The Ultimate Step by Step Guide to Preparing for the ATI TEAS 7 English and Language Usage Test

Student's #1 Choice

# ATI TEAS 7 2026

## English and Language Usage for Beginners

2 FULL-LENGTH PRACTICE TESTS IN THE BOOK

10 FULL-LENGTH PRACTICE TESTS ONLINE

TEAS 7

English and Language Usage

STUDY GUIDE

NURSING ENTRANCE EXAM PREP

# ATI TEAS 7

## English and Language Usage

## for Beginners

The Ultimate Step by Step Guide to Preparing for the ATI TEAS 7 English and Language Usage Test

**EDIT**
Fix the sentence.

**CLARIFY**
Choose clear language.

**DECODE**
Unlock word meaning.

| 9 CHAPTERS | 2 PRACTICE TESTS | 10 ONLINE TESTS |
|---|---|---|
| Skill-building lessons | 37 questions, 37 minutes | Interactive practice |

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**You will learn to:**

- name the three sub-content areas and their scored question counts
- match a typical question to the most likely sub-content area it tests
- connect each sub-area to a real nursing task

☞ Beginner Routine

| | |
|---|---|
| Rule? | Spelling, punctuation, capitalization, or sentence structure means conventions. |
| Clarity? | Wordiness, formality, or paragraph order means knowledge of language. |
| Writing or word part? | The writing process or meaning from word parts points to the third sub-content area. |
| Balance | Study all three areas; ATI reports performance for each one. |

★ Common Trap

Many learners treat this section as a grammar-only test and drill comma rules for weeks. Conventions supplies only 12 of the 33 scored questions. Knowledge of language and vocabulary together supply 21—nearly two-thirds of your score.

## 1.2 37 Questions, 37 Minutes: Format, Timing, and Scoring

You get 37 questions in 37 minutes—33 scored plus 4 unidentified, unscored pretest items—so use about one minute per question as an average, not a rigid limit.

☞ The Big Idea

The English and Language Usage section contains **37 questions** and allows **37 minutes**: about one minute per question. Only **33 questions are scored**. The other **4 are unscored pretest items** that ATI is trying out for future exams—and they look exactly like every other question, so you cannot tell which ones they are.

English is the **last of the four TEAS sections**, after Reading, Math, and Science, so fatigue may affect your concentration. ATI reports an Adjusted Individual Total Score and content-area scores. It also reports sub-content performance as the percentage of scored questions you answered correctly in each sub-content area; those percentages are not equated scores. Programs set their own requirements, so confirm how each program uses the results.

**You will learn to:**

- state the section's question count, time limit, and scored total
- treat unscored pretest items correctly: answer everything, identify nothing
- pace yourself with simple checkpoints

☞ Beginner Routine

| | |
|---|---|
| Average | Budget about one minute per question overall; use less on direct items and more on complex ones. |
| Checkpoint | Near question 19, roughly half the time should remain. |
| Flag | On a hard item, choose the best current answer, flag it if the interface allows, and move. |
| No blanks | Answer every item; an unanswered item cannot earn credit. |

★ Common Trap

Some test-takers shrug off a hard question as "probably one of the unscored ones." The four pretest items are invisible—they carry no label and match the style of scored questions. Dismissing any question risks donating a scored point. Answer them all as if they count, because 33 of 37 do.

## 1.3 The Five Question Types

Across the full TEAS, ATI uses multiple choice, multiple select, supply answer, ordered response, and hot spot items—each with directions you must follow exactly.

### ☞ The Big Idea

The TEAS 7 uses five item types across the full exam. **Multiple choice** presents four options with one correct answer. **Multiple select** asks you to choose every correct option and nothing extra; ATI gives no partial credit. A **supply-answer** item requires you to enter a response instead of choosing an option. **Ordered response** asks you to place four to six options in the correct sequence. **Hot spot** asks you to select a region of an image. ATI does not publish an English-specific distribution of these five formats, so follow the directions on the item you actually receive.

This book uses paper-friendly simulations where they support an English skill: multiple select becomes "Select the TWO …," supply answer becomes a write-in blank, and ordered response becomes a numbered sequence. The interaction on the official computer exam will differ.

**You will learn to:**

- recognize all five TEAS 7 item types
- follow response-count directions exactly
- treat multiple select as a set of independent yes-or-no decisions
- use this book's paper simulations of each computer format

### ☞ Beginner Routine

| | |
|---|---|
| Directions | How many responses, and what action—select, type, order, or click? |
| Predict | When possible, predict the answer before evaluating every option. |
| Judge each | On multiple select, test every option on its own merits. |
| Confirm | Check that every required response is given before moving on. |

**★ Common Trap**

On multiple select, choosing one correct answer out of two required earns the same score as choosing none: zero. So does selecting an extra wrong option "just in case." Judge every option as its own true-or-false question, then select exactly the set you can defend.

