Reading and Grammar Part

Reading and Grammar Section Instructions

This section of the test focuses on your ability to use English grammar and to understand written English.

There are 50 questions in this part of the test. ***They are numbered 1 to 50***.

You will have 65 minutes to complete the entire section. Try to answer all questions. You may answer the questions in any order you wish.

Each question has only one correct answer. Choose the best answer to the question from the choices printed in the book. You should mark A, B, C, or D. If you are not sure about an answer, you may guess.

You can start now. TOTAL TIME 65 MIN.

LIVEWORKSHEETS

Grammar & Reading

1. "This is your book, _____?"

"Yes. I always write my name on the back. See?"

A. isn't it
B. this is not
C. isn't this
D. is not

2. _____ asked what he was going to do with his bonus money, Bill said he hadn't decided yet.

A. Despite
B. When
C. Although
D. Because

3. The post office is closed on Sunday, _____ the bank is too.

A. as
B. and
C. also
D. yet

4. I gave my umbrella to Joe because he didn't have _____.

A. so
B. one
C. some
D. no

5. _____ criticism of the library is that it is not big enough.

A. Most commonly
B. More and more common
C. The most common
D. A more commonly

6. _____ with Dr. Morrison's lectures can be very difficult.

A. Keep up
B. To keep away
C. Keeping up
D. Kept away

7. The school's football team was _____ the state last year.

A. so much better with
B. as better for
C. among the best in
D. the best one among

8. _____ called for me this afternoon?

A. Who said you did
B. Who did you say
C. Who is saying
D. Who said

9. If George can run a marathon, I'm sure _____.

A. I could too
B. to run too
C. I could run either
D. so I could

10. _____ we don't have any additional assignments, we could start preparing for our presentation.

A. As if
B. Provided that
C. Whereas
D. Even

LIVEWORKSHEETS

Grammar & Reading

11. Richard did not mean _____ to sound critical or negative.

A. his comment being
B. for his comment
C. his comment going
D. that his comment

12. Sarah liked all aspects of the restaurant, but she was _____ the service.

A. apparently pleasing in
B. apparently pleased to
C. especially pleasing for
D. especially pleased by

13. The budget for building the new city hall was _____ of the previous one.

A. twice
B. that twice
C. the twice
D. twice that

14. _____ expand, it would probably be able to increase profits.

A. Were the company to
B. Has the company
C. The company could
D. The company had to

15. It is recommended that every student _____ the first day of class to remain enrolled.

A. having attended
B. attend
C. that attends
D. attending

16. I'm surprised the dinner turned out so well; I know _____ cooking.

A. about nothing
B. nearly nothing
C. nothing about that
D. next to nothing about

17. The question as _____ the department will hire more employees is complex.

A. to whether
B. of whom
C. of how
D. to what

18. _____ two science competitions did Carolyn take time for a vacation.

A. Only participating
B. Only after participating in
C. To have only participated in
D. Having participated

19. We made Sarah captain because the other team members _____ to her.

A. look up
B. will look forward
C. are looking over
D. had looked around

20. The manager needs to know _____ precise the new system is.

A. just how
B. how just
C. how is that
D. that how

Teacher Marlon
LIVEWORKSHEETS

This passage is about how people express emotions.

Many of us see the face as a window toa person's emotions. Smiles are generally thought to indicate happiness, and frowns sadness. But expressions aren't the whole story; in fact, they may not even be the key. Contrary to most expectations, new research shows that body language is actually more effective at communicating a person's internal state than facial expressions are.

To test this theory, scientists set up a study to gauge people's ability to read emotion from expressions. The results were intriguing. Participants were shown photos of tennis players who had just won or lost a match and were asked to identify the outcome. It turned out that participants couldn't distinguish winning versus losing unless they could also see the players' bodies. In fact, one group who looked only at the bodies of the players was able to correctly identify the emotion being expressed, yet those seeing only the faces could not.

The researchers then edited the photos, switching the faces so a winner's face was now on a loser's body, and vice versa. Participants still consistently used body language to identify the player's state of mind, whether their facial expression reflected it or not. Yet when these participants were asked, most believed they could successfully use facial expressions to properly identify emotion. The researchers also tested a range of pictures and emotions—pain, sadness, joy—and the results were the same. Of course, expressions do tell us something about how someone is feeling, but paradoxically, when emotions are at their most extreme is when they are hardest to tell apart—just as a cry of pain and a shout of joy often sound similar.

