

# Practice in Reading Comprehension For Students of Nursing

by Clyde Coreil, Ph.D.

The following can be used as a test or as practice for persons studying to become nurses or to improve their ability to grasp the concepts discussed in books related to nursing. It is not the purpose of this instrument to teach nursing; rather, it is designed to determine the extent to which a student correctly interprets sentences which appear in published material related to nursing.

The passages were taken from five sources. "NT+NP" refers to *Nursing Theories and Nursing Practice* by Marilyn Parker and published in 2001 by F.A. Davis Co. of Philadelphia. "CNP" refers to *Concepts of the Nursing Profession* by Karin A. Polifko and published in 2007 by Thomson Delmar Learning in Clifton Park, NY. "THC" refers to *Transcultural Health Care* by Larry D. Purnell and Betty J. Paulanka published in 1998 by F.A. Davis of Philadelphia. "FBH" refers to *Social and Behavioral Foundations of Public Health* by Jeannine Coreil, Carol A. Bryant and J. Neil Henderson published by Sage Publications. Inc., London.

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**Instructions:** Read the passages carefully. Then mark as TRUE or FALSE the sentences A, B, C, and D which are based on the passage. All of the answers may be false, all true, some true, some false, one true, and/or one false.

## Passage One:

The notion of paradigm can be useful as a basis for understanding nursing knowledge. *Paradigm* is a global, general framework made up of assumptions about aspects of the discipline held by members to be essential in development of the discipline. The concept of paradigm comes from the work of Kuhn (1970, 1977), who used the term to describe models that guide scientific activity and knowledge development in disciplines. Kuhn set forth the view that science does not evolve as a smooth, regular, continuing path of knowledge development over time, but that there are periodic times of revolution when traditional thought is challenged by new ideas, and "paradigm" shifts occur. In addition, Kuhn's work has meaning for nursing and other practice disciplines because of his recognition that science is the work of a community or scholars in the context of society. Because paradigms are broad, shared perspectives held by members of the discipline, they are often called "worldviews." Paradigms and worldviews of nursing are subtle and powerful, permeating all aspects of the discipline and practice of nursing.

*Nursing Theories and Nursing Practice* (2001) by Marilyn Parker, (p.5)

- 1.
- (A) \_\_\_\_\_ Paradigms do not change.
  - (B) \_\_\_\_\_ A “paradigm shift” is not a major change but an alteration in a small part of the paradigm.
  - (C) \_\_\_\_\_ A paradigm consists of beliefs that are thought to be an accurate description at a given time.
  - (D) \_\_\_\_\_ Kuhn did not believe that there is a close relation between science and community.
- 2.
- (A) \_\_\_\_\_ The main idea in Passage One is that Kuhn said that paradigms change often.
  - (B) \_\_\_\_\_ An acceptable title for Passage One is “Notions and Worldviews.”
  - (C) \_\_\_\_\_ An acceptable title for Passage One is “Paradigms in the Study of Nursing.”
  - (D) \_\_\_\_\_ We learn from Passage One that Kuhn was a practicing nurse.
- 3.
- (A) \_\_\_\_\_ Passage One should be used only in a class made up of Nursing Instructors.
  - (B) \_\_\_\_\_ Passage One implies that Nursing Students need to understand the background of paradigms.
  - (C) \_\_\_\_\_ According to Passage One, paradigms are often referred to as “worldviews” in the nursing profession.
  - (D) \_\_\_\_\_ The word “paradigms” applies to both the study and practice of nursing.

### **Passage Two:**

**Migration patterns reflect the economic conditions found in Appalachia and some of the Appalachian values of home, connections to the land, and importance of the family. Working-age persons move to “make their living” and return to the area to “retire.” Because of these patterns, Appalachia has the highest existing aging population and the highest returning aging population of any region. The pattern of returning home to retire has given rise to challenges for health-care delivery with the aging population. A Johns Hopkins physician, Dr. Henry Taylor, who works and lives in Central Appalachia, is quoted as saying, “We are five years ahead of the rest of America in the proportion of aging people we can develop the models for care.”**

*Transcultural Health Care: A Culturally Competent Approach* (1998) by Larry D. Purnell and Betty J. Paulanka, (p.109)

- 4..
- (A) \_\_\_\_\_ Migration patterns reflect some of the Appalachian values of home and importance of the family.
  - (B) \_\_\_\_\_ ”These patterns” in the third sentence refers to the earning of money by residents of who move away for part of their lives and to their returning to Appalachia in their later years.

