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| 1. Which of the following statements is *most accurate*?   |  |  |  | | --- | --- | --- | |  | a. | Good communication skills can help you in the classroom, on the job, and in your personal life. | |  | b. | Communicating effectively is not related to job success. | |  | c. | Learning to communicate effectively cannot be taught because communication skills are inborn. | |  | d. | Effective communication skills are not as important as technical skills. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Because communication skills can be taught and are more important than technical or hard skills, learning good communication skills can help you succeed in the classroom and in your personal life. Good communication skills will also help you get the job you desire, succeed in your current job, and prepare you for a better position. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-1 - 1-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.6.4 - DISC.BENG.GUFF.17.6.4 | | *TOPICS:* | Why Study Business English? | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 2. Which statement about today's workplace is *most accurate*?   |  |  |  | | --- | --- | --- | |  | a. | The emphasis on writing has decreased as a result of new communication devices. | |  | b. | Written messages are seen by fewer audiences today than before. | |  | c. | Today's workers can expect to do less communicating than in the past. | |  | d. | Because of technological advances, messages are traveling farther than ever before. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | In today's workplace, communication skills are more important than ever, and the emphasis on writing has increased drastically, making businesspeople exchange more written messages. In addition, due to changes in technology, messages are traveling farther and reaching more audiences. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-1 - 1-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.6.4 - DISC.BENG.GUFF.17.6.4 | | *TOPICS:* | Why Study Business English? | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 3. Why is it important to learn to identify the eight parts of speech?   |  |  |  | | --- | --- | --- | |  | a. | Being able to identify the parts of speech will help you organize paragraphs effectively. | |  | b. | Identifying the parts of speech will help you punctuate sentences correctly and choose precise words for clearer writing. | |  | c. | Being able to identify the eight parts of speech will ensure that you get promoted. | |  | d. | Recognizing the parts of speech will help you impress a potential employer in a job interview. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Learning the parts of speech will help you punctuate sentences correctly and choose words for clear, powerful writing because many words can function in more than one role. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-1 - 1-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.6.4 - DISC.BENG.GUFF.17.6.4 | | *TOPICS:* | Why Study Business English? | | *KEYWORDS:* | BLOOM'S: Comprehension | |

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| 4. Names for persons, places, things, qualities, feelings, concepts, activities, and measures are \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | pronouns | |  | b. | adjectives | |  | c. | nouns | |  | d. | adverbs |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | As you probably have learned, nouns refer to a person, place, or thing. However, they also name qualities, feelings, concepts, activities, and measures. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-2 - 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.4 - DISC.BENG.GUFF.17.6.4 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 5. Sentences revolve around \_\_\_\_\_ because these words can function as subjects of verbs and also as objects of verbs.   |  |  |  | | --- | --- | --- | |  | a. | nouns | |  | b. | verbs | |  | c. | adjectives | |  | d. | prepositions |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Nouns are important words in our language. Sentences revolve around nouns because these words can function as subjects of verbs and also as objects of verbs. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-2 - 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.4 - DISC.BENG.GUFF.17.6.4 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 6. ​Which sentence expresses nouns correctly?   |  |  |  | | --- | --- | --- | |  | a. | ​Our supervisor ordered new Dell computers for all sales representatives. | |  | b. | ​Melinda graduated from High School in Chicago, but attended College in Arizona. | |  | c. | ​The President of the Company will attend the Conference in Reno on Thursday. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | ​Nouns can be proper or common. Proper nouns name specific people, places, and things (*Dell, Melinda, Chicago, Arizona, Reno*, and *Thursday*). As a result, they are capitalized. Common nouns (*supervisor, computers, sales representatives, high school, college, president, company*, and *conference*), however, identify general terms and are not capitalized. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-2 - 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.1.6 - DISC.BENG.GUFF.17.1.6 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Application | |