This research could prove useful to people with certain neurological conditions that can make it difficult for them to recognize emotion in others. Typically, training to identify emotions centers on the face, but it may be better to widen that focus so the body and broader environment are part of the picture as well.

Understanding emotions goes beyond the face. The body can tell the real story.

21. What is the main conclusion of the research discussed in this passage?

A. Facial expressions demonstrate internal emotions.
B. Body language is important in identifying people's emotions.
C. Some emotions are easier to identify than other ones.
D. People can learn to recognize emotions by studying photographs.

22. In the last sentence of paragraph 2, what does the word those refer to?

A. faces
B. participants
C. emotions
D. tennis players

23. What does the passage say about the participants' judgments of their own performance?

A. They underestimated their ability.
B. They did not correspond with the actual results.
C. They did not want to evaluate themselves.
D. They were more accurate than researchers expected.

24. Why does the author mention shouts of joy?

A. to give an example of a loud sound
B. to emphasize an argument
C. to describe what participants studied
D. to provide a supporting example

25. What is the author's opinion about the research findings discussed in the passage?

A. They may help some people.
B. They may confuse some people.
C. They may not be complete.
D. They may be too extreme.

LIVEWORKSHEETS

This passage is about certain types of fish.

Humans possess only a subset of the sensory abilities that exist in the world of living creatures. There are mammals, for example, that communicate with each other by means of chemicals called pheromones. Some bees see infrared and ultraviolet light. And certain types of fish generate and detect electric fields.

Fish that can both detect and generate electric fields are considered true electric fish; they are electroreceptive and electrogenic. Those that can perceive electric signals but not produce them, such as sharks and most rays, are not considered true electric fish. Electric fish that can generate an electric discharge powerful enough to stun prey, up to 500 volts, are called strongly electric fish. Examples include the electric eel and electric catfishes. In contrast, weakly electric fish, such as Peters' elephant-nose fish and the black ghost knifefish, generate a discharge that is less than one volt, for the purposes of navigation, object detection, and communication.

The fish's electric output, known as the electric organ discharge—or EOD—is created by a specialized organ that consists of several rows of electrocytes, which are modified muscle or nerve cells usually located in the tail. The signal-emitting organ produces a continuous stream of electrical signals, setting up an electric field around the fish, similar to that surrounding a magnet. To detect these electric signals, electric fish have a large number of electroreceptor cells arranged just under the skin.

Whenever an organism or obstacle comes within range, the electroreceptor cells sense a distortion in the electric field. The fish can determine the characteristics of the object without seeing it, an ability that is especially useful since many are nocturnal and live in murky rivers. They also can modify the shape and intensity of the EOD that they produce in order to signal submission to a larger animal, intimidate rivals, or attract a mate.

The hidden world of fish reveals amazing abilities beyond what we can see.

26. What is the passage mainly about?

A. how sensory abilities of humans and fish differ
B. how some fish produce and use electricity
C. how electric fish are dangerous to humans and other animals
D. how electric fish developed their special skills

27. What is the purpose of the first paragraph?

A. to show that creatures can use senses in different ways
B. to argue that humans have the most developed senses
C. to provide examples of senses used for communication
D. to point out the sensory abilities that are most effective

28. Why are sharks not considered true electric fish?

A. They use their electric field only for navigation.
B. They do not use their electric field to catch prey.
C. They can sense but not create an electric field.
D. They can emit only a weak electric field.

29. Why are the tails of electric fish important?

A. They contain cells that protect them from electrical fields.
B. They are made up of cells that receive electrical signals.
C. They contain the organ that sends out electrical signals.
D. They contain a magnetic field.

30. Why does the author mention a magnet?

A. to explain the nature of the electric field around a fish
B. to identify an object that blocks the fish's electrical signals
C. to describe the shape of the electric fish's tail
D. to show how electric fish avoid electrical signals

LIVEWORKSHEETS

A Pretty Parks Event

Want to help make Centerville even prettier? Join our Pretty Parks Event! We'll be planting cherry and maple trees this fall in South Park.

- All equipment supplied.
- Wear old clothes and dress in multiple layers.
- Lunch and drinks provided.
- Ages 12 and up.
- One free sapling given to each participant—plant a tree in your own yard!

Saturday, October 28
10 a.m.–3 p.m.

Participation is free, but registration is required. Call 555-922-1000 to sign up.

