

# TEAS English and Language Usage Practice Test (Sample)

## Study Guide



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**SAMPLE**

## **Questions**

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1. In which voice is "The book was read by the teacher" written?
  - A. Active voice
  - B. Passive voice
  - C. Conditional voice
  - D. Reflexive voice
2. What is the purpose of a topic sentence in a paragraph?
  - A. To provide an elaborate example
  - B. To create a transition to the conclusion
  - C. To summarize the main idea of the paragraph
  - D. To elaborate on the supporting details
3. Which form of "to be" is correct for the first person singular in the present tense?
  - A. Is
  - B. Are
  - C. Was
  - D. Am
4. Which underlined word is spelled correctly in the following options?
  - A. My "deer" Aunt Jane was a wonderful cook.
  - B. Her stomach is upset because she took "to" much medicine.
  - C. They just left to go pick up "there" pizza at the restaurant.
  - D. The dog got caught in the fence and broke "its" leg.
5. What defines a compound sentence?
  - A. It contains only one independent clause
  - B. It contains at least two independent clauses joined by a coordinating conjunction
  - C. It has one independent clause and one dependent clause
  - D. It includes more than one dependent clause

- 6. What is the purpose of using transition words in writing?**
- A. To provide a strong conclusion.**
  - B. To connect ideas and improve the flow of writing.**
  - C. To decorate the text with complex vocabulary.**
  - D. To add variety to sentence structures.**
- 7. What role do conjunctions serve in a sentence?**
- A. They clarify meaning**
  - B. They express actions**
  - C. They connect words, phrases, or clauses**
  - D. They introduce questions**
- 8. Which option best defines the term "multicellular"?**
- A. many units**
  - B. few parts**
  - C. hefty component**
  - D. small entity**
- 9. Which of the following sentences is an example of an incorrect punctuation?**
- A. Let's eat, Grandma!**
  - B. Lets eat Grandma!**
  - C. He said, "I will be there soon."**
  - D. "Come here!" she exclaimed.**
- 10. Which sentence demonstrates the use of an oxford comma?**
- A. I want to make pancakes, eggs and bacon for breakfast.**
  - B. I want to make pancakes, eggs, and bacon for breakfast.**
  - C. I want to make pancakes and eggs, and bacon for breakfast.**
  - D. I want to make pancakes and eggs and bacon for breakfast.**

## **Answers**

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- 1. B**
- 2. C**
- 3. D**
- 4. D**
- 5. B**
- 6. B**
- 7. C**
- 8. A**
- 9. B**
- 10. B**

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## **Explanations**

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**1. In which voice is "The book was read by the teacher" written?**

- A. Active voice**
- B. Passive voice**
- C. Conditional voice**
- D. Reflexive voice**

The sentence "The book was read by the teacher" is written in passive voice because the subject of the sentence (the book) is being acted upon rather than performing the action. In passive voice constructions, the focus is on the recipient of the action rather than the doer. Here, the teacher is the one who performs the action of reading, but the sentence emphasizes the book being read. The structure of the sentence typically includes a form of the verb "to be" (in this case, "was") followed by the past participle of the main verb ("read"), which is a hallmark of passive construction. This deployment indicates that the sentence is highlighting the experience of the subject rather than the subject's action, reaffirming that it is indeed in the passive voice.

**2. What is the purpose of a topic sentence in a paragraph?**

- A. To provide an elaborate example**
- B. To create a transition to the conclusion**
- C. To summarize the main idea of the paragraph**
- D. To elaborate on the supporting details**

The purpose of a topic sentence in a paragraph is to summarize the main idea. It serves as a concise statement that conveys the central message or focus of the paragraph, guiding the reader on what to expect. This sentence typically appears at the beginning of the paragraph and sets up the framework for the supporting details that will follow. By establishing the main idea clearly, the topic sentence ensures that the reader can easily understand the point being made and how the subsequent sentences will relate to it. Supporting details and examples are then provided to elaborate on and reinforce the main idea introduced by the topic sentence. In this way, the topic sentence is essential for organizing the paragraph's content and maintaining clarity.

**3. Which form of "to be" is correct for the first person singular in the present tense?**

- A. Is**
- B. Are**
- C. Was**
- D. Am**

The first person singular form of "to be" in the present tense is "am." This form is specifically used with the pronoun "I." For instance, in a sentence like "I am going to the store," "am" effectively links the subject "I" to the action or state of being. Using "is" would be incorrect because it is the third person singular form used with "he," "she," or "it." "Are" is the present tense form used for the second person and plural subjects, such as "you" or "they." "Was" represents the past tense form used for all subjects in the singular, but it does not apply to the present tense. Thus, "am" is the correct form for first person singular in the present tense.

**4. Which underlined word is spelled correctly in the following options?**

- A. My "deer" Aunt Jane was a wonderful cook.**
- B. Her stomach is upset because she took "to" much medicine.**
- C. They just left to go pick up "there" pizza at the restaurant.**
- D. The dog got caught in the fence and broke "its" leg.**

The underlined word "its" in the given sentence is spelled correctly as it refers to the leg belonging to the dog. "Its" is the possessive form of "it," used to indicate that something belongs to a non-human entity. This usage is accurate in the context of the sentence, as the leg that is broken belongs to the dog. In contrast, the other options contain misspellings or incorrect usages of words that can lead to confusion. The first option uses "deer," which is a type of animal instead of the intended "dear," a term of endearment. The second option mistakenly uses "to" instead of "too," which means excessively. The third option features "there," which indicates a location instead of the correct word "their," which indicates possession (belonging to them). Each of these errors highlights the importance of understanding the meanings and spellings of words to ensure clarity in writing.