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| 7. Pronouns are used to \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | replace nouns | |  | b. | add length to written messages | |  | c. | describe nouns | |  | d. | connect words or groups of words |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | As noun substitutes, pronouns provide variety and efficiency to your writing. They may also function as subjects of verbs or objects of verbs. They can even show possession or act as connectors. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-2 - 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.4 - DISC.BENG.GUFF.17.6.4 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 8. *They*, *which*, *ours*, and *us* are examples of \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | nouns | |  | b. | adjectives | |  | c. | adverbs | |  | d. | pronouns |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Pronouns may function as subjects of verbs (*I, we, they*), as objects of verbs (*me, us, them*), or as connectors (*that, which, who*). They may also show possession (*mine, ours, hers, theirs*). | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-2 - 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.4 - DISC.BENG.GUFF.17.6.4 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 9. ​Which sentence uses a pronoun as an object of a verb?   |  |  |  | | --- | --- | --- | |  | a. | ​The winning sales proposal for APEX Industries was awarded to them. | |  | b. | We spent ten hours creating and editing the sales proposal for APEX Industries. | |  | c. | ​After the meeting Gwen gave me an update on the status of the sales proposal for APEX Industries. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | ​Only *After the meeting Gwen gave me an update on the status of the sales proposal for APEX Industries* uses a pronoun (*me*) as the object of a verb (*gave*). The other answer choices use pronouns to convey the subject of a verb (*We*) or to show the object of a preposition (*them*). | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.2-3 - 2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Application | |

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| 10. A(n) \_\_\_\_ expresses an action, an occurrence, or a state of being.   |  |  |  | | --- | --- | --- | |  | a. | adverb | |  | b. | verb | |  | c. | conjunction | |  | d. | preposition |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | A verb expresses an action, an occurrence, or a state of being. To test whether a word is truly a verb, try using it with a noun or pronoun (*Cathy works, She works,* and *It works*). | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-2 - 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.4 - DISC.BENG.GUFF.17.6.4 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 11. ​In the sentence *Facebook allows users to stay connected with families and friends all over the world,* the word *allows* serves as a(n) \_\_\_\_\_ verb.   |  |  |  | | --- | --- | --- | |  | a. | ​linking | |  | b. | ​action | |  | c. | ​helping |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | ​*Allows* serves as an action verb in this sentence because it shows the physical action of the subject (*Facebook*) of the sentence. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.2-3 - 2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Application | |

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| 12. Common \_\_\_\_ verbs include *am*, *is*, *are*, *was*, *were*, *be*, *being*, and *been*.   |  |  |  | | --- | --- | --- | |  | a. | helping | |  | b. | action | |  | c. | linking | |  | d. | transitive |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Linking verbs express a state of being and join words that describe or rename the subject. Some linking verbs are *am, is, are, was, were, be, being,* and *been*. Linking verbs such as *feels, appears, tastes, sounds, seems,* and *looks* also express the senses. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-2 - 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.4 - DISC.BENG.GUFF.17.6.4 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 13. ​Which sentence contains a linking verb?   |  |  |  | | --- | --- | --- | |  | a. | ​The new vice president of marketing is Bee Xiong. | |  | b. | ​Security Health Plan submitted the lowest bid for our new insurance package. | |  | c. | Our intranet is running smoothly after a recent upgrade. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Although verbs can be classified as action, linking, or helping, linking verbs express a state of being and generally link to the subject words that describe or rename them. Therefore, the only sentence that contains a linking verb is *The new vice president of marketing is Bee Xiong* because the linking verb *is* links words (*Bee Xiong*) that rename the subject (*vice president*). The other answer choices contain an action verb (*submitted*) or a helping verb (*is*). | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-3 - 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Application | |