- (C) \_\_\_\_\_ The pattern of leaving and returning has caused Dr. Taylor to comment on models for care.
- (D) \_\_\_\_\_ It is not clear why Dr. Taylor, who works and lives in Central Appalachia, is called a “Johns Hopkins physician.”

5.

- (A) \_\_\_\_\_ The best title for Passage Two is “Migration Patterns in Appalachia.”
- (B) \_\_\_\_\_ The best title for Passage Two is “Retiring in Appalachia.”
- (C) \_\_\_\_\_ The best title for Passage Two is “Health Care in Aging Appalachia.”
- (D) \_\_\_\_\_ The best title for Passage Two is “Health Care.”

### Passage Three

**Hall enumerated three aspects of the person as patient: the person, the body, and the disease. These aspects were envisioned as overlapping circles that influence each other. Hall stated:**

**Everyone in the health professions either neglects or takes into consideration any or all of these, but each profession, to be a profession, must have an exclusive area of expertness with which it practices, creates new practices, new theories and introduces newcomers to its practice. (Hall, 1965, p.4)**

**She believed that medicine’s responsibility was the area of pathology and treatment. The area of person, which, according to Hall, has been sadly neglected, belongs to a number of professions, including psychiatry, social work, and the ministry, among others. She saw nursing’s expertise as the area of body as body, and also as influenced by the other two areas. Hall clearly stated that the focus of nursing is the provision of intimate bodily care.**

*Nursing Theories and Nursing Practice*, (p.135)

6.

- (A) \_\_\_\_\_ A good title for Passage Three is “Overlapping Persons.”
- (B) \_\_\_\_\_ A good title for Passage Three is “The Person, The Body, The Disease.”
- (C) \_\_\_\_\_ The person, the body and the disease were all considered as influencing the patient.
- (D) \_\_\_\_\_ Hall says that the three aspects of the person as patient have all been sadly neglected.

7.

- (A) \_\_\_\_\_ Hall suggested that without an exclusive area of expertness, the professional is not really a professional.
- (B) \_\_\_\_\_ The area of person does not belong exclusively to psychiatry, Hall suggested.
- (C) \_\_\_\_\_ Hall said that there was no central concern of nursing, but that the three areas of person, body and disease were equally important. .

(D) \_\_\_\_\_ Passage Three contains a direct quotation by Hall.

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### **Passage Four.**

Passage Four is taken from page 320 of the book *Contemporary Nursing: Issues, Trends and Management* written by Cherry Jacob.

In the three sets of questions (8, 9, 10) on Passage Four, only one of the items A, B, C, and D is true; the other three are false. Mark the true answer with a capital “T” and the false answers with a capital “X”. The numbers before the sentences are for your convenience.

### **Informal Education.**

**(1) For many nurses graduate education is not an option or personal choice, but they still desire to become more knowledgeable about informatics. (2) In this case many informal opportunities exist, including networking through professional organizations, keeping abreast of the literature by reading journals, and attending professional conferences.**

**(3) Organizations vary in their scope, services offered to members, and the types of educational programs offered. (4) Anyone interested in learning more about informatics should become active in at least one related organization. (5) As a member a nurse has access to the meetings, publications, and educational offerings that the organization provides. (6) Getting on mailing lists or visiting organizational sites on-line also allows a nurse to keep abreast of different opportunities available through each organization.**

8. \_\_\_\_\_ (A) The first sentence is about nurses who, for some reason, have no options.  
\_\_\_\_\_ (B) According to the first sentence, some nurses do not have an opportunity to pursue graduate education.  
\_\_\_\_\_ (C) The first sentence is about nurses who have already become quite knowledgeable about informatics.  
\_\_\_\_\_ (D) Nurses who do not have an opportunity to pursue graduate education are usually knowledgeable about informatics.

