

Question #	Answer	Explanation
0001-1	A	“Correlation” means a “close or mutual relationships” Thus, the growth of homes on the Lake Geneva shoreline has a direct relationship to the Great Chicago Fire.
0002-1	D	The paragraph is primarily about the progression of the Great Chicago Fire. “D” refers to the star on the Chicago municipal flag.
0001-2	C	“Less” is generally used when the items are uncountable; “Few” is used when items are countable.
0003-1	C	Hints such as “residential extravagances” coupled with the references to other home owners in paragraph 5 indicate a rivalry among prominent Chicagoans.
0002-2	C	The first sentence in the opening paragraph and the third sentence in the conclusion state the main idea of the selection. Main ideas of selections are often found in the introduction and conclusion.
0002-3	D	These types of questions often confuse the test taker. To facilitate the process, look at the last items of options A, B, C, and D. The correct last item should match the last main idea in the selection.
0003-2	D	D is the correct answer because all the other possibilities are not mentioned in the article.
0004-1	C	The conclusion of the

		selection is always a good place to look for a summation of the selection's content. In this case, the Great Chicago Fire was the catalyst for lake-side development.
0005-1	C	"Opinion" implies that the information presented is controversial; "fact" implies that the information is irrefutable. That Chicagoans who built estates were insensitive to the poverty of others is a point-of-view that may not be shared by others.
0001-3	B	"Coincide" means "to happen at the same time". Thus, the dog show in Philadelphia "happened at the same time" as the American Centennial Celebration.
0004-2	C	The introduction of this selection is primarily concerned with the Westminster Dog Show and its earliest history; the Kentucky Derby is not the topic of this selection.
0004-3	C	Placing sentence 9 after sentence 7 and before sentence 8 serves as a logical transitional sentence between the 2 ideas.
0005-2	B	Sentence 12 mentions notable personalities who owned hunting dogs; therefore, we can logically assume that hunting was a favorite past time of the rich and famous.
0004-4	A	The inserted sentence reinforces the idea that

		only pure-bred dogs are allowed in the competition.
0002-4	C	The use of several time phrases throughout this selection indicates the Westminster Dog Show has had both a past and present.
0003-3	B	An informative selection is one that imparts knowledge which is the main purpose of this selection.
0004-5	C	Sequence refers to placing events in chronological order or time order. With the predominance of time words and phrases, this selection is sequential.
0005-3	C	Opinion implies that the statement is controversial. That the Westminster Dog Show discourages mix-breed adoptions and encourages puppy mills is controversial.
0006-1	D	This type of question causes a great deal of consternation. Simply remember look at the final items in each of the options (A,B, C, and D). Then try to match the final item with the last main idea of the selection.
0002-5	D	In addition to other functions, the thesis statement must contain a preview of the entire composition.
0003-4	A	All the material offered in paragraph one are examples of persistence.
0001-4	B	From context, we can determine that Marco has “improved” his story by

		adding details.
0001-5	D	Marco’s father believes his son’s exaggerations are flaws that need to be eliminated.
0004-6	C	Sentences 12 and 13 discuss another literary project and destroy the unity of a paragraph dedicated to <u>And to Think I Saw It on Mulberry Street</u> .
0004-7	B	The Academy Awards, Emmy Award, Pulitzer Prize, Peabody Award, and additional accolades are all examples of the recognition that Dr. Seuss ultimately received.
0006-2	B	This is another organization of the main ideas type questions. Ultimately, by looking at the last paragraph and matching it with the third option of A, B, C, or D – you should get the right answer.
0003-5	D	The author’s tone is sarcastic. Claiming that a visit to a nuclear disaster area would be preferable to more traditional tourism sites is not to be seriously considered.
0001-6	C	Operator errors would naturally make worse an already dangerous situation. Therefore, “aggravate” is the correct answer.
0002-6	A	The time transitional words indicate chronological order.
0002-7	D	The addition of the information in D enhances the “immediate consequences” of this