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| 14. All complete sentences must contain at least one \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | adverb | |  | b. | adjective | |  | c. | conjunction | |  | d. | verb |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | All complete sentences must have at least one verb; however, many sentences will have more than one verb. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-2 - 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.1.6 - DISC.BENG.GUFF.17.1.6 United States - BUSPROG.BENG.GUFF.17.6.4 - DISC.BENG.GUFF.17.6.4 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 15. What questions do adjectives answer?   |  |  |  | | --- | --- | --- | |  | a. | Who? and Why? | |  | b. | What kind?, How many?, and Which one? | |  | c. | When?, How?, Where?, and To what extent? |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Words that describe nouns or pronouns are adjectives, and they often answer the questions *What kind?, How many?,* and *Which one?* | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-2 - 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.4 - DISC.BENG.GUFF.17.6.4 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 16. *A*, *an*, and *the* are called articles. What part of speech do they represent?   |  |  |  | | --- | --- | --- | |  | a. | Prepositions | |  | b. | Pronouns | |  | c. | Conjunctions | |  | d. | Adjectives |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Three words (*a, an,* and *the*) form a special group of adjectives called articles. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-2 - 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.4 - DISC.BENG.GUFF.17.6.4 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 17. \_\_\_\_ modify verbs, adjectives, or other adverbs.   |  |  |  | | --- | --- | --- | |  | a. | Adverbs | |  | b. | Adjectives | |  | c. | Conjunctions | |  | d. | Prepositions |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Adverbs modify (describe or limit) verbs, adjectives, or other adverbs. You can easily recognize an adverb because many end in *ly*. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-2 - 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.4 - DISC.BENG.GUFF.17.6.4 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 18. \_\_\_\_ often answer the questions *When?*, *How?*, *Where?*, and *To what extent?*   |  |  |  | | --- | --- | --- | |  | a. | Prepositions | |  | b. | Adjectives | |  | c. | Pronouns | |  | d. | Adverbs |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Adverbs often answer the questions *When?, How?, Where?,* and *To what extent*? | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-2 - 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.4 - DISC.BENG.GUFF.17.6.4 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 19. ​Which sentence contains an adverb?   |  |  |  | | --- | --- | --- | |  | a. | ​Brett will meet with his supervisor on Wednesday for his annual performance review. | |  | b. | One of the most important steps for a successful interview is thoroughly researching the company. | |  | c. | ​Please examine the proposals for the new addition before our next meeting. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | ​Only the sentence *One of the most important steps for a successful interview is thoroughly researching the company* contains an adverb (*thoroughly*). Remember that adverbs can modify verbs, adjectives, or other adverbs and will answer one of these questions: *When?, How?, Where?,* and *To what extent?* In this sentence the adverb *thoroughly* modifies the verb *researching* and answers the question *To what extent?* | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-3 - 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Application | |

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| 20. \_\_\_\_ join nouns and pronouns to other words in a sentence.   |  |  |  | | --- | --- | --- | |  | a. | Interjections | |  | b. | Adjectives | |  | c. | Pronouns | |  | d. | Prepositions |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Prepositions join nouns and pronouns to other words in a sentence. They are placed prior to a noun or pronoun to show a relationship between the noun or pronoun and another word in the sentence. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-2 - 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.4 - DISC.BENG.GUFF.17.6.4 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 21. Some of the most frequently used \_\_\_\_ are *at*, *by*, *far*, *from*, *in*, *of*, *to*, and *with*.   |  |  |  | | --- | --- | --- | |  | a. | adverbs | |  | b. | prepositions | |  | c. | pronouns | |  | d. | nouns |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Some of the most frequently used prepositions are *at, by, for, from, in, of, to,* and *with*. Prepositions appear before nouns or pronouns and show a relationship between the object of the preposition (noun or pronoun) to another word in the sentence. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-2 - 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.4 - DISC.BENG.GUFF.17.6.4 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 22. Words that connect other words or groups of words are \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | pronouns | |  | b. | nouns | |  | c. | conjunctions | |  | d. | interjections |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Conjunctions connect other words or groups of words. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-2 - 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.4 - DISC.BENG.GUFF.17.6.4 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 23. ​Which sentence contains a preposition?   |  |  |  | | --- | --- | --- | |  | a. | ​DataCorp's research and development proposal was unanimously accepted. | |  | b. | ​Interviewers want candidates who are personable, organized, and excellent communicators. | |  | c. | ​Juan updated the employee handbook and asked for our feedback. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | ​The only answer choice that contains a preposition is *Juan updated the employee handbook and asked for our feedback*. Prepositions join nouns and pronouns to other words in a sentence. In this sentence *for*introduces the prepositional phrase *for our feedback* and joins the object of the prepositional phrase (*feedback*) to the verb (*asked*)*.* | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-3 - 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Application | |

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| 24. The words *and*, *or*, *nor*, and *but* are examples of \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | interjections | |  | b. | adverbs | |  | c. | conjunctions | |  | d. | verbs |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Words such as *and, or, nor,* and *but* are examples of coordinating conjunctions because they join equal parts of sentences. You will study coordinating conjunctions and other kinds of conjunctions later in your text. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-2 - 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.4 - DISC.BENG.GUFF.17.6.4 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 25. Which sentence uses a conjunction?​   |  |  |  | | --- | --- | --- | |  | a. | ​You should rehearse success stories to potential interview questions. | |  | b. | ​Many companies now search social media sites as part of the employment process. | |  | c. | ​Holly and Brandon will organize this year's employee recognition party. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Only *Holly and Brandon will organize this year's employee recognition party* contains a conjunction (*and*). This word connects the two subjects (*Holly, Brandon*). | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-3 - 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Application | |