9. \_\_\_\_\_ (A) According to the second sentence, the informal opportunities that exist do not include attending professional conferences.  
\_\_\_\_\_ (B) According to the second sentence, networking is not considered an informal opportunity.  
\_\_\_\_\_ (C) In the second sentence, “networking” is parallel to “keeping abreast of the

literature.”

\_\_\_\_\_ (D) The informal opportunities mentioned in the second sentence do not exceed three in number.

10. \_\_\_\_\_ (A) The variations referred to in sentence 3 of the second paragraph include getting on mailing lists.

\_\_\_\_\_ (B) The second paragraph advises anyone interested in learning more about informatics to become active in an organization related to that area.

\_\_\_\_\_ (C) According to the second paragraph, all organizations related to nursing provide information about informatics.

\_\_\_\_\_ (D) Neither paragraph encourages nurses to get information on informatics.

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**In each of the passages below, each of the items A,B,C and D is to be read carefully and marked according to whether it is TRUE or FALSE. Please write the complete words “true” or “false.”**

### **Passage Five**

**”Many of the nurses on this unit had anecdotal experiences of deterioration in the client’s physical condition during a visitation. This provided a major barrier to implementation of an evidence-based protocol.” (CNP, p.104)**

11.

\_\_\_\_\_ (A) The nurses referred to were necessarily present during the visitation.

\_\_\_\_\_ (B) The anecdotal nature of the evidence interfered with the evidence-based protocol.

\_\_\_\_\_ (C) “Anecdotal” means heard but not seen.

\_\_\_\_\_ (D) All evidence-based protocols are based on evidence.

12.

\_\_\_\_\_ (A) “This” in the second sentence above refers to deterioration.

\_\_\_\_\_ (B) Anecdotal experiences can be a barrier to objective research.

\_\_\_\_\_ (C) This statement makes no reference to the client’s physical condition before and after the visitation.

\_\_\_\_\_ (D) There was a major barrier to implementation of an evidence-based protocol.

### **Passage Six**

**“Each point of the star (see Figure 7.2) depicts a point in the transition of knowledge from research through synthesis of the evidence, creating recommendations for**

**practice, integration of these recommendations into practice, and evaluation of the outcomes based on the recommendations.” (CNP, p. 105)**

13.

- \_\_\_\_\_ (A) Figure 7.2 is concerned with research.
- \_\_\_\_\_ (B) The star is a representation of the movement of knowledge to a final synthesis of evidence.
- \_\_\_\_\_ (C) The transition of knowledge from one point to another yields suggestions for practice and evaluation.
- \_\_\_\_\_ (D) The recommendations result from the transition of knowledge.

14.

- \_\_\_\_\_ (A) Points concerning research are not depicted in the star.
- \_\_\_\_\_ (B) The evaluation of outcomes is more important than the synthesis of evidence.
- \_\_\_\_\_ (C) The transition is created as a recommendation.
- \_\_\_\_\_ (D) According to this sentence, the evaluation of outcomes cannot be based on recommendations.

### **Passage Seven**

**“Informed consent encompasses an individual’s granting consent, whether expressed or implied, as well as exercising the right to refuse treatment....Although the informed consent doctrine serves several functions, the central premise is that patients are the ones to decide what shall be done with their body.” (CNP, p. 207)**

15.

- \_\_\_\_\_ (A) Informed consent refers only to the right of the patient to refuse treatment.
- \_\_\_\_\_ (B) The central premise of informed consent is that patients have the right to decide what shall be done with their body.
- \_\_\_\_\_ (C) The right to refuse treatment can be expressed or implied.
- \_\_\_\_\_ (D) Normally, patients are not involved in informed consent.

16.