**5. What defines a compound sentence?**

- A. It contains only one independent clause**
- B. It contains at least two independent clauses joined by a coordinating conjunction**
- C. It has one independent clause and one dependent clause**
- D. It includes more than one dependent clause**

A compound sentence is defined by its structure, which includes at least two independent clauses that are joined together by a coordinating conjunction, such as "and," "but," or "or." Independent clauses are complete sentences in their own right; they can stand alone and express a complete thought. When these clauses are linked, they create a compound sentence that adds complexity and variety to writing. For example, the sentences "I wanted to go for a walk" and "It started to rain" can be combined into the compound sentence "I wanted to go for a walk, but it started to rain." This structure allows for the concise expression of two related ideas, demonstrating the relationship between them. The other options describe different sentence structures that do not meet the criteria for a compound sentence. Therefore, recognizing the defining characteristic of a compound sentence as the combination of two independent clauses is crucial for understanding sentence composition in English grammar.

## 6. What is the purpose of using transition words in writing?

- A. To provide a strong conclusion.
- B. To connect ideas and improve the flow of writing.**
- C. To decorate the text with complex vocabulary.
- D. To add variety to sentence structures.

Using transition words in writing serves the critical purpose of connecting ideas and improving the overall flow of the text. Transition words act as bridges between thoughts, allowing readers to follow the writer's logic and the progression of ideas with greater ease. This connection helps to clarify relationships between concepts, whether they are additive, contrasting, or illustrative. Incorporating transition words ensures that writing feels cohesive and coherent, facilitating a smoother reading experience. By guiding the reader through the narrative or argument, transitions enhance comprehension, making it easier to grasp the writer's intent. This is essential in both academic and professional writing, where clarity and articulation of ideas are paramount.

## 7. What role do conjunctions serve in a sentence?

- A. They clarify meaning
- B. They express actions
- C. They connect words, phrases, or clauses**
- D. They introduce questions

Conjunctions play a crucial role in a sentence by connecting words, phrases, or clauses, which helps to create more complex and meaningful sentences. For instance, they can link similar ideas (e.g., "and"), show contrast (e.g., "but"), or present alternatives (e.g., "or"). This connective function enhances the flow of sentences and clarifies relationships between different parts of a sentence, making it easier for readers to understand the connections between ideas. In contrast, the other options inaccurately describe the roles of conjunctions. While clarification of meaning is important in language, that task is more aptly served by other parts of speech, such as adjectives or adverbs. Expressing actions is the primary function of verbs, which are responsible for indicating what the subject is doing. Lastly, introducing questions is typically a function of interrogative words or auxiliary verbs, rather than conjunctions, which are not used for this purpose. Thus, the defining function of conjunctions is to link components within sentences, which is accurately reflected by the correct answer.

## 8. Which option best defines the term "multicellular"?

- A. many units**
- B. few parts
- C. hefty component
- D. small entity

The term "multicellular" best refers to organisms that are composed of many cells, hence "many units." In biological terminology, multicellular organisms, such as humans, plants, and animals, are made up of multiple cells that work together to perform the functions necessary for life. This stands in contrast to unicellular organisms, which consist of a single cell. The other options do not accurately capture the biological definition of "multicellular." They either imply a singular nature or a lack of complexity associated with living organisms, making them less relevant in this context. The emphasis on having multiple units is what distinguishes multicellular life from other forms, thereby making the chosen definition most appropriate.

**9. Which of the following sentences is an example of an incorrect punctuation?**

- A. Let's eat, Grandma!**
- B. Lets eat Grandma!**
- C. He said, "I will be there soon."**
- D. "Come here!" she exclaimed.**

The sentence "Lets eat Grandma!" is an example of incorrect punctuation primarily because it omits the necessary apostrophe in "Let's." The apostrophe indicates a contraction for "let us," which clarifies that the speaker is inviting Grandma to join them for a meal. Without the apostrophe, the sentence humorously and alarmingly suggests that Grandma is the meal, which leads to a confusing and unintended meaning. In contrast, the other sentences correctly use punctuation, such as commas and quotation marks, to convey clear intentions and meanings in their contexts.

**10. Which sentence demonstrates the use of an oxford comma?**

- A. I want to make pancakes, eggs and bacon for breakfast.**
- B. I want to make pancakes, eggs, and bacon for breakfast.**
- C. I want to make pancakes and eggs, and bacon for breakfast.**
- D. I want to make pancakes and eggs and bacon for breakfast.**

The chosen sentence effectively illustrates the use of the Oxford comma, which is the comma placed before the conjunction in a list of three or more items. In this case, the list consists of "pancakes," "eggs," and "bacon." The Oxford comma appears right before "and" in the phrase, helping to clarify that each item is distinct and part of the same list. Using the Oxford comma can help avoid potential ambiguity by ensuring that the last two items are perceived as separate entities rather than being misinterpreted as a combined item. In this example, with the Oxford comma included, it is clear that the intention is to make pancakes, eggs, and bacon as three separate components for breakfast.