentence between the subject and the verb, so it must be set off with commas on both sides: "The U.S. Navy, however, declined..."

10. G Production of Writing · Hard
The essay describes Lamarr's work as an inventor (outside her acting career) and ends by noting its influence on modern wireless technology and her Hall of Fame recognition. The Navy's rejection doesn't erase that later impact.

Passage II: On the Air

11. C Conventions of Standard English · Hard
"Which" refers to "WJHS, our school's radio station," which is singular, so the verb must be "broadcasts." Notice the 3-and-1 pattern: three choices are plural, and the one singular verb is correct.

12. J Production of Writing · Medium
A converted supply closet is a vivid, specific detail that shows the studio is small and makeshift. The other choices are neutral or say nothing about the studio itself.

13. A Conventions of Standard English · Medium
A comma correctly separates the main clause from the participial phrase "adjusting sound levels and cueing up music." A comma after "adjusting" or inside "behind the scenes" is unnecessary, and a semicolon can't introduce a phrase.

14. G Conventions of Standard English · Medium
The narration ends at "microphone," and Mr. Takahashi's words begin a new sentence, so a period and an opening quotation mark with a capital "Just" are needed. Quotation marks are also needed so readers know which words are spoken.

15. C Knowledge of Language · Medium
Saying a name wrong is "mispronouncing" it. "Misconstrued" means misunderstood, "misinformed" means gave wrong information, and "misrepresented" means described falsely.

16. J Production of Writing · Medium
The paragraph focuses on the narrator's nerves and Mr. Takahashi's response. The speaker detail is unrelated and would interrupt that focus.

17. B Conventions of Standard English · Hard
This is an indirect question: it reports what Mr. Takahashi asked rather than quoting him. Indirect questions use statement word order ("what part I liked best") and end with a period.

18. H Production of Writing · Hard
The next paragraph explains that the narrator stopped using a script and began talking "the way I would talk to a friend." Only "stopped reading word for word and started talking like myself" describes that shift. Finishing the last announcement, reading the lunch menu, and saying goodbye are moments that don't connect to the change.

19. C Knowledge of Language · Easy
"Jot down" and "write" mean the same thing here, as do "write down and record" and "jot and note down." "Write" says it once.

20. G Production of Writing · Medium
The essay centers on one shaky first broadcast and the adviser's question afterward, which led the narrator to drop the script and talk "like myself." By the end, "the shaking stopped." That matches the stated purpose. The studio details are background, the essay doesn't explain how stations are run, and the narrator is no longer nervous at the end.

Passage III: The Sailing Stones of Death Valley

21. B Conventions of Standard English · Hard
The sentence is inverted: the subject, "hundreds of rocks," comes after the verb. Because the subject is plural, the verb must be "lie." Notice the 3-and-1 pattern: three choices are singular, and the one plural verb is correct.

22. H Conventions of Standard English · Medium
"That the rock has moved" tells what the evidence shows and is essential to the meaning, so it shouldn't be separated from "evidence" by any punctuation.

23. D Production of Writing · Medium
The essay is about solving the puzzle of how the rocks move. Only the statement that no one had ever seen one move establishes that mystery. The rough road, the length of the tracks, and Death Valley's heat are details that don't set up the question the rest of the essay answers.

24. J Knowledge of Language · Medium
"Proposed" and "suggested" mean the same thing, so using both is redundant. The other choices also pair two verbs with the same meaning.

25. B Conventions of Standard English · Medium
The pronoun refers to "the rocks," which is plural, so it must be "them." "It," "this," and "that" are singular.

26. H Production of Writing · Hard
After decades of unconfirmed theories, the Norris team at last set out to observe the rocks directly. "Finally" signals that long-awaited development. "Similarly" and "for instance" suggest the team's work was another example of the failed theories, and "nevertheless" signals a contrast that doesn't fit.

27. C Production of Writing · Medium
The sentence is related to the essay's topic, which is what makes it tempting. But this paragraph narrates the Norris team's experiment in order: set up instruments, wait, observe. A fact about other lake beds breaks that sequence and doesn't help explain what the team did or found. It doesn't explain the choice of site, and it doesn't contradict anything.

28. G Knowledge of Language · Medium
The breezes moved the ice panels forward, which is precisely what "pushed" means. "Tickled" and "massaged" describe touching, not moving, and "escorted" means accompanied.

29. A Conventions of Standard English · Medium
Use "than" to make comparisons and "then" to indicate time. The comparative form of "slow" is "slower," so "slower than" is correct.