- \_\_\_\_\_ (A) In the phrase “informed consent,” it is the individual and not the information that does the consenting.
- \_\_\_\_\_ (B) In the sentence following the ellipsis [...], “their body” refers to a legal body of information.
- \_\_\_\_\_ (C) A central premise is similar to a “main assumption.”
- \_\_\_\_\_ (D) Whether expressed or implied, informed consent has to do with the exercising of rights.

### **Passage Eight**

**“A consequence of this [reluctance to change] might be...individuals who do not fully “buy into the idea” and only make superficial, temporary changes. Transformational**

**leadership skills that transcend self and others and focus on realizing a larger goal are more effective in promoting deep change.” (CNP, p. 277)**

17.

- \_\_\_\_\_ (A) “To buy into an idea” means to support accept and support that idea.
- \_\_\_\_\_ (B) Transformational leadership skills can rise above the interests of self and others.
- \_\_\_\_\_ (C) Deep change is promoted by transformational leadership skills.
- \_\_\_\_\_ (D) Reluctance to change is sometimes seen in persons who do not buy into an idea.

18. \_\_\_\_\_ (A) Temporary change is sometimes found in individuals who attribute little or no importance to buying into new ideas.
- \_\_\_\_\_ (B) Transformation leadership skills often involve changes that transcend the self.
- \_\_\_\_\_ (C) “Transcend” means to go below.
- \_\_\_\_\_ (D) Transformational leadership skills are supported in this passage.

### **Passage Nine**

**“Herbal remedies include those handed down by successive generations of mothers and daughters. One elderly grandmother showed the researcher the cupboard where she kept some cloths soaked in a herbal remedy and shared the recipe for it (Wenger, 1988). She stated that the cupboard where she remembers her grandmother keeping those same remedies when her grandmother lived in the *daadihaus*, the grandparent’s cottage attached to the family farmhouse where her daughter and son-in-law live. She also confided that, although she prepared the herb-soaked cloths for her daughters when they married, she thinks they opt for more modern treatments, such as herb pills and prescription drugs. This is a poignant example of the effect of modern health care on a highly contextual culture.” (THC, p. 99)**

19.

- \_\_\_\_\_ (A) Herbal remedies are limited to the ones taught by the female children to their mothers and grandmothers.
- \_\_\_\_\_ (B) One person showed another who was studying herbal practices a special container.
- \_\_\_\_\_ (C) The author refers to another book at least in part concerned with herbal medicine
- \_\_\_\_\_ (D) One person’s grandmother kept some herbal preparations in the cottage in which she lived

20.

- \_\_\_\_\_ (A) One elderly grandmother said that her daughters were forbidden to use modern medicines.
- \_\_\_\_\_ (B) This paragraph is a discussion of the ways in which cloths soaked in a herbal remedy were used.
- \_\_\_\_\_ (C) When the grandmother confides something, she is talking to the researcher.
- \_\_\_\_\_ (D) This paragraph does not concentrate on the building called a “daadihaus.”

## Passage Ten

**“Some ethnic groups have an increased genetic susceptibility to specific diseases and conditions. For instance, the predicted incidence of diabetes mellitus varies among specific cultural groups. The incidence of diabetes mellitus among blacks is at least 1.6 times greater than that in European-Americans (Roseman, 1985). Native Americans are 1.9 to 3 times more likely to have diabetes than the general population (Freeman et al., 1989), and more than 65 percent of Pima Indians over the age of 30 have noninsulin-dependent diabetes (Department of Health, 1995). Limited gene pools among the Amish populations result in a greater proportion of genetic defects such as dwarfism and muscular dystrophy (Thayer, 1993). Cystic fibrosis is the most common fatal hereditary illness among French Canadians (DeBraekeleer, 1991). Sickle cell anemia occurs more commonly among blacks, and Tay-Sachs disease occurs more predominantly in French Canadians (DeBraekeleer, 1991) and Jews of eastern European (Ashkenazi) descent. Ethnic-specific genetic counseling, newborn screening, symptom recognition, and treatment protocols enhance health-care delivery for such diverse populations.” (THC, p. 30)**

21.

