The Complete Guide to ACT® English

Third Edition

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The Complete Guide to ACT® Reading

The Ultimate Guide to SAT® Grammar & Workbook

The Critical Reader: The Complete Guide to SAT® Reading

SAT® Vocabulary: A New Approach (with Larry Krieger)

The Complete GMAT® Sentence Correction Guide

GRE® Vocabulary in Practice

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Introduction

I first encountered the ACT® as a test-writer rather than a tutor. In 2009, I'd already written a number of practice SAT passages for WilsonPrep, a tutoring firm in Westchester County, New York, when the firm's owner, Laura Wilson, asked me whether I would be interested in writing some ACT English passages. I'd never actually seen an ACT, but I figured that it probably didn't cover anything I hadn't encountered before. So I sat myself down with an official guide and began to learn the ins and outs of the test. Over the next couple of years, I wrote dozens of English passages, and by the time I encountered my first ACT student, I knew the test pretty well.

After I finished *The Ultimate Guide to SAT® Grammar* in 2011, it seemed only natural to write an equivalent book for the ACT. As soon as I had published the former, I immediately set to work. About 20 pages in, however, I realized I had incorrectly explained a concept in my SAT® guide. What I thought would be a simple revision ended up taking three weeks – after which I decided I'd had enough of writing grammar books for the time being! Over the next few years, I returned to the book periodically, but I always ended up shelving it in favor of other projects. In the meantime, though, I kept getting requests from tutors and students who had successfully used my SAT grammar book but needed a comparable guide for the ACT. And so, after three years, I finally decided that it was time to sit down and finish.

This book is organized in two parts that correspond to the two types of questions on the English section of the ACT. The first half of the book deals with punctuation and grammar ("Usage and Mechanics"), while the second part deals with paragraph/passage content and organization ("Rhetoric"). Although I have coordinated the content of each chapter with the English questions in *The Official ACT® Prep Guide*, I also drew on numerous other released exams while researching this book. Because the number of various types of questions can vary considerably from test to test, some concepts covered in detail here are not well reflected in the breakdown of questions in the *Official Guide*. All the material in this book is, however, based on questions from administered ACTs.

In addition, I have deliberately structured the chapters so that the most straightforward concepts are presented first, then in some cases returned to later and discussed in greater depth. Because there is no way to cover the more sophisticated aspects without first explaining the basics, this organization seemed most logical to me. As a result, however, certain concepts that are commonly tested on the ACT are not covered until relatively late. For those who have limited time (or desire) to study, I have therefore included a "cheat sheet" on the following page; it provides a list of must-know concepts along with the chapters in which they are covered.

Finally, a note about the ACT as a test. While there is a kernel of truth to the idea that the ACT is a "curriculum-based test" that is largely immune to "tips and tricks," I find that that notion is largely a myth. Although ACT English questions are context-based and therefore not 100% predictable, they do nevertheless fall into a limited number of categories and often target the same concepts in virtually identical ways from test to test – a setup that can in fact make the ACT quite vulnerable to shortcuts (e.g., shorter is better; *being* = wrong; period = semicolon = comma + *and/but*). Whenever possible, I have highlighted these patterns.

Furthermore, while ACT content may theoretically be intended to reflect a high school curriculum, the reality is that few schools provide anything resembling comprehensive instruction in all of the grammar and rhetoric concepts tested on the exam. Few of the students I worked with had learned about dashes before the ACT, for example, and a surprising number also lacked familiarity with common transition words such as *moreover* and *nevertheless*. My goal here is thus not only to provide thorough and rigorous preparation that accurately reflects the content of the ACT, but also to plug some of the gaps and misunderstandings that students may have inadvertently acquired along the way.