30. G Production of Writing · Hard
The essay describes the long-standing question, the instruments the team set up, and what they observed in December 2013, which is the answer reached through observation. The list of theories is only background.

Passage IV: The Mural on Fifth Street

31. C Conventions of Standard English · Medium
"Blank" and "peeling" each describe the wall independently (you could say "blank and peeling"), so a comma belongs between them. But a comma never separates the last adjective from the noun it describes, so there should be no comma before "wall."

32. G Knowledge of Language · Hard
Ms. Lin was publicly sharing her plan, which is what "announced" means. "Denounced" means publicly criticized, "renounced" means gave up, and "pronounced" usually means said a word aloud or declared something official. They look and sound alike but don't fit the meaning.

33. B Production of Writing · Medium
Showing that the narrator had never painted anything big highlights how far the narrator comes by the end of the essay. The sentence isn't repeated elsewhere, and it doesn't really discuss other artwork.

34. G Conventions of Standard English · Hard
"Who had painted more than a dozen murals around the city" is extra (nonessential) information about Ms. Lin, so it must be set off by a matching pair of punctuation marks: two commas or two dashes. The original opens with a dash but closes with a comma, which doesn't match. The other choices leave out the opening comma or the closing comma.

35. A Production of Writing · Medium
The paragraph describes how confusing the fragments looked up close and how they came together at the end. The original sentence introduces that uncertainty. The other details are unrelated.

36. J Conventions of Standard English · Medium
The subject is "each," which is singular; "of us" doesn't change that. The verb must be "was." Notice the 3-and-1 pattern: three choices are plural, and the single singular choice is correct.

37. C Knowledge of Language · Medium
"Seemed" and "appear" mean the same thing, so "seemed to appear" is redundant. "Seemed" alone is enough.

38. J Production of Writing · Hard
The question asks for the narrator's reaction to seeing the whole mural for the first time. Only the last choice does that: the narrator sees what the fragments "had become" and is speechless. The first two choices are reactions too, but to finishing the work and to the narrator's own square. The third describes other people's reactions.

39. B Conventions of Standard English · Medium
"It is easy to miss" and "it's just one piece of a much larger picture" are both independent clauses. A comma alone creates a comma splice; a semicolon correctly joins them. "Being easy to miss, it's" creates an awkward, illogical cause-and-effect.

40. F Production of Writing · Hard
The final sentence reflects on the idea that each small piece matters because it is part of something larger, which ties back to the fragments the volunteers painted. The other choices introduce new topics.

Passage V: The Ice King

41. C Knowledge of Language · Medium
The sentence means ice is easy to get, which "obtain" states precisely. "Come across," "run into," and "stumble upon" all mean to find something by chance.

42. J Production of Writing · Hard
A newspaper joking about the plan in print shows how ridiculous it seemed to others. "Unusual," "worth considering," and "new" are mild or even positive.

43. B Conventions of Standard English · Hard
The subject is "shipment," which is singular. The phrase "sent to the island of Martinique in 1806" comes between the subject and the verb but doesn't change it. Notice the 3-and-1 pattern: three choices are plural, and the one singular verb is correct.

44. H Knowledge of Language · Easy
The essay is informative and uses standard language. "Did not know what to do with it" fits that tone. "Totally clueless" and "like, confused by the whole thing" are slang, and "manifested a profound uncertainty regarding its utility" is overly formal.

45. D Conventions of Standard English · Hard
The phrase "Experimenting with insulation" describes Tudor, so "Tudor" must come right after the comma. In the other choices, the phrase seems to describe sawdust or "the answer," which can't experiment (a dangling modifier).

46. F Production of Writing · Medium
"Cheap" explains why sawdust made business sense for Tudor, who was deep in debt. It doesn't describe how sawdust is made, how ice melts, or where the mills were.

47. B Conventions of Standard English · Medium
The paragraph is in the past tense, and "persuades" is joined by "and" to "built," so it must also be past tense: "persuaded."

48. H Production of Writing · Medium
The paragraph describes how Tudor turned his business around. Modern uses of sawdust have nothing to do with that, so the sentence would be a digression.

49. D Conventions of Standard English · Medium
"In 1833, a ship ... set sail for Calcutta, India, a voyage of about four months" and "more than half of the ice arrived still frozen" are independent clauses. A comma alone creates a comma splice, and no punctuation creates a run-on. A semicolon correctly joins them.

50. H Production of Writing · Hard
The sentence describes the result of Tudor's strategy of giving ice to bartenders until customers acquired a taste for cold drinks, so it belongs right after that sentence, at Point C. At Point B, it would contradict the failure described in Paragraph 2.