- \_\_\_\_\_ (A) The above paragraph states that genetic susceptibility to specific diseases increases as the individual gets older.
- \_\_\_\_\_ (B) As an example of the condition stated in the first sentence, the author points to diabetes mellitus.
- \_\_\_\_\_ (C) According to Roseman, the incidence of diabetes mellitus is essentially the same in different groups.
- \_\_\_\_\_ (D) Native Americans have been found more likely to have diabetes than Non-Native Americans.

22.

- \_\_\_\_\_ (A) Freeman was not the sole author of the book published in 1989.
- \_\_\_\_\_ (B) According to the Department of Health, the number of Pima Indians above 30 is greater than those under 30.
- \_\_\_\_\_ (C) Dwarfism and muscular dystrophy are given as examples of genetic defects .
- \_\_\_\_\_ (D) Cystic fibrosis is both fatal and hereditary.

23.

- \_\_\_\_\_ (A) The passage states that sickle-cell anemia occurs more often than Tay-Sachs disease in all groups.
- \_\_\_\_\_ (B) Different means of enhancing health-care delivery for diverse populations are discussed in this passage. .
- \_\_\_\_\_ (C) According to this passage, symptom recognition is one form of treatment protocol.
- \_\_\_\_\_ (D) An acceptable title for this passage is “Differences in Genetic Susceptibility.”

## Passage Eleven

### Responses to Health and Illness

The relationship of ethnicity and pain experience has been demonstrated in a number of studies (Flannery, Sos, and McGovern, 1981; Lipton and Marbach, 1984; Neill, 1993; Zborowski, 1952; Zola, 1983). Zborowski (1969), in a classic study on pain and ethnicity, describes differences in the pain responses of Irish, Italian, Jewish, and Yankee subjects. The behavioral response of the Irish to pain is stoic, usually ignoring or minimizing it. Irish deny pain and delay seeking medical treatment longer than Italians (Zola, 1983). (THC, p. 367)

24.

- \_\_\_\_\_ (A) The above paragraph says that the expression of the experience of pain differs in different groups..
- \_\_\_\_\_ (B) According to one researcher, different groups of people experience pain differently.
- \_\_\_\_\_ (C) There is little or no relationship between pain the seeking of medical treatment.
- \_\_\_\_\_ (D) The threshold of the degree of pain that motivates treatment is different in different groups.

## Passage Twelve

### Responses to Health and Illness (THC. p. 367)

Irish immigrants have high rates of mental illness. Although children of Irish immigrants have fewer psychological problems than their parents, they lead all other second-generation Americans in frequency of mental health problems (Blessing, 1980). One explanation for high rates of mental illness may be associated with the Irish having difficulty describing emotions and expressing feelings. The health-care provider can encourage the expression of emotions and feelings before symptoms become a problem. In the past, the mentally and physically ill were taken care of in the home, not because of the stigma associated with mental illness and the family's desire to shield them, but rather because of the Irish-American family preference for caring for each other whenever possible.

25.

- \_\_\_\_\_ (A) Children of Irish immigrants have lower rates of mental illness than the children of other groups of immigrants.
- \_\_\_\_\_ (B) Blessing studied the rates of mental illness of both Irish immigrants and other groups of immigrants.
- \_\_\_\_\_ (C) Irish are said to express emotional difficulties more easily than other groups.
- \_\_\_\_\_ (D) In the past, the stigma of mental illness has been found to be significant in motivating the care of physically and mentally in the home.

## Passage Thirteen

### Responses to Heath and Illness

**Although some Irish-Americans attribute illness to sin and guilt, they readily excuse sick persons from their obligations and become a source of support by assuming their normal roles until they regain their functioning. (THC, p. 367)**

26.

- \_\_\_\_\_ (A) Sin and guilt are sometimes considered the cause of illness among Irish immigrants.
- \_\_\_\_\_ (B) There is a very strong tendency among Irish immigrants to associate moral qualities with physical well being.
- \_\_\_\_\_ (C) Irish-Americans often help other members of their communities when they are suffering from illness.
- \_\_\_\_\_ (D) Irish-Americans often require members of their community to continue working despite their illness.