~Erica Meltzer

ACT English Cheat Sheet

Grammar

1. Period = Semicolon = *Comma + and/but*. (ch. 2)

2. 2 commas = 2 dashes = 1 parentheses = non-essential clause. If the information between these punctuation marks is crossed out, the sentence will still make sense. BUT commas, dashes, and parentheses cannot be mixed and matched. (ch. 4, 6-7)

3. *It's* = it is, *its* = possessive; *they're* = they are, *their* = possessive. Possessive usually = right. (ch. 1)

4. Colon = list or explanation. Need a complete sentence before but not necessarily after. (ch. 6)

5. *–ING* (gerunds), especially BEING, usually = WRONG. (ch. 2)

6. Could/would/should/might HAVE, not OF. (ch. 16)

7. No comma before or after a preposition, or the word *that*. (ch. 5)

8. Comma before *it*, *he*, *she*, *they* usually = WRONG. (ch. 3)

9. Singular **verbs** end in *–s*; plural **verbs** do not end in *–s*. *She reads*, BUT *they read*. (ch. 8)

10. Keep pronouns consistent: one = one, you = you. (ch. 9)

11. *Who* is for people, *which* is for things, *where* is for places (e.g., *the time/book where* = WRONG). (ch. 14)

12. Use *who* before a verb (*who went*); use *whom* after a preposition (e.g., *of whom*). (ch. 14)

13. All items in a list must match (noun, noun, noun; verb, verb, verb; gerund, gerund, gerund). (ch. 13)

14. Always circle NOT, LEAST, and EXCEPT.

Rhetoric

1. Shorter is better (ch. 15)

2. Context is key: if you're not sure of the answer, read a sentence before and a sentence after. (ch. 17-19)

3. OMIT/DELETE: check that option first because it's usually right. (ch. 15, 18)

4. Transitions: **physically cross out** the original transition and determine the relationship (e.g., continue, cause-and-effect, contradict) BEFORE checking the answers. Eliminate synonyms + answers from incorrect transition categories. (ch. 17)

5. Transitions between paragraphs: focus on the paragraph that the transition is intended to begin. The end of the previous paragraph is usually less important. (ch. 17)

6. Add/Delete/Revise: reread the paragraph and state the topic **in your own words** before checking the answers. If the sentence is directly relevant to that topic, it belongs. If not, it doesn't. (ch. 18)

7. Purpose of a passage: determine whether the topic is **specific** or **general**, then YES or NO. (ch. 20)

And two general points:

First, make sure you actually read the passage. **You don't need to read closely, but you shouldn't just skip from question to question. Otherwise, you're likely to miss important information.**

Second, before you choose an answer, plug it back into the passage to make sure that it fits. **An answer that makes perfect sense on its own may create an error in the context of the passage.**

Part 1

. . . .

Punctuation & Grammar

Parts of Speech

There are eight parts of speech in the English language, seven of which are tested on the ACT. If you are not comfortable identifying them, it is suggested that you begin by reviewing this section. Although portions of these definitions are repeated throughout the guide, familiarizing yourself with these terms before you begin will help you move through the explanations and exercises more easily.

The seven major parts of speech tested on the ACT are as follows:

1. <u>Verb</u>

Verbs indicate **actions** or **states of being**.

Examples: To be
To have
To seem
To go
To create
To believe

The "to" form of a verb is known as the **infinitive**. All of the verbs listed above are infinitives. If you are uncertain whether a word can be used as a verb, try placing *to* in front of it to form an infinitive.

Verbs are not always used as infinitives, however. In order to indicate who is performing an action, we must **conjugate** the verb and provide its **subject**.

To be and *to have* are the most frequently tested verbs on the ACT. Because they are **irregular**, their conjugated forms are different from their infinitives. You must therefore make sure that you are comfortable distinguishing between their singular and plural forms. *To be* is also unique in that it is conjugated in both the present and past.

Conjugation of *to be*, **present**:

Singular	Plural
I am	We are
You are	You (pl.) are
It, s/he, one is	They are

Conjugation of *to be*, **past**:

Singular	Plural
I was	We were
You were	You (pl.) were
It, s/he, one was	They were

Conjugation of *to have*, **present and past**:

Singular	Plural
I have	We have
You have	You (pl.) have
It, s/he, one has	They have

Number refers to whether a verb is **singular or plural**. *I*, *it*, *s/he* and *one* = singular; *we* and *they* = plural; and *you* = either singular or plural.