		paragraph.
0006-3	A	By matching the content of the conclusion with the final item mentioned in the answer, the correct summary is easier to see.
7-1-1	interests	“Story” is the subject of the sentence. It must “agree” or match the verb. Since story is singular the appropriate singular verb is “interests”. To confuse matters even more, singular verbs end in “s.”
7-1-2	is	“Tray” is the subject of the sentence. It is singular (one). Therefore, the singular verb “is” agrees with the singular subject. Often times, it is difficult to see the subject of the sentence and many mistakenly look for the subject in the prepositional phrase. The subject of a sentence is never in a prepositional phrase.
7-1-3	were	“Articles” is the subject of the sentence. Therefore, the plural verb, “were,” agrees with the plural subject. Plural verbs do not end in “s.”
7-1-4	was	“Neither” is a singular subject; therefore, the singular verb “was” is appropriate.
7-1-5	attend	“Students, faculty, and staff” are plural subjects; therefore, “attend” (plural verb) is appropriate
7-1-6	sound	“Oboe” and “clarinets” are the subjects of this sentence. They are joined by the conjunction “or.” When this happens, always have the second

		subject (clarinets) agree with the verb (sound).
7-1-7	has	“Team” is a collective noun – meaning that several people are acting as one. Therefore, “team” is singular and requires a singular verb, “has.”
7-1-8	scolded	The use of the helping verbs, “should” and “have” require the past perfect, “scolded.”
7-1-9	gone	The past participle tense is required in this sentence. The past participle tense of “go” is “gone.” The little helping verb “has” is a good indication that the past participle is required.
7-1-10	drunk	The helping verb “had” indicates that the past participle of “drink” (which is – believe it or not- “drunk”) is required.
7-1-11	Lie	“Lie” means to rest or recline; “lay” means to put or place.
7-1-12	set	“Set” means to put or place and is usually used with objects; “sit” means to be seated and is usually used with people or animals.
7-1-13	let	“Let” means to allow; whereas, “leave” means to depart.
7-1-14	taught	“Taught” means to instruct; whereas, “learn” means to receive information.
7-1-15	brought	“Bring” and its associated forms mean to ask people to bring things to the place where you are. “Take” means to take things to the place where you are going.
7-1-16	purchased, was named,	Past tense verbs are

	spent, became, became	regularly formed by adding “ed” or “d” to the base form (lived). Some past tense verbs have more irregular spellings such as “spent.” Failure to maintain verb consistency may confuse or distract the reader.
7-2-1	their	Pronouns are words that take the place of nouns. A pronoun such as “their” must match its antecedent – in this case- “students.” Both are plural.
7-2-2	him	The singular pronoun “him” must match its antecedent, “person” which is also singular.
7-2-3	he	The singular pronoun, “he” must match its singular antecedent, “student.”
7-2-4	Your	“Your” is an ownership word; whereas, “you’re” is a contraction meaning “you are.”
7-2-5	Its	“Its” is an ownership word; whereas, “it’s” is a contraction meaning “it is.”
7-2-6	Whose	“Whose” is an ownership word; whereas, “who’s” is a contraction meaning “who is.”
7-2-7	Their	“Their” is an ownership word; whereas, “there” refers to location and “they’re” is a contraction meaning they are.
7-2-8	He, I	There are actually 2 problems with this sentence. Try separating them. Would you say, “He has been late twice this week” or would you say “Him has been late twice this week.” Your ear