## 1.4 How to Use This Book

Beginning with Chapter 2, each skill lesson follows the same rhythm—learn the move, run the routine, practice four questions, then check and log—so improvement becomes a habit instead of an accident.

### ☞ The Big Idea

Each skill lesson after this orientation gives you the answer first in plain language, a small **beginner routine** you can repeat, a worked **example** with think-aloud reasoning, a **common trap** to avoid, and a four-question **Your Turn** that moves from direct checks to TEAS-style reasoning. Each content chapter ends with a mixed **workout**, a **quick answer key**, and full reasoning in the **Chapter Explanations** section at the back of the book.

After the lessons come **two full-length in-book practice tests**—37 questions in 37 minutes each, proportioned like the real section—and **ten more online tests** you reach by scanning the QR codes printed in this book with your phone. Lessons build the skills; the twelve tests build the timing.

**You will learn to:**

- follow the Chapter 2–8 lesson rhythm from routine to Your Turn
- use quick answers for checking and Chapter Explanations for understanding
- place the two in-book tests and ten online tests inside a study plan

## Beginner Routine

| | |
|---|---|
| Learn | Read the lesson and say the routine out loud once. |
| Practice | Answer all four Your Turn questions before checking anything. |
| Check | Use the chapter's quick answers, then the full explanations for any miss. |
| Log | Record the rule you missed, the trap you fell for, and your better next move. |

### Chapter 1 at a Glance

| | | |
|---|---|---|
| 37 QUESTIONS<br>one section | 37 MINUTES<br>about one minute each | 33 SCORED<br>plus four pretest items |
| 3 SKILL AREAS<br>study all three | 5 ITEM TYPES<br>read every direction | 12 PRACTICE TESTS<br>two print + ten online |

### ✓ The Universal English Decision Routine

| | |
|---|---|
| Read the task | Is the item asking about correctness, function, meaning, organization, tone, or revision? |
| Choose the unit | Work at the smallest useful level: word, phrase, clause, sentence, paragraph, or whole passage. |
| Name the rule | State the exact test before judging choices: agreement, clause boundary, modifier placement, transition logic, audience fit, or word-part meaning. |
| Test the choices | Eliminate any option that changes the intended meaning, creates a new error, violates standard English, or fails to answer the stem. |
| Decide and move | Choose the clearest fully correct answer. Flag only when a later review can perform a specific check; otherwise make the best supported choice and continue. |

Thirty-second rescue: finite verbs → clauses → subjects → boundaries and agreement → intended meaning.

Your first goal is not speed. It is naming the rule that proves the answer.

**Example: Find the Core**

Read This

The nurses on the evening shift restock the crash cart.

Question: What are the simple subject and the simple predicate?

| | |
|---|---|
| Verb | *Restock*. |
| Who | The *nurses* restock—not the shift; *on the evening shift* only describes the nurses. |
| Predicate | *Restock the crash cart* is the complete predicate. |
| Complete | The statement stands alone, so it is a complete sentence. |

✓ Answer: The simple subject is *nurses*, and the simple predicate is *restock*. The sentence expresses a complete thought.

★ Common Trap

The noun nearest the verb is not always the subject. In *The bin of used gloves sits by the door*, the subject is *bin*, not *gloves*—the phrase *of used gloves* merely describes the bin. Bracket descriptive phrases before naming the subject.

Your Turn

Practice Text

(1) The intake nurse measures each patient's blood pressure. (2) A very long wait in the crowded reception area. (3) The lab results arrived before lunch. (4) Files every discharge summary by noon.

1. What is the simple subject of sentence 1?
   - **A.** intake
   - **B.** nurse
   - **C.** measures
   - **D.** pressure
2. Which numbered group is missing a verb entirely?
   - **A.** 2
   - **B.** 1
   - **C.** 3
   - **D.** 4
3. What is the simple predicate of sentence 3?
   - **A.** results
   - **B.** arrived
   - **C.** before
   - **D.** lunch
4. Which revision makes group 4 a complete sentence?
   - **A.** Files every discharge summary by noon each day.
   - **B.** The clerk files every discharge summary by noon.
   - **C.** Filing every discharge summary by noon.
   - **D.** Every discharge summary by noon.

## 2.6 Independent and Dependent Clauses

Every clause has a subject and a verb, but only an independent clause expresses a thought that can stand alone.