## Passage Fourteen

### “Stress, Social Support and Health”

**“The notion that stress contributes to all kinds of illness is so well accepted within both the general public and professional circles that it is hard to believe that as recently as the 1970s researchers were just beginning to investigate the nature of this relation and were, in fact, still posing the question “Is stress a causal factor in disease etiology.” Thousands of studies later (between 1985 and 1995, more than 3,000 articles on stress and health were published in social science journals alone), we now take for granted the idea that not only is stress a significant factor in many chronic diseases, it is probably an underlying component of all kinds of health problems, from infectious diseases to mental disorders to family violence.” (FBH p. 112)**

27.

- \_\_\_\_\_ (A) The complete subject of the first sentence is “The notion that stress contributes to all kinds of illness...”.
- \_\_\_\_\_ (B) Stress was thought to be the primary cause of research on disease until the 1970s.
- \_\_\_\_\_ (C) Stress is now thought to be the underlying component of many health problems.
- \_\_\_\_\_ (D) According to the above paragraph, family violence is a health problem.

## Passage Fifteen

**“Although our understanding of deleterious effects of stress is a fairly new development within sociomedical sciences, early work in this area actually dates back more than a century to the work of French sociologist Emil Durkheim. In 1897, Durkheim published the now classic study of suicide in which he used population-based statistics to identify social groups at differential risk for suicide (Durkheim,**

**1897 / 1951). His comparisons of suicide rates in different countries revealed a link between level of social integration and suicide—the more alienated people are from the larger social system, the higher the suicide rate. At a more general level, the study demonstrated the profound impact of the social environment on both individual and group health.” (FBH p. 112)**

28.

- \_\_\_\_\_ (A) The work of Emil Durkheim is an example of our fairly new understanding of the deleterious effects of stress.
- \_\_\_\_\_ (B) According to Durkheim, there is a positive relationship between alienation and suicide.
- \_\_\_\_\_ (C) The above passage refers to Durkheim’s study of suicide based on individual persons rather than on large groups.
- \_\_\_\_\_ (D) According to the above passage, Durkheim claims to have found that suicides occur more often in groups of who live in crowded conditions.

### **Passage Sixteen**

#### **“Gender Differences in Health”**

**“Only in recent years we have learned much about health-related differences between men and women, largely because up until the 1990s women were systematically excluded from medical research (Hamilton, 1996). The rationale for exclusion of women from clinical investigations was that women’s reproductive functions (e.g., pregnancy, menstruation, hormonal changes) might interfere with the study protocol and distort research findings. The creation of the national Office of Research in Women’s Health in 1991 led to legislation mandating the inclusion of women and minorities in all federally funded research. Consequently, we are learning more and more about gender differences in physiology, metabolism, response to medication, organ function, and the progression of disease.” (FBH, p. 105-106)**

29.

- \_\_\_\_\_ (A) Until recently, little distinction was made in medical research related to differences between and women.
- \_\_\_\_\_ (B) The reason for not studying conditions found only in women is that such was thought to distort research findings.
- \_\_\_\_\_ (C) The creation of the national Office of Research in Women’s Health has been a serious hindrance to learning about gender differences.
- \_\_\_\_\_ (D) The author of this paragraph probably supports the inclusion of women in clinical investigations.

### **Reasons for Migration**

**Vietnamese, whether as immigrants or sojourners, have fled their country to escape war, persecution, or possible loss of life (D'Avanzo, 1992b). Better-educated first wave immigrants from urban areas had professional, technical or managerial backgrounds. Less-educated second-wave immigrants from less urbanized areas were fishermen, farmers, and soldiers and had only minimal exposure to Western culture. (THC, p. 451)**

30.