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| 26. Words expressing strong feelings, but usually unconnected grammatically to the sentence, are \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | interjections | |  | b. | adjectives | |  | c. | verbs | |  | d. | prepositions |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Interjections express strong feelings, but are usually unconnected grammatically to a sentence. Interjections standing alone are followed by exclamation marks. When woven into a sentence, they are usually followed by commas. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-2 - 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.4 - DISC.BENG.GUFF.17.6.4 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 27. To sound professional, credible, and objective, most business writers avoid \_\_\_\_ in business and professional messages.   |  |  |  | | --- | --- | --- | |  | a. | verbs | |  | b. | adjectives | |  | c. | interjections | |  | d. | prepositions |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | To sound professional, credible, and objective, most business writers avoid interjections and exclamation marks in business and professional messages because interjections are used to indicate strong emotion, which would be inappropriate in professional business writing. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-2 - 1-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.1.6 - DISC.BENG.GUFF.17.1.6 United States - BUSPROG.BENG.GUFF.17.6.4 - DISC.BENG.GUFF.17.6.4 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 28. In the sentence *They discussed four important issues at the meeting*, the word *four* is a(n) \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | adverb | |  | b. | adjective | |  | c. | conjunction | |  | d. | preposition |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | The word *four* functions as an adjective in this sentence. It answers the question *How many?* and modifies the word *issues.*  ​ | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-3 - 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Application | |

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| 29. In the sentence *They discussed four important issues at the meeting*, the word *They* is a(n) \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | interjection | |  | b. | adjective | |  | c. | conjunction | |  | d. | pronoun |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | *They* is a pronoun. Remember that pronouns replace nouns. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-3 - 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Application | |

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| 30. In the sentence *They discussed four important issues at the meeting*, the word *at* is a(n) \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | adverb | |  | b. | adjective | |  | c. | conjunction | |  | d. | preposition |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | *At* is a preposition. You should learn to recognize this and other common prepositions (*by, for, from, in, of, to,* and *with)* to help you differentiate sentence subjects from objects of prepositions. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-3 - 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Application | |

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| 31. In the sentence *They discussed four important issues at the meeting*, the word *issues* is a(n) \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | noun | |  | b. | pronoun | |  | c. | verb | |  | d. | adjective |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | The word *issues* is a noun. Nouns name persons, places, things, qualities, feelings, concepts, activities, and measures. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-3 - 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Application | |

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| 32. In the sentence *Beth and the sales representative reviewed the product descriptions on the website*, the word *sales* is a(n) \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | adverb | |  | b. | noun | |  | c. | conjunction | |  | d. | adjective |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | *Sales* modifies the noun *representative*. As a result, it functions as an adjective. Adjectives typically answer these questions: *What kind?, How many?,* or *Which one?* | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-3 - 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Application | |

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| 33. In the sentence *Beth and the sales representative reviewed the product descriptions on the website*, the word *descriptions* is a(n) \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | adverb | |  | b. | noun | |  | c. | interjection | |  | d. | verb |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | The word *descriptions* is a noun. Nouns name persons, places, things, qualities, feelings, concepts, activities, and measures. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-3 - 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Application | |

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| 34. In the sentence *Beth and the sales representative reviewed the product descriptions on the website*, the word *and* is a(n) \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | interjection | |  | b. | conjunction | |  | c. | preposition | |  | d. | adjective |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | The word *and* is a conjunction. Conjunctions connect words or groups of words (*Beth*, *representative*). | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-3 - 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Application | |

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| 35. In the sentence *Beth and the sales representative reviewed the product descriptions on the website*, the word *reviewed* is a(n) \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | adverb | |  | b. | conjunction | |  | c. | noun | |  | d. | verb |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | The action of the sentence is conveyed through the verb *reviewed*. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-3 - 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Application | |

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| 36. In the sentence *Beth and the sales representative reviewed the product descriptions on the website*, the word *the* is a(n) \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | adjective | |  | b. | verb | |  | c. | adverb | |  | d. | noun |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | *The*, along with *an* and *a*, form a special group of adjectives called articles. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-3 - 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Application | |