		will ultimately pick the correct answer. Now, try the same technique with “I” and “me.”
7-2-9	him	Try the same technique with this sentence. Ignore “Lars” and ask your ear to help you decide if “The instructor informed ‘him’ or the instructor informed ‘he’ sounds better.
7-2-10	she	“She” and “perpetrator” mean the same thing; therefore, you want to pick the subjective form “she” to match the subject of the sentence, “perpetrator.”
7-2-11	us	Get rid of the word “lawyers”. Now trust your ear to determine if “Freedom of speech is very important to ‘us’ sounds better than “Freedom of speech is important to ‘we’.”
7-2-12	them	Try using your ear again. The explanation is that “them” is an objective form of the pronoun and is highly appropriate for its direct object function – but that is too complicated.
7-2-13	her, me	Again, separate these 2 problems just like you did in 7-2-8. Then, use your ear. If you want a technical reason for “her” and “me”, both are objective pronouns and work very well in their direct object role – but all of that is a bit too complicated.
7-2-14	who	“Who” is used with people; whereas, “that” is used with things.

7-2-15	that	“That” is used when the clause that it begins is absolutely necessary to the meaning of noun it is describing. If “that was purchased by Milner Library” was not present, it is highly likely that you would be given the wrong book of D.H. Lawrence’s etchings.
7-2-16	that	Same explanation as 7-2-15.
7-3-1	frightfully	“Frightfully” is an adverb, and it is appropriate in this sentence. An adverb can help make more explicit a verb, an adjective, or another adverb. It often, though not always, ends in -ly. So, here is a lengthy explanation: “Difficult” (an adjective) describes “journey” (a noun). “Frightfully” (an adverb) describes “difficult”(an adjective).
7-3-2	steadily	“Steadily” is an adverb. It is adding to the meaning of the verb, “rained.”
7-3-3	sweet	“Sweet” is a descriptive word which is describing the noun, “gardenia.” “Sweet” is an adjective.
7-3-4	unconvincing	“Unconvincing” is a descriptive word which is describing “excuse.” “Unconvincing” is another adjective describing a noun, “excuse.”
7-3-5	well	“Well” is an adverb, but unlike many of them it does not end in “-ly.” It does, however, add to the meaning of the verb (action word) “played.”
7-3-6	more	“More” is used when you are comparing 2 things;

		whereas, “most” is used when you are comparing more than 2 things.
7-3-7	best	“Best” is used when you are comparing more than 2 things; whereas, “better” is used if you are comparing 2 things.
7-3-8	quietest	“Quietest” is all you need. It lets the reader know that you are comparing more than 2 things. To add “most” is unnecessary.
7-3-9	with my glasses on	“With my glasses on” is currently describing the numbers in the university directory. It needs to be placed closer to “could see.”
7-3-10	in the corner of the coat closet	In the corner of the coat closet” is in the wrong place. As it is currently written, the reader would assume that J.K. Rowlings is in the corner of the coat closet. Always place modifying phrases next to the word they are describing- in this case- “found.”
7-3-11	swimming in maple syrup and butter	Like 7-3-9 and 7-3-10, this is another misplaced modifier. Place it correctly next to “corn fritters.”
8-3-1	accept	“Accept” means to receive; whereas, “except” means to leave out, exclude, omit.
8-3-2	advise, advice	“Advise” is a verb meaning to counsel; whereas, “advice” is a noun meaning aid or instruction.
8-3-3	altogether	“Altogether” means “entirely”; whereas “all together” refers to individuals acting as a

		group.
8-3-4	besides	“Besides” means in addition to; whereas, “beside” is a preposition indicating location.
8-3-5	complement	“Complement means to complete; whereas, “compliment” means praise.
8-3-6	to	“To” is a preposition indicating location; “too” means also; “two” is a number.
8-3-7	whether	“Whether” is used to introduce alternatives; “weather” refers to climatic conditions.
8-3-8	Between	“Between” is used when referring to 2 people; whereas, “among” is used when referring to more than 2 people.
8-3-9	ensure	“Ensure” means to promise or guarantee; “insure” is a term primarily reserved for matters involving the insurance industry.
8-3-10	effect	“Effect” is a noun meaning the result; whereas, “affect” is a verb meaning to influence.
8-3-11	when	“When” refers to time; whereas, “where” refers to place or location.
8-3-12	where	“Where” refers to place or location; whereas, “when” refers to time.
8-3-13	while	“While” refers to events that happen at the same time or simultaneously; whereas, “then” is an indicator of time.
8-3-14	then	“Then” refers to time; whereas, “there” refers to a place or location.
8-3-15	there	“There” refers to a place or location; whereas,