Note that third-person **singular** verbs end in –*s*, but third-person **plural** verbs do not end in –*s*, e.g., *it works*, *they work*. Many ACT verb questions test this distinction, so you should be comfortable recognizing when third-person verbs are singular vs. plural.

Tense refers to when an action occurred. Although there are many tenses, most ACT tense questions focus on the present and various forms of the past.

It is = Present	It would be = Conditional
It has been = Present perfect	It would have been = Past conditional
It was = Simple past	It will be = Future
It had been = Past perfect	It will have been = Future perfect

2. <u>Noun</u>

Nouns indicate people, places, objects, and ideas, and can always be preceded by *a(n)* or *the*.

They can be **concrete**, referring to specific objects (e.g., *book*, *house*, *train*); or they can be **abstract**, referring to ideas and things that cannot be touched. Many abstract nouns end in –*tion*, -*ment*, –*ity*, and –*tude*, e.g., *decision*, *agreement*, *ability*, *solitude*.

Proper nouns indicate specific people and places, e.g., Julia Child, Chicago, Mars

- **Anna Deavere Smith** is an **actress** and **playwright** known for her one-woman **shows** in which she plays a wide **variety** of **characters**.

- **New York City** is the largest **city** in the **United States**, but it is not the **capital**.

- **Windmills** produce **power** by harnessing the **energy** of the **wind**.

3. <u>Pronoun</u>

Pronouns replace nouns.

Examples: she, you, one, we, him, it(s), their, this, those, which, both, some, few, many, there

- Windmills were once found throughout Holland, but now **they** are much less common **there**.

- Anna Deavere Smith is an actress and playwright. **She** plays a wide variety of characters in her one-woman shows.

Personal Pronouns are often referred to in the following manner:

Singular	Plural
1st person = I	1st person = We
2nd person = You	2nd person = You
3rd person = S/he, It, One	3rd person = They

4. <u>Preposition</u>

Prepositions are **time** and **location** words. They indicate where things/people are, where they're going, and when events happened. They are followed by nouns.

- The American windmill was invented **by** Daniel Halladay **in** 1854 and was used mostly **for** lifting water **from** wells.

About	Among	Beside	In	Opposite
Above	Around	Between	Inside	Outside
Across	Before	By	Near	Toward
After	Behind	During	Next to	Under
Against	Below	For	Off	With
Along	Beneath	From	On	Without

5. <u>Conjunction</u>

Conjunctions indicate relationships between words, phrases, and clauses.

Examples: and, but, however, therefore, so, although, yet, while, when, because,

- Surfing is often thought of as a modern sport, **but** it has ancient roots.

- Quito, the capital of Ecuador, was named a World Heritage Site **because** its historic center is exceptionally well preserved.

6. <u>Adjective</u>

Adjectives modify nouns and pronouns.

Examples: large, pretty, interesting, solid, wide, exceptional, smart, dull, caring, simple

- Cajun cuisine is **hearty**, relying on **local** ingredients and **simple** preparation.

- The Emperor Penguin is the **tallest** and **heaviest** penguin species.

7. <u>Adverb</u>

Adverbs modify verbs, phrases, and other adverbs. Many common adverbs end in *–ly* (e.g., *slowly*, *loudly*, *strongly*), but two additional types of adverbs do not: **adverbs of time** (e.g., *later*, *tomorrow*, *then*) and **conjunctive adverbs**, which act as transition words (e.g., *however*, *therefore*, *moreover*, *nevertheless*).

- Surfing is a **globally** popular sport.

- An early version of surfing was practiced by the Moche culture around 2,000 years ago. **Today**, the sport is popular around the world.

- Surfing is often thought of as a modern sport; **however**, it has ancient roots.