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| 37. In the sentence *Tanika carefully proofread her lengthy message before she sent it*, the word *carefully* is a(n) \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | adjective | |  | b. | preposition | |  | c. | verb | |  | d. | adverb |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Did you remember that most adverbs end in *ly*? If you did, you recognized that *carefully* is an adverb. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-3 - 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Application | |

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| 38. In the sentence *Tanika carefully proofread her lengthy message before she sent it*, the word *proofread* is a(n) \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | noun | |  | b. | interjection | |  | c. | verb | |  | d. | adverb |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | *Proofread* is a verb because it is the action performed by the subject of the sentence (*Tanika*). | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-3 - 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Application | |

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| 39. In the sentence *Tanika carefully proofread her lengthy message before she sent it*, the word *lengthy* is a(n) \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | adjective | |  | b. | preposition | |  | c. | noun | |  | d. | verb |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | The word *lengthy* modifies or describes the word *message* and answers the question *What kind?* Therefore, it is an adjective. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-3 - 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Application | |

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| 40. In the sentence *Tanika carefully proofread her lengthy message before she sent it*, the word *message* is a \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | noun | |  | b. | pronoun | |  | c. | conjunction | |  | d. | verb |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | *Message* is a noun. Nouns name persons, places, things, qualities, feelings, concepts, activities, and measures. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-3 - 1-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Application | |

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| 41. ​Which sentence uses *second* as a noun?   |  |  |  | | --- | --- | --- | |  | a. | ​It will take you only a second to answer my questions about the job requirements. | |  | b. | ​In Tuesday's meeting Teri said, "I will second the motion." | |  | c. | You should rehearse your answers to possible interview questions until they become second nature. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | *It will take you only a second to answer my questions about the job requirements* uses *second* as a noun. In this sentence the word *second* serves as the object of the verb (*take*). The other answer choices use second as a verb (*I will second the motion*) or as an adjective (*second nature*). | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-4 - 1-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | Summary | | *KEYWORDS:* | BLOOM'S: Application | |

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| 42. Which of following sentences uses *knowledge* as the object of a preposition?​   |  |  |  | | --- | --- | --- | |  | a. | ​The pursuit of knowledge should be a goal for everyone. | |  | b. | ​Francis Bacon, an English author and philosopher, said, "Knowledge is power." | |  | c. | ​The biochemistry exam included many knowledge questions. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | *Knowledge* serves as the object of a preposition in only one sentence: *The pursuit of knowledge should be a goal for everyone*.​ Remember that an object of a preposition must be a noun or pronoun. The preposition in this sentence is the word *of* and joins the object of the preposition (*knowledge*) to the other words in the sentence. The other answer choices use *knowledge* as a noun (*Knowledge is power*) or as an adjective (*knowledge questions*). | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-4 - 1-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | The Eight Parts of Speech | | *KEYWORDS:* | BLOOM'S: Application | |

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| 43. ​Which sentence uses *volunteer* as an action verb?   |  |  |  | | --- | --- | --- | |  | a. | ​Henrik will be a volunteer for the Special Olympics this Saturday in Carson Park. | |  | b. | ​Please volunteer for the event sponsored by the Special Olympics this Saturday in Carson Park. | |  | c. | ​The Special Olympics needs many volunteer workers for this Saturday's event in Carson Park. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | ​Only *Please volunteer for the event sponsored by the Special Olympics this Saturday in Carson Park* uses *volunteer* as an action verb. The other answer choices use this word as a noun (*a volunteer*) or as an adjective (*volunteer worker*). | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-4 - 1-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | Summary | | *KEYWORDS:* | BLOOM'S: Application | |

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| 44. Which sentence uses *control* as a verb?   |  |  |  | | --- | --- | --- | |  | a. | ​Wade adjusted the control on the printing machine. | |  | b. | ​Ben analyzed the results of the data from the control group. | |  | c. | ​Businesses often control their health care costs by offering wellness incentives. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Only *Businesses often control their health care costs by offering wellness incentives* uses *control* as a verb. The other answer choices use *control* as a noun (*the control*) or as an adjective (*control group*).  ​ | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-4 - 1-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | Summary | | *KEYWORDS:* | BLOOM'S: Application | |