The Big Idea

A **clause** is a word group with its own subject and verb. An **independent clause** can be a sentence all by itself: *The alarm sounded.* A **dependent clause** begins with a word that leaves the thought hanging—a subordinating conjunction such as *because*, *although*, *when*, *if*, *while*, *since*, or *unless*, or a relative pronoun such as *who*, *which*, or *that*.

A dependent clause is not broken; it is simply unfinished. Attach it to an independent clause and the sentence is complete. Leave it alone with a period and you have a fragment—the error Chapter 3 will teach you to repair. A starter word is a clue, not a verdict: words such as *after*, *before*, *since*, and *that* can do different jobs, so confirm the subject–verb core and ask whether the clause stands alone.

**You will learn to:**

- find each clause's subject–verb core
- spot the starter words that make a clause dependent
- confirm that every sentence contains at least one independent clause

## Beginner Routine

**Cores** Find each subject–verb pair in the word group.

**Starter** Check the front of each clause for a dependent signal word.

**Stand-alone** Read the clause by itself; does the thought finish?

**Attach** A dependent clause must lean on an independent clause.

### Example: Subject, Verb, and Still Not a Sentence

**Read This**

Although the shipment of gloves arrived early

Question: This group has a subject and a verb. Why is it still not a complete sentence?

**Subject** *Shipment.*

**Verb** *Arrived.*

**Starter** *Although* promises a contrast that never comes.

**Need** The reader waits to hear what happened despite the early arrival.

Answer: It is a dependent clause. *Although* leaves the thought unfinished until an independent clause completes it: *Although the shipment of gloves arrived early, the storage room stayed locked.*

### ★ Common Trap

Length is not completeness. A dependent clause can run twenty detailed words and still be unfinished, while *The alarm sounded* is complete in three. The subject–verb core and the completed thought decide. A starter word can signal dependence, but it must be tested in its sentence.

## Your Turn

**Practice Text**

(1) The charge nurse posted the new schedule. (2) Because two aides called in sick. (3) When the monitor alarmed, the resident responded immediately. (4) The supply order that arrived on Friday was incomplete.

1. Which numbered group is a dependent clause punctuated as if it were a sentence?
   - **A.** 1
   - **B.** 2
   - **C.** 3
   - **D.** 4
2. In group 3, which words form the independent clause?
   - **A.** When the monitor alarmed
   - **B.** the resident responded immediately
   - **C.** the monitor alarmed
   - **D.** responded immediately
3. In group 4, the words *that arrived on Friday* form:
   - **A.** an independent clause
   - **B.** a dependent clause describing the supply order
   - **C.** a prepositional phrase
   - **D.** the main predicate of the sentence

4. Which revision best combines groups 1 and 2 into one complete sentence?

   **A.** The charge nurse posted the new schedule. Because two aides called in sick.

   **B.** Because two aides called in sick. The charge nurse posted the new schedule.

   **C.** The charge nurse posted the new schedule because two aides called in sick.

   **D.** The charge nurse posted the new schedule, because, two aides called in sick.

## 2.7 Simple, Compound, Complex, and Compound-Complex Sentences

Count the clauses and label each one independent or dependent—the totals name the sentence type.

### ☞ The Big Idea

A **simple** sentence is one independent clause—even with a compound subject or compound verb. A **compound** sentence joins two or more independent clauses with a comma plus a coordinating conjunction (FANBOYS), with a semicolon, or with a semicolon plus a conjunctive adverb. A **complex** sentence pairs one independent clause with at least one dependent clause. A **compound-complex** sentence has two or more independent clauses plus at least one dependent clause.

A TEAS-style item may ask which sentence is compound. The process is mechanical: find every subject–verb core, label each clause, and count.

**You will learn to:**

- count the clauses in any sentence
- label each clause independent or dependent
- name all four sentence types from the counts

### ☞ Beginner Routine

| | |
|---|---|
| Verbs | Underline every verb and pair it with its subject. |
| Label | Use starter words as clues, then test whether each clause can stand alone. |
| Count | One independent: simple. Two or more: compound. Any dependent added: complex or compound-complex. |
| Joins | Check that independents are joined by comma plus FANBOYS, by a semicolon, or by a semicolon plus a conjunctive adverb. |

**Example: Count Before You Name**

Read This

When the lab results arrived, the nurse called the physician, and the aide updated the chart.

Question: What type of sentence is this?

| | |
|---|---|
| Cores | *Results arrived*; *nurse called*; *aide updated*. |
| Labels | *When the lab results arrived* is dependent; the other two clauses stand alone. |
| Count | Two independent clauses plus one dependent clause. |

✓ Answer: It is a compound-complex sentence: two independent clauses joined by , *and*, with a dependent *when* clause in front.