Preliminary Exercise (answers p. 247)

Although igloos are usually associated with Alaskan Eskimos (Inuits), <u>they</u> have mostly been constructed by people who lived in the central Arctic and Greenland's Thule region. Other Inuit peoples <u>tended</u> to use snow to insulate their houses, which were constructed <u>from</u> whalebone and hides.
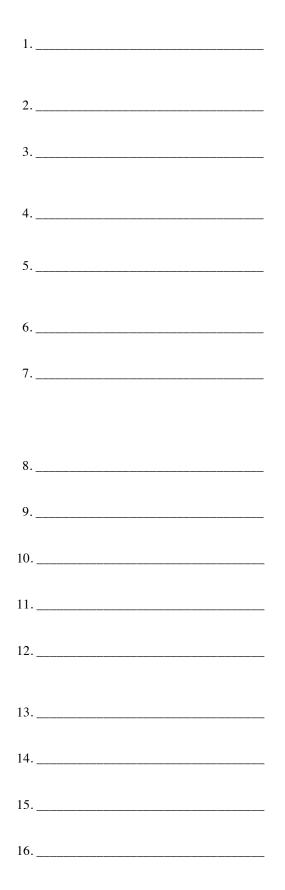
Traditionally, three types of igloos <u>were</u> constructed.

Small igloos were constructed as temporary shelters <u>and</u> used only for one or two nights. These were built and <u>used</u> during hunting trips, often on open sea ice.

Medium-sized igloos were <u>usually</u> single-room family dwellings that housed one or two families. Often, several of these igloos were located in a small area, forming an <u>Inuit</u> village. The largest igloos were normally built in pairs: one of the buildings was a <u>temporary</u> structure for community feasts and dances, while the other was <u>intended</u> for living. These igloos could be constructed from several smaller igloos attached <u>by</u> tunnels.

Today, igloos are used mostly for <u>brief</u> camping trips; however, the principles behind their construction <u>remain</u> the same. The snow used to build an igloo must have enough strength to be cut and stacked correctly. The best snow to use for this <u>purpose</u> is snow blown by wind because <u>it</u> contains interlocking ice crystals, which increase the amount <u>of</u> weight the ice can support.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

Because of snow's excellent insulation properties,
inhabited igloos are <u>surprisingly</u> comfortable and warm
₁₇
inside. Sometimes, a short tunnel is constructed at the
entrance <u>to reduce</u> heat loss when the door <u>is</u> opened.
₁₈   ₁₉
Animal skins can also be used as door flaps to keep
warm air in.

      Architecturally, the igloo is unique <u>because</u> it is a
₂₀
dome that can be constructed without an <u>additional</u>
₂₁
supporting structure. Independent blocks of ice lean on
one another and are polished to fit. <u>In</u> the traditional
₂₂
Inuit igloo, the <u>heat</u> from the *kudlik*, or stone lamp,
₂₃
causes the interior to melt slightly, creating a layer of ice
that <u>contributes</u> to the igloo's strength. In fact,
₂₄
a correctly-built igloo will support the weight of a
person standing <u>on</u> the roof.
₂₅

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

1 Apostrophes: Plural vs. Possessive

Singular	Plural (-s, -es)	Singular Possessive (-'s)	Plural Possessive (-s')
Bird	Birds	Bird's	Birds'
Business	Businesses	Business's	Businesses'

To form the **plural** of a noun, add –s. When a singular noun ends in –s, add –es. Do **not** add an apostrophe.

    Correct: The **birds** are flying. = More than one bird is flying.

    Correct: The **businesses** are open today. = More than one business is open today.

To form the **possessive** of a singular noun, add *apostrophe* + *–s*, even for nouns whose singular ends in *–s*.*

    Correct: The **bird's** wings are red. = The wings of the bird are red.

    Correct: The **business's** policy is new. = The policy of the business is new.

To form the **possessive** of a plural noun, add an apostrophe after the *–s* or *–es*. Note that while the apostrophe comes **before** the *–s* when making singular nouns possessive, it comes **after** the *–s* when making plural nouns possessive.

    Correct: The **birds'** wings are red. = The wings of the birds are red.