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| 45. ​Which sentence uses *firm* used as an adjective?   |  |  |  | | --- | --- | --- | |  | a. | After graduating from college, Yolanda worked for a brokerage firm in New York City. | |  | b. | ​Please let me know your decision after you firm up your plans. | |  | c. | ​The intern demonstrated a firm understanding of the project's requirements. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | ​Only the sentence that reads *The intern demonstrated a firm understanding of the project's requirements* uses *firm* as an adjective. In this sentence *firm* modifies the noun *understanding* and answers the question *What kind?* | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.1-4 - 1-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | Summary | | *KEYWORDS:* | BLOOM'S: Application | |

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| 46. Please \_\_\_\_ me a copy of your expense report.   |  |  |  | | --- | --- | --- | |  | a. | E-mail | |  | b. | email | |  | c. | e-mail |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | The correct way to express this word is *e-mail*. The letter *e* should be capitalized only if the word begins the sentence. However, this word, like many other technology-related terms, is still evolving. For instance, *The Associated Press Stylebook*, which is used by most of the news media, recently changed its recommended spelling from *e-mail* to *email*. Others may follow. For now, you should check your company's in-house style manual for its preferred style for these words. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.N/A - N/A | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.1.6 - DISC.BENG.GUFF.17.1.6 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | FAQs About Business English | | *KEYWORDS:* | BLOOM'S: Application | |

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| 47. Which of the following is an acronym?   |  |  |  | | --- | --- | --- | |  | a. | IRS | |  | b. | OSHA | |  | c. | EPA | |  | d. | FBI |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Only *OSHA* is an acronym, which is a word formed from the initial letters of an expression (*Occupational Safety and Health Administration*). Acronyms are pronounced as single words. However, abbreviations like *FBI, IRS,* and *EPA* are pronounced letter by letter. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.N/A - N/A | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.6.4 - DISC.BENG.GUFF.17.6.4 | | *TOPICS:* | FAQs About Business English | | *KEYWORDS:* | BLOOM'S: Knowledge | |

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| 48. We must move \_\_\_\_ with our decision to hire a new director of human resources.   |  |  |  | | --- | --- | --- | |  | a. | foreword | |  | b. | forward | |  | c. | ​foreward | |  | d. | ​forword |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | These words can be tricky! *Foreword* is a noun and references "the preface or introduction of a book." *Forward* can be an adjective, verb, or adverb.  As an adjective, it means "presumptuous or bold." As a verb, it means "to transmit." In this sentence it is being used as an adverb, which means "toward or at a place, point, or time in advance." | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.N/A - N/A | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.1.6 - DISC.BENG.GUFF.17.1.6 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | FAQs About Business English | | *KEYWORDS:* | BLOOM'S: Application | |

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| 49. Our company offers discounted prices \_\_\_\_ of the year.   |  |  |  | | --- | --- | --- | |  | a. | everyday | |  | b. | every day |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | These words are commonly misused. When the word means "ordinary," it should be written as one word. However, in this sentence the word should be expressed as two words. To help you select the correct expression, try inserting the word *single* between *every* and *day*. If the meaning of the sentence does not change, you should use two words. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.N/A - N/A | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.1.6 - DISC.BENG.GUFF.17.1.6 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | FAQs About Business English | | *KEYWORDS:* | BLOOM'S: Application | |

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| 50. Your interesting comments have \_\_\_\_ my interest.   |  |  |  | | --- | --- | --- | |  | a. | piqued | |  | b. | peeked | |  | c. | peaked |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | The verb *pique* comes from a French word that means "to excite or arouse" as in *to pique my interest*. Don't confuse this word with *peek*, which means "to take a brief look." | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | BENG.GUFF.17.N/A - N/A | | *NATIONAL STANDARDS:* | United States - BUSPROG.BENG.GUFF.17.1.5 - DISC.BENG.GUFF.17.1.5 United States - BUSPROG.BENG.GUFF.17.1.6 - DISC.BENG.GUFF.17.1.6 United States - BUSPROG.BENG.GUFF.17.6.6 - DISC.BENG.GUFF.17.6.6 United States - BUSPROG.BENG.GUFF.17.6.7 - DISC.BENG.GUFF.17.6.7 | | *TOPICS:* | FAQs About Business English | | *KEYWORDS:* | BLOOM'S: Application | |