		“then” refers to time.
8-3-16	whom	“Whom” and “who” are easily confused. One simple trick is: if the answer is “him” pick “whom.” “Whom” is often accompanied by a little word called a preposition (like “to” or “for”); “who” is never accompanied by a preposition.
8-3-17	who	See above explanation.
8-3-18	each	“Each” is often used with a singular (one) thing such as “car” in the example.
8-3-19	every	“Every” is often used with plural things such as “group” in the example.
8-3-20	like	“Like” is a preposition and is usually in a phrase or a clause. “Like” means similar. “As” is a connecting word or conjunction.
8-3-21	than	“Than” is used when a comparison is required; whereas, “then” is used to refer to time.
8-1-1	Eventually,	This is a comma after an introductory word.
8-1-2	novel,	This is a comma after an introductory phrase.
8-1-3	asleep,	This is a comma after an introductory clause.
8-1-4	,or	This is a comma dividing sentences. The comma goes before the connecting word, “or”. The FANBOYS (for, and, nor, but, or, yet, so) often join together 2 sentences.
8-1-5	,but	See explanation for 8-1-4
8-1-6	college,	This is a comma after an introductory clause.
8-1-7	,featuring...performances,	“Featuring exceptional performances” is really not a necessary element.

		Try reading the sentence without it. The sentence still makes sense. Therefore, you will put a comma before “featuring” and after “performances” to isolate this unnecessary bit from the rest of the sentence.
8-1-8	,Fidelio,	This too is another unnecessary bit. See the explanation for 8-1-7
8-1-9	dusty,hot,and suffocating	These are descriptive items in a series that require commas. You may be tempted to not include the comma after “hot”, but that omission is only permissible when writing for the AP.
8-1-10	,however,	This too is an unnecessary element, so it must be surrounded by commas. Try reading the sentence out loud without “however.” It still makes sense.
8-1-11	fact,	This is called a parenthetical expression. It too is an unnecessary element, and it too is separated from the rest of the sentence with a comma.
8-1-12	Hall,University,Normal,	These commas are separating items in an address.
8-1-13	Monday,14,2012,	These commas are separating items in a date. Many students incorrectly omit the comma after the year.
8-1-14	none	This one was tricky. You would naturally assume that you would need to put commas between the descriptive words. However, if the

		descriptive words cannot be joined by and – no commas are necessary.
8-1-15	20,000	This comma is separating thousands from hundreds.
8-1-16	settlements;	This semi-colon is separating 2 sentences.
8-1-17	Wales; precipitation;	These semi-colons are separating various functions of the Eiffel Tower . Because the sentence is already heavily comma-tized, semi-colons make the various functions more clear.
8-2-1	Library of Congress	Capitalization: Government Institution Capitalize proper nouns: nouns that name a specific person, place, or thing.
8-2-2	Nike	Capitalization: Brand Name Capitalize the company that makes the product but not the product itself.
8-2-3	North, South	Capitalization: Regions of the Country Directions are never capitalized unless they refer to a specific region of the country.
8-2-4	mother	Capitalization: A Relation Accompanied by a Possessive Hint: If you can substitute a person's name in place of the relation, then capitalization is appropriate.
8-2-5	winter, holidays	Capitalization: Seasons, Non-Specific Holiday Seasons are not proper nouns and, therefore, are not capitalized.
8-2-6	I Will Walk With You in the Park	Capitalization: Title of a Short Story Prepositions of more than