    Correct: The **businesses'** new policies. = The new policies of the businesses.

The plural forms of **irregular nouns** are <u>not</u> created by adding *–s* to their singular forms.

Singular	Plural
Child	Children
Fish	Feet
Foot	Fish
Mouse	Mice
Person	People
(Wo)man	(Wo)men

*Note: For well-known names ending in *–s*, the possessive can be formed by adding only an apostrophe (e.g., Dickens' works = the works of Dickens). This exception accounts for much of the confusion surrounding apostrophes, but it is NOT tested on the ACT.

To form the possessive of a singular irregular noun, add *apostrophe + –s*, just as you would for a regular noun.

> Correct: The **mouse's** whiskers = The whiskers of the mice

> Correct: The **child's** books = The books belonging to the child

To form the possessive of a plural irregular noun, **also** add *apostrophe + –s*.

> Correct: The **mice's** whiskers = The whiskers of the mice

> Correct: The **children's** books = The books belonging to the children

Note that because these plural forms are already different from their singular forms, the fact that both singular and plural possessive are formed by adding *–s + apostrophe* does not cause confusion.

Contraction with Verb

The construction *–s + apostrophe* is also used to form a **contraction** between a noun and the verb *is* or *has*.

> Correct: The **artist's** known for her abstract sculptures. = The **artist is** known for her abstract sculptures.

> Correct: The **artist's** exhibited her work nationally. = The **artist has** exhibited her work nationally.

Although this usage is fair game for the ACT, it is not typically tested and should not be of primary concern.

Plural and Possessive Nouns on the ACT

Questions testing this topic occur regularly on the ACT. You can assume that you will encounter one, if not two or three, on every test.

Provided that you have a solid understanding of when apostrophes should be used, these questions are generally quite straightforward. That said, they can occasionally be surprisingly tricky – particularly if you encounter them at the end of the English Test, when you are more likely to be fatigued or distracted.

In many cases, only a single noun will be directly tested. In some instances, though, two nouns in a row may be underlined, with the answers providing various combinations of possessive and plural nouns.

The passage below contains an example of each question type:

> Since I was a child, my family has gathered at my
>
> grandparent's home in Maine each summer. My
>   1
> grandmother and grandfather bought it nearly 50 years
>
> ago and still live there from June to September. The
>
> houses' rooms are bright and airy, and I love to sit on
>   2
> the deck and watch the waves roll in.

1. A. NO CHANGE
  B. grandparents' home
  C. grandparents home
  D. grandparents home,

2. F. NO CHANGE
  G. house's room's
  H. house's rooms
  J. houses rooms

Even if you are able to answer these questions easily, you should still pay attention to the following section because it provides some important tools for breaking plural/possessive questions down.

There are a couple of ways to go about answering apostrophe questions. One option is to break the process into the following steps:

1) Determine whether the noun is singular or plural. If singular, cross out plural answers and vice-versa.

2) Determine whether the noun is possessive, and eliminate the remaining choice or choices that don't fit.

As a **shortcut**, you can also use this rule: a noun followed by another noun should contain an apostrophe, whereas a noun followed by any other part of speech should not contain an apostrophe. When you think about it, this is only logical: the only thing a noun can possess is another noun.

For example, the apostrophe in the phrase *potter's clay* is correct because *potter's* is followed by another noun, *clay*. Likewise, no apostrophe should be used in the phrase *potters create* because *create* is a verb, not a noun.

Note that this rule can be used to eliminate answers, even when only a single noun is tested. For example, let's consider the first question from our passage:

Since I was a child, my family has gathered at my

<u>grandparent's home</u> in Maine each summer. My
1

grandmother and grandfather bought it nearly 50 years

ago and still live there from June to September. The

<u>houses' rooms</u> are bright and airy, and I love to sit on
2

the deck and watch the waves roll in.

1. **A.** NO CHANGE
   B. grandparents' home
   C. grandparents home
   D. grandparents home,

Although two words are underlined here, only the word *grandparents* is presented in different forms, so it is the true focus of the question. The word that follows, *home*, is a noun, so *grandparents* requires an apostrophe. That eliminates both (C) and (D).