B Paul's Wanderings

www.paultravelsaroundblog.com

April 4

Still in Japan this week, and today was spectacular! My friends invited me to a party in a famous park in Tokyo that's full of cherry trees in bloom right now. This kind of party is called "hanami." One of my friends that this word basically translates to "looking at flowers." But it's a lot more than just looking at cherry blossoms.

There were dozens of trees in the park full of pink blossoms—and there must have been hundreds of people eating and drinking on blue plastic sheets placed on the ground under the trees. Other people were taking pictures of the flowers. The crowd included families with kids, groups of friends, and coworkers in their company uniforms. In spite of it being completely packed, everyone seemed to be having a great time—it was much livelier than any other picnic I've ever been to. Since the trees only bloom once a year and only last a week or two, it was a good excuse to take a break and enjoy the arrival of spring.

C An Enduring Gift

For over one hundred years, springtime in Washington, DC, has brought the beauty of thousands of blooming cherry trees bordering the waters of the Tidal Basin and on the grounds of the Washington Monument. A gift from Japan in 1912, the trees were intended to convey the goodwill of the people of Japan to the citizens of the United States. Cherry trees are very important in Japanese culture, where the short-lived beauty of their blossoms represents the cycle of life.

The original gift of two thousand trees, sent in 1909, unfortunately had to be destroyed when it was discovered that they were diseased and carried dangerous insects. To ease an embarrassing diplomatic situation, letters of apology from both sides were exchanged, and a second attempt at the gift was made. Another shipment, this time of three thousand trees, was sent in 1912. These trees had been cultivated in specially created beds to avoid a repeat of the problem with pests and disease.

In 1935, the first official Cherry Blossom Festival was held in Washington, DC. This annual event continues to this day. The dramatic backdrop of the Capitol, the White House, and the monuments that fill the United States' capital city set off the picturesqee beauty of the trees, and the Festival draws over a million visitors every year. Its activities include a fireworks display, a parade, and the crowning of a Cherry Blossom Queen.

The U.S. National Park Service has a dedicated team of arborists—tree experts—to care for the cherry trees. Additionally, there are occasional tree-planting events around the city to ensure that, unlike the blossoms themselves, the beauty of Washington, DC's collection of cherry trees lives on.

LIVEWORKSHEETS

Grammar & Reading

The following questions refer to section A.

31. What should participants do?

A. bring lunch
B. wear gloves
C. bring gardening equipment
D. wear extra clothes

32. Who is the intended audience for the poster?

A. people who want to relax in the park
B. elementary school children
C. professional gardening companies
D. people interested in planting trees

The following questions refer to section B.

33. What is the passage mainly about?

A. a Japanese custom
B. a type of tree
C. a company event
D. an outdoor concert

34. Why did people bring plastic sheets to the park?

A. to collect cherry blossoms with them
B. to use when planting cherry trees
C. to help control the crowd at the party
D. to set up a picnic on them

35. What would the writer probably suggest about traveling to Tokyo?

A. It's a good place to see live music.
B. It's good to visit in the spring.
C. Families should travel there together.
D. Visitors should learn some Japanese before going.

The following questions refer to section C.

36. What is the passage mainly about?

A. the history of Washington, DC
B. a type of cherry tree
C. the relationship between Japan and the United States
D. a famous annual event

37. In the second sentence of paragraph 1, which word could best replace convey?

A. allow
B. connect
C. communicate
D. move

38. Why was a gift of trees given twice?

A. The first trees turned out to be sick.
B. The first gift was accidentally returned.
C. The Americans asked for more trees.
D. The Japanese had two types of trees to send.

The following question refers to two or more sections.

39. How does the event in section A differ from those in sections B and C?

A. It involves more people.
B. It happens during a different season.
C. It costs more to participate.
D. It will take longer to complete.

40. What might the author of section B suggest to visitors at the Cherry Blossom Festival?

A. have a picnic under the trees
B. avoid the crowds
C. set off some fireworks
D. take a tour of the White House

LIVEWORKSHEETS

A Child Development Class at Lakeview Community Center

Join us at the Lakeview Community Center for a six-week class about early childhood development. The class will provide an overview of the stages of child development and will focus especially on facilitating your child's progress from birth to two years old.

- Sessions led by specialists in the field.
- Educational information provided to take home.
- Join discussion groups with other parents.
- Question-and-answer time after each session.

Meets September 15 – October 31.

Visit us online to learn more and register:
www.lakeviewcommunitycenter.org

B Class Handout – October 3

Between birth and two years old, children understand the world around them through their sense and physical actions. The influential developmental psychologist Jean Piaget called this the *sensorimotor stage*.