		3 letters like “with” are capitalized; articles like “the” are not capitalized unless they are at the beginning of the title; coordinating conjunctions are not capitalized.
8-2-7	Professor John, Theology	Capitalization: Titles, Proper Nouns, and Classes. Titles accompanied by a name are capitalized; specific persons are capitalized; classes accompanied by a number are capitalized.
8-2-8	Muslims, Mohammed, His	Capitalization: Deities, Religions, Religious Followers, and Sacred Texts
8-2-9	Composition	Capitalization: Courses Courses accompanied by a number and those that are derived from proper nouns (English, French) are capitalized. Others are not.
8-2-10	B	Use <i>i</i> before <i>e</i> except after <i>c</i> or when sounded as <i>ay</i> as in <i>neighbor</i> and <i>weigh</i> .
8-2-11	C	Generally drop a final silent <i>-e</i> when adding a suffix that begins with a vowel. Keep the final <i>-e</i> if the suffix begins with a consonant.
8-2-12	B	When adding <i>-s</i> or <i>-d</i> to words ending in <i>-y</i> ordinarily change <i>-y</i> to <i>-ie</i> when the <i>-y</i> is preceded by a consonant but not when it is preceded by a vowel.
8-2-13	B	If the final consonant is preceded by a single vowel and the consonant ends a one-syllable word

		or a stressed syllable, double the consonant when adding suffix beginning with a vowel.
8-2-14	D	Add <i>-s</i> to form the plural of most nouns; add <i>-es</i> to singular nouns ending in <i>-s, -sh, -ch, and -x</i> .
8-2-15	A	Ordinarily add <i>-s</i> to nouns ending in <i>-o</i> when the <i>-o</i> is preceded by a vowel. Add <i>-es</i> when it is preceded by a consonant.
8-2-16	D	This question represents exceptions to the rule of the final silent e.
0010-1	D	Paragraphs contain a sentence that introduces the topic of the paragraph. The topic sentence is not always the first sentence of the paragraph. In this case, the majority of the sentences discuss the emergence of new nations during the 1990s.
0010-2	B	Paragraph unity means that every sentence within a paragraph adheres to the over-riding topic of the paragraph. In this case, the final 2 sentences do not adhere to the topic of nation- building in the 90s.
0010-3	B	Paragraph coherence refers to the logical flow of the paragraph. In this selection, the flow is chronological. 1990 nation building activity should not logically come after a discussion of 1993.
0010-4	C	Narration is often told in chronological order (time). The presence of so many time words is indicative of narration.

0011-1	A	A fragment is an incomplete thought. The “incompleteness” is generally caused by a missing subject or verb.
0011-2	D	A run-on sentence is a sentence that appears to contain too many thoughts and requires separation of the thoughts in one of four different ways. Sentence 5 appears to be a run on, but its ideas are correctly connected with semicolons.
0010-5	A	A thesis statement is a sentence usually located in the introduction of a much larger piece. It allows the reader to see, at a glance, the main point and direction of the entire paper. Because topic sentences promote the superiority of locally grown produce, buying from the grocery store is a less attractive alternative.
0010-6	D	See 0010-5
0009-1	C	Slang refers to words that are a private vocabulary among group members and used in informal situations. Slang is generally not appropriate in most formal written work.
0009-2	B	Jargon refers to words that are private vocabulary among members of a given profession. Excessive use of jargon with an audience unfamiliar with the vocabulary is inappropriate.
0009-3	A	The language in this sentence is inappropriate

		because it does not suit the subject, engage the audience, or blend in with the writer's natural voice.
0009-4	A	A cliché is a group of words that has been so over-used that it is nearly meaningless. "Apple-pie order" is a good example of a cliché and its inclusion in formal written work is inappropriate.
0011-3	D	Passive voice is generally discouraged because it often produces awkward and confusing sentences. The word "by" is often indicative of a passive voice. The way to cure a passive voice is to place the subject of the sentence at the beginning of the sentence. As a rule, choose an active verb and pair it with a subject that names the person or thing doing the action.
0011-4	C	Parallelism refers to the repetition of similar grammatical elements within a sentence. To detect this problem, look particularly at sentences that contain items in series separated by commas. In this question all the items in the series begin with "makes" – except the last item. "Makes moral sense" would be a good fix for this situation.
0011-5	A	"Admire" means to regard with wonder, marvel, delight. It is simply too strong of a word for the sentence.
0012-1	A	Personification refers to attributing human-like