- \_\_\_\_\_ (A) No reason is given for the Vietnamese becoming immigrants.
- \_\_\_\_\_ (B) Better-educated Vietnamese, from urban or rural areas, had higher professional, technical and managerial backgrounds.
- \_\_\_\_\_ (C) This passage implies that less-educated Vietnamese were from less urbanized areas.
- \_\_\_\_\_ (D) Considering that this passage is from a book on Transcultural Health Care, we can safely assume that, in subsequent sections, the relation between migration and nursing will be a focus of attention.



# Evaluation of Ability in English Syntax and Semantics

by Dr. Clyde Coreil  
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## Introduction

This objective evaluation instrument is intended to yield placement information for students ranging from Beginning ESL to Advanced Native Speaker of English (NSE). The ranges of scores from 1 to 1,000 are appropriate for the following 12 levels.

<u>Level</u>	<u>Raw</u>	<u>Weight</u>	<u>Value</u>
(1) Beginning ESL.....	300 – 540	= .5	= 150 - 220
(2) Elementary ESL.....	541 – 560	= .5	= 220 - 280
(3) Basic ESL.....	561 – 600	= .5	= 281 - 300
(4) Intermediate Writing—ESL..	601 – 700	= .5	= 301 - 350
(5) Advanced Writing—ESL.....	701 – 750	= .5	= 351 - 375
(6) <u>Bilingual Writing—I [1.5]</u> ....	751 – 775	= 1.0	= 751 - 775
(7) <u>Bilingual Writing—II [1.5]</u> ....	776 – 800	= 1.0	= 776 - 800
(8) English Comp: I—ESL.....	801—850	= 1.0	= 801 – 850
(9) English Comp: II—ESL.....	851—925	= 1.0	= 851 -- 925
(10) English Comp: I.....	900 – 915	= 1.0	= 900 --915
(11) English Comp: II.....	916 – 950	= 1.0	= 916-- 950
(12) Advanced English Comp: II..	951 – 1,000	= 1.0	= 951–1,000

Note: The designation “Generation 1.5” is a sociolinguistic category for students with ability in two or more languages. In the USA, one of these languages is English. Often, this ability is limited to a lower register, a simplified verb structure, a lack of writing skills, and a deficiency of preformulated structures. (An example of such structures is “go to sleep” instead of \*start sleeping and “the other day” with the meaning of “recently” which are possibly among the simplest of preformulations. More sophisticated examples are “has to do with \_\_\_\_\_” and “a springboard for discussion.”) Generally, preformulations are not taught and are usually acquired through accidental exposure.. The number of preformulations in any spoken language would seem to be enormous. This makes them excellent for distinguishing between ESL, 1.5 and Native Speaking English students. Since they are not studied in the classroom, and since the rate of exposure increases in the three categories, quantifying preformulations in an individual is one way of distinguishing amongst the three.

Some ESL students know a lot of syntactic rules and their familiarity with somewhat advanced preformulations is at a relatively high level. Their pronunciation, intonation and general fluency might be low. They make an interesting comparison with students who have acquired the limited fluency of a low register. Quantified differences between the three groups of students enable the teacher to determine what instruction is most beneficial, especially when ESL students are grouped with 1.5 students.