Now, the question is whether the apostrophe should be placed before the –s, as it is in (A), or whether it should be placed after the –s, as it is in (B). The passage makes clear that the home belongs to the writer's grandmother and grandfather – that is, to his or her *grandparents* – so the noun must be plural.

Plural possessive nouns are formed by adding *apostrophe + –s*, so (B) is correct.

Now let's look at the second question:

Since I was a child, my family has gathered at my

<u>grandparent's home</u> in Maine each summer. My
1

grandmother and grandfather bought it nearly 50 years

ago and still live there from June to September. The

<u>houses' rooms</u> are bright and airy, and I love to sit on
2

the deck and watch the waves roll in.

2. **F.** NO CHANGE
   G. house's room's
   H. house's rooms
   J. houses rooms

In this case, the two nouns appear in possessive and plural form in the various answer choices, indicating that both nouns are being tested.

Let's start by focusing on the singular/plural issue, beginning with the noun *houses*. The writer earlier refers to the grandparents' *home*, singular, so *house* must logically be singular as well. In addition, *houses* is followed by the noun *rooms*, indicating that no apostrophe is necessary. That eliminates (F) and (J).

Now, look at the second noun. *Rooms* is followed by the verb *are*, so no apostrophe should be used. That eliminates (G), leaving (H) as the only option.

Pronouns: Possessive, Plural, and Contraction with Verb

To review: a pronoun is a word such as *it(s)* and *they/their* that can replace a noun in a sentence. For example, the sentence *I.M. Pei is a well-known architect* can be rewritten as *He is a well-known architect*.

The most important thing to understand is that apostrophes and *–s* **are used differently for pronouns than for nouns**. The addition of *–s* is **entirely unrelated** to whether a pronoun is **singular or plural**; it is **only related** to whether or not that pronoun is **possessive**.

- To form the possessive of a pronoun, add *–s*. **Do not add an apostrophe.**

- To form a contraction with the verb *is* or *are*, add *apostrophe + –s* or *–re*. (Contractions with other verbs are not generally tested on the ACT.)

The ACT primarily focuses on the plural and possessive forms of just three pronouns: *it*, *they*, and *who*. Questions testing other pronouns such as *you* or *she* do appear from time to time, but they are quite rare.

A. It's vs. Its

It's = it is, it has

Its = possessive of *it*. Used before a noun.

Its' & Its's = do not exist

The easiest way to choose between *its* and *it's* is simply to plug in *it is*. If *it is* makes sense in context, you need the apostrophe. If *it is* does not make sense, the apostrophe is incorrect. Alternately, you can look at the word following the pronoun. If that word is a noun, *its* is required because only nouns can follow a possessive form.

Incorrect:	Some critics of the Internet have argued that it is a danger because **it's (it is)** vastness threatens people's intellectual health.
Incorrect:	Some critics of the Internet have argued that it is a danger because **its'** vastness threatens people's intellectual health.
Correct:	Some critics of the Internet have argued that it is a danger because **its** vastness threatens people's intellectual health.

Because you would not say, *it is a danger because it is vastness threatens people's intellectual health*, no apostrophe should be used.

B. They're, Their, and There

Although the same rules apply to *they're* vs. *their* as apply to other pronouns, an extra degree of confusion is often present because of a third identical-sounding pronoun: *there*.

They're = they are

Their = possessive of *they*. Used before a noun.

There = a place

In general, it's easiest to think of *there* as separate from *they're* and *their*, which both involve *they*. To check *their* vs. *they're*, plug in *they are*. If it makes sense, the apostrophe is needed; if it doesn't, no apostrophe should be used.

To check *there*, simply ask yourself whether the pronoun is referring to a place. The passage will make it clear whether this is the case.

They're

Incorrect:	Although **their** usually powered by rowers, canoes may also have sails or motors.
Incorrect:	Although **there** usually powered by rowers, canoes may also have sails or motors.
Correct:	Although **they're** usually powered by rowers, canoes may also contain sails or motors.