		qualities to non- humans.
0009-5	A	The final sentence of the selection is more in keeping with a fable- rather than the predominately expository tone.
0010-7	C	Facts such as Milton Hershey returning to Pennsylvania “penniless” and the unexpected intervention of a local banker and a British importer all indicate his economic fragility.
0010-8	D	Paragraph # 2 is primarily a narrative detailing Hershey’s discovery and subsequent installation of chocolate manufacturing machinery. A discussion of the importance of world fairs during the latter 19 th century is off topic.
0011-6	D	All of the above are correct revisions. “There” indicates place; “that” is a necessary introduction to a restrictive clause; “who” is an appropriate reference to customers.
0011-7	A	“Each” is commonly used with singular nouns such as “bar.”
0011-8	D	No commas are necessary. If you try to place “and” between the descriptive words: first, molded, and milk chocolate – it does not make sense.
0011-15	D	“Plan,” unlike the rest of the verbs, is not in the past tense.
0011-9	A	The phrase, “as opposed to one you have experienced many times in the past” is unnecessary. The phrase,

		“rather than imposed upon you” is equally redundant.
0011-10	C	These are items in a series and require commas after “brain” and “spinal cord.”
0011-11	D	“Disastrous” is the appropriate word because it appropriately corresponds with “failure” and “overwhelming dread.”
0010-9	A	The main idea of paragraph II involves the dynamics between the cerebral cortex and the amygdala. A discussion of the central nervous system in 5 is not appropriate. The main idea of paragraph III is the relationship between test taking and the conflict between the cerebral cortex and the amygdala. Sentence 22 is a discussion of the anatomy of the amygdala.
0011-12	D	“Derail” means to disrupt even the best-laid plans and is appropriate for this sentence.
0011-13	A	“They” is appropriate because it agrees with its antecedent, “levels,” in the previous sentence.
0012-2	A	“Kept in check” means “to keep under control.” To determine the meaning of unfamiliar words or phrases, consider the context in which the word or phrase is used.
0010-10	D	The main idea of this paragraph is the value of test preparation, a function of the more rational cerebral cortex.
0011-14	B	Sentence 17 is an example

		of a compound sentence joined together by a FANBOY (and). Thus a comma needs to be placed in front of the connecting word.
0012-3	C	Generally, speaking, to use a quote in a conclusion is unacceptable because it fails to adequately end the discussion and may even prompt further discussion.
0009-6	D	The topic of the selection and its intimate use of “you” make this selection highly appropriate for a feature story in a school newspaper.
0009-7	C	The reassuring tone of this selection and its up-beat message that a student can be successful even during the most stressful testing situations is persuasive.
0010-8	D	The thesis of a selection is often stated in the introduction: sentence 4 almost qualifies. But, as in many selections, the first paragraph is less an introduction and more of a teaser to engage your interest. Repetition of the “prefrontal cortex” and “amygdala” throughout the selection is a better indication of the thesis.
0011-16	B	Fragment see 0011-1
0011-17	C	Sentence
0011-18	B	Fragment see 0011-1
0011-19	A	Run on see 0011-2
0011-20	A	Run on see 0011-2
0011-21	D	These transitional words are indicative of a descriptive paragraph. Transitions are bridges between what has been

		read and what is about to be read. Transitions help readers move from sentence to sentence; they also alert readers to more global connections of ideas- those between paragraphs or even larger blocks of text.
0011-22	C	These transitional words are indicative of a comparison/contrast paragraph
0011-23	B	These transitional words are indicative of examples or illustrations