

Grammar Jump Starter Quiz #3

Choose the best correction for the underlined portion. If the underlined portion is correct, select "no change".

- 1) James is the football player whom scored an easy touchdown in last week's region game.
- whom
 - who
 - that
 - no change

- 2) He plays so good because he is

- best
- well
- better
- no change

- 3) Therefore, many called bright, young athletes.

- bright young
- brightly young
- bright young!
- no change

- 4) In fact, one wer

- has ever
- have
- have
- no

- 5) James is great

- is
- is

6)

- 7) People are joining this movement environmental concerns, financial
- reasons, but
 - reasons, but
 - reasons, but
 - no change

- 8) Reread the above
Which was
- was

→ natural talent.

Grammar Jump Starter Quiz #2

Choose the best correction for the underlined portion. If the underlined portion is correct, select "no change".

- 1) "Have you heard of the tiny house movement?" asked the news anchor.
- movement," asked
 - movement," asked
 - movement," asked
 - no change

- 2) It is a social movement that people are downsizing the space in which they live.
- are
 - where
 - as
 - no change

- 3) A American house is typically around 2600 square feet, while a tiny house is around 400 square feet.
- An american
 - A american
 - An American
 - No change

- 4) "I might of scored one on the test."
- might of scoring
 - might have scored
 - might scored
 - no change

before," said the anchor.

Multiple Choice Grammar Quizzes For High School

Shasha Hu



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Specific Means of Presentation of Literature and Grammar in Different High School Grades Mary Agnella Gunn, 1927

Viewpoints, 1924 **The Journal of Educational Research**, 1924 *Loyola Educational Index* Austin Guildford Schmidt, 1928 *Bulletin of the School of Education, Indiana University*, 1927 Vol 1 7 9 10 include Proceedings of the High School Principals Conference 1923 1929 v 1 7 9 18 include Proceedings of the Conference on Educational Measurements 1924 1930 1932 1942 **New York Experiments with New-type Modern Language Tests** Ben DeKalbe Wood, 1927

New York Experiments with New-type Modern Language Tests, Including A Survey of Modern Language Achievement in the Junior High Schools of New York City, June, 1925 Ben DeKalbe Wood, 1927 **Second Revision of the Bibliography of Educational Measurements** Indiana University. School of Education. Division of Research and Field Services, Henry Lester Smith, Wendell William Wright, 1927 **Reader's Guide to Periodical Literature**

Supplement, 1928 *Educational Research Bulletin*, 1926 *Prognosis Tests in the Modern Foreign Languages* Vivian Allen Charles Henmon, Modern Foreign Language Study, 1929 **Publications** American and Canadian Committees on Modern Languages, 1929 **The Massachusetts Teacher**, 1929 **Educational Review**, 1927 *Loyola Educational Index*, 1928 **Educational Tests for Use in High Schools** Charles Watters Odell, 1927 *Educational Tests for Use in High Schools* Walter Scott Monroe, 1929 **Educational Review** Nicholas Murray Butler, Frank Pierrepont Graves, William McAndrew, 1927 Vols 19 34 include Bibliography of education for 1899 1906 compiled by James I Wyer and others

Publications of the American and Canadian Committees on Modern Languages, 1929 *Achievement Tests in the Modern Foreign Languages* Vivian Allen Charles Henmon, 1929 The present work reports on one phase of an inquiry carried on from 1924 to 1927 by the Modern Foreign Language Study and the Canadian Committee on Modern Languages Working with subventions granted by the Carnegie Corporation of New York and under the sponsorship of the American Council on Education the two Committees sought to explore as fully as circumstances permitted the situation of modern language teaching in the United States and Canada in respect to enrollment standards of achievement the objectives organization materials and methods of instruction and the training of teachers The ultimate object of the investigation was to ascertain the conditions now prevailing in order to be able to draw conclusions for the future and to make suggestions for improvement in instruction As it was necessary to bring the inquiry to an end within a period of three years the Committees were obliged to limit their activities in the main to the secondary schools and the corresponding levels of college instruction

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