Because you would say, *Although <u>they are</u> usually powered by rowers*, the apostrophe is required.

Their

Incorrect:	Deactivated viruses form the basis of many vaccines known for **they're** <u>effectiveness</u> in preventing disease.
Incorrect:	Deactivated viruses form the basis of many vaccines known for **there** <u>effectiveness</u> in preventing disease.
Correct:	Deactivated viruses form the basis of many vaccines known for **their** effectiveness in preventing disease.

Because you would not say, *Deactivated viruses form the basis of many vaccines known for <u>they are</u> effectiveness*, no apostrophe is needed. The sentence does not describe a place, so *there* is not correct either.

There

Incorrect:	Because Denver is located close to the Rocky Mountains, snow often falls **they're**.
Incorrect:	Because Denver is located close to the Rocky Mountains, snow often falls **their**.
Correct:	Because Denver is located close to the Rocky Mountains, snow often falls **there**.

Because the sentence is clearly talking about a place, *there* is required.

C. Who's vs. Whose

Who's = who is, who has

Whose = possessive form of *who*. Note that unlike *who*, *whose* can refer to both people and things.

To determine which version is correct, plug in *who is*.

Incorrect:	Jessye Norman is an American opera singer **whose** known for her moving performances.
Correct:	Jessye Norman is an American opera singer **who's** known for her moving performances.

Because you would say, *Jessye Norman is an American opera singer <u>who is</u> known for her moving performances*, the apostrophe is necessary.

On the other hand:

Incorrect: Jessye Norman is an American opera singer **who's** performances many people
find moving.

Correct: Jessye Norman is an American opera singer **whose** performances many people
find moving.

Because you would also not say *Jessye Norman is an American opera singer <u>who is</u> performances many people find moving*, *whose* rather than *who's* must be used.

_____

It is also theoretically possible (although very unlikely) that you will see questions testing possessive and plural with other pronouns. The same rule applies to those pronouns as applies to the ones discussed throughout this chapter: *apostrophe + –s* or *–re* = contraction with verb, while no apostrophe = possessive.

	Pronoun + verb	**Possessive**
You	You're	Your(s)
He, She	He's, She's	His, Her(s)
We	We're	Our(s)
That	That's	Thats = does not exist

Exercise: Apostrophes 1 (answers p. 247)

1. Despite <u>it's</u> brilliance and power, the sun grew out of tiny particles suspended in enormous clouds of dust and gas.

_____

2. The British scientist J.D. Bernal believed that human <u>beings'</u> would eventually be replaced by creatures <u>who's</u> bodies were half-human and half-machine.

_____

_____

3. Instrument-makers have tried to reproduce a Stradivarius violin's precise sound for hundreds of years, but all of <u>they're</u> <u>attempts</u> have been unsuccessful.

_____

4. Bats can perceive and stalk <u>their</u> prey in complete darkness, using a system of ultrasonic sounds to produce <u>echo's that identify</u> <u>it's</u> location.

_____

_____

5. A computer program devoted to facial recognition can determine people's emotions by following <u>there</u> faces' movements and linking <u>its</u> readings with a database of expressions.

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6. George Westinghouse was an electrical industry pioneer <u>who's</u> first major invention, the rotary steam engine, earned him many <u>scientists'</u> admiration when he was still a young man.

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7. Although Los Angeles is famous for <u>it's traffic jam's</u>, pedestrians are now able to walk in the <u>cities</u> center more easily.

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8. The peacock is a bird <u>who's</u> penchant for showing off <u>its</u> bright, multicolored plumage has made it a symbol of vanity and pride in many different cultures.

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9. The gray wolf, which once lived throughout much of North America, is now rarely spotted because <u>it's</u> habitat has been almost entirely destroyed.

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10. Every spring, New Orleans receives thousands of tourists for Mardi Gras, the <u>years</u> most important festival. Visitors arrive <u>their</u> from around the world.

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