During this time, children begin to understand object *permanence*, which is realizing that objects still exist even if you cannot hear or see them. For example, if you hide a doll behind your back, an infant thinks the doll is completely gone. When the doll reappears, the baby is astonished. As the child develops during the sensorimotor stage, however, she realizes that the doll continues to exist even when she cannot see it.

Another important development at this stage is *intentional action*. For example, a baby might shake a toy that makes a noise he enjoys. He will then intentionally shake the toy again to hear the noise he likes.

Here are some ideas to promote development during this time:

- Play interactive games with your child.
- Let your child play with safe toys that have interesting noises or motions.
- Expose your child to new sights, smells, and textures.

C Jean Piaget's Contributions to Child Psychology

Jean Piaget, a Swiss educator born in 1896, became interested in child psychology while developing intelligence tests for children in Paris. He noticed that children often answered the same questions incorrectly, which interested him. With a background in natural history and philosophy, Piaget had a scientist's mind, and he wanted to explore what was causing the children to do this.

To better understand their thinking processes, he interviewed hundreds of children and studied their responses. He eventually proposed that children have a very different system of logic and way of considering information than adults do. Previously, people had thought that children processed information in the same way as adults—they just didn't have as much information to process yet. Because of this, teachers often focused on filling children with new information.

Piaget's discoveries emphasized the importance of helping children to develop the structures they use for understanding information. He highlighted the necessity of allowing children to make mistakes and learn from their errors, explaining that this process enables children to develop patterns of learning and discovery.

Piaget went on to define four stages of development in children. Detailing the progression from birth to adulthood, Piaget showed how the mind of a child developed from simply observing to abstract reasoning. He pointed out significant moments in development, such as when a child begins to use symbolism while playing. For example, a child might use a stick and a plastic container to pretend that he is stirring some soup in a pot. This use of symbolism marks an important developmental step.

Piaget's analytic created a new perspective for understanding how children's reasoning develops and laid a foundation of insight that many later researchers built on. His work continues to influence the field of education even today.

LIVEWORKSHEETS

Grammar & Reading

The following questions refer to section A.

41. Who would most likely be interested in this advertisement?
A. school-age children
B. high school teachers
C. parents of babies
D. community center employees

The following questions refer to section B.

42. What is the purpose of the handout?
A. to criticize theories of a famous child psychologist
B. to describe how to keep young children safe when playing
C. to suggest ways to correct young children's behavior
D. to discuss early steps in a child's development

43. Why does the passage mention hiding a doll?
A. to give a negative example of playing
B. to explain an important concept
C. to demonstrate what intentional action means
D. to describe an activity that entertains children

44. According to the passage, what happens when children use intentional action?
A. They are surprised by adults' interactive games.
B. They realize that objects they can't see continue to exist.
C. They hide toys from other children while playing.
D. They do something to achieve a result.

The following questions refer to section C.

45. What is the main idea of the passage?
A. Piaget's changes to intelligence tests are still used today.
B. Piaget's work focused on how children think.
C. Piaget discovered how adults process information.
D. Piaget studied child psychology as well as philosophy.

46. According to the passage, how did Piaget primarily study the thought processes of children?
A. He gave written tests to children.
B. He asked many children questions.
C. He observed children playing with their toys.
D. He read books about child development.

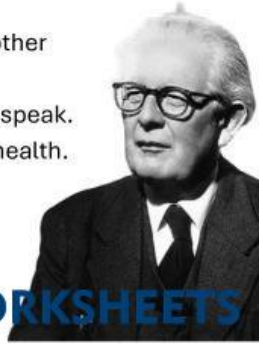
47. Why did Piaget say that children should be allowed to make mistakes?
A. because it is easier for teachers not to correct them
B. because they don't usually make many mistakes
C. because they will become upset if corrected
D. because it helps them build learning methods

48. Why are a stick and a container mentioned in the passage?
A. to explain how Piaget studied children
B. to describe an early stage of development
C. to give an example of ways to entertain children
D. to demonstrate the concept of symbolism

49. In the first sentence of paragraph 5, which word could best replace reasoning?
A. playing
B. thinking
C. arguing
D. studying

The following question refers to two or more sections.

50. How can learning about Piaget's stages help parents of young children?
A. They will better understand changes in their children.
B. They will share more information with other parents.
C. They will be able to teach their child to speak.
D. They will learn to improve their child's health.



LIVEWORKSHEETS