- O X 21.** To make good grades requires a lot of work.  
// // **A. A lot of work is required to make good grades.**  
// // **B. Making good grades requires a lot of work.**  
// // **C. Good grades are required by a lot of work**  
// // **D. A lot of work is requiring by good grades.**
- O X 22.** The principle of representing a round globe on a flat surface is difficult to learn.  
// // **A. It is difficult to learn how to represent a round globe on a flat surface.**  
// // **B. It is possible to represent round globes on flat surfaces.**  
// // **C. Round globes can be represented on flat surfaces.**  
// // **D. Representations of round globes can be made on flat surfaces.**
- O X 23.** In the exam, Dr. Doe asked about topics that we hadn't discussed in class.  
// // **A. Dr. Doe did not give his class an examination.**  
// // **B. We didn't discuss any topics in class.**  
// // **C. Dr. Doe didn't talk about the topics he asking in the exam.**  
// // **D. Dr. Doe didn't discuss on the exam questions.**
- O X 24.** If he had been Leo's brother, Andy would not be in prison now..  
// // **A. Andy is not Leo's brother.**  
// // **B. Andy is in prison.**  
// // **C. Leo's brother, Andy, is in prison now.**  
// // **D. Andy and Leo are in prison.**
- O X 25.** The three men were personally given awards by Mr. Ken, the president.  
// // **A The president of the company were given awards the three men.**  
// // **B. Mr. Ken did the awards himself.**  
// // **C. The three men were brothers.**  
// // **D. Mr. Ken gave awards to the three men.**
- O X 26.** It is thought by many people that Angelle will never be well again.  
// // **A. Many people think that Angelle will never again be as well as she had been in past.**  
// // **B. For Angelle to be healthy seems out of the question now.**  
// // **C. From now on, the chances of Angelle being well seem very small.**  
// // **D. Many people are thought that Angelle will never be well again..**
- O X 27.** Everyone was having a good time when Jerry got angry and left the party..  
// // **A Jerry left the party because he was angry.**  
// // **B. Before he left, Jerry seems to have had had a good time.**  
// // **C. Jerry had been have a good time when he got angry.**  
// // **D. Jerry left because everyone was having a good time.**
- O X 28** The children hurt themselves when they were climbing a tree.

- // // **A. Climbing a tree, the children hurt themselves.**  
// // **B. The children got hurt as they were climbed on the tree.**  
// // **C. The tree had been hurting the children.**  
// // **D. The tree hurt the children when they had climbed it.**
- O X** 29. The doctor said that Sue should give her baby the medicine every other day, so she she did.  
// // **A. The baby was give the medicine according to the doctor's instructions.**  
// // **B. The doctor did not want the baby to be given the medicine every day.**  
// // **C. After a month, the doctor wanted medicine to be giving to the baby every day.**  
// // **D. Sue followed the doctor's instructions which he had commanded to her baby .**
- O X** 30. Last night, Joe was writing the essay that his teacher had assigned.  
// // **A. Joe was writing the essay last night.**  
// // **B. The teacher had assigned to Joe to write the essay.**  
// // **C. The essay that his teacher assigned was being written by Joe last night.**  
// // **D. Joe was doing that which the teacher had assigned.**
- O X** 31. "I can't leave until Ms. Ella returns," Rusty said nervously.  
// // **A. Rusty indicated that he would leave when Ms. Ella returns.**  
// // **B. Ms. Ella could not have returned before Rusty spoke.**  
// // **C. Rusty was nervous when he was speaking.**  
// // **D. Ms. Ella returned before Rusty was speaking.**
- O X** 32. Joe was unhappy about his grade.  
// // **A. Joe's grade made him unhappy.**  
// // **B. Joe thought that he was deserving a higher grade.**  
// // **C. Joe had been expected a higher grade than he received.**  
// // **D. About his unhappy grade Joe was sad.**
- O X**  
// // 33 Fred would have started crying if Al had not returned.  
// // **A. Fred did not start crying because Al returned.**  
// // **B. Fred would not have been crying if Al had stayed away.**  
// // **C. Al returned after Fred started crying.**  
// // **D. Because Al had not returned, Fred started crying.**
- O X**  
// // 34. There was a snake under the rock that John turned over yesterday.  
// // **A. John was close to a snake yesterday.**  
// // **B. John could not move the rock because it was very heavy.**  
// // **C. John was having turned over the rock.**  
// // **D. John turns over the rock before yesterday.**
- O X**  
// // 35. It got dark just before it started raining the day before yesterday.

- // // A. It rained two days ago.
- // // B. It is raining two days ago..
- // // C. It started raining after it got dark.
- // // D. It will have been raining after it gets dark the day before yesterday.

O X

- // // 34. Julie was going to go to the movies tomorrow.
- // // A. Julie is going to go to the movies tomorrow.
- // // B. Julie is not going to go to the movies tomorrow.
- // // C. The day after tomorrow, Julie will not have seen the movie.
- // // D. Julie was not seeing the movie yet.

O X

- // // 35. By 7 p.m. tomorrow, all of the students will have been told of the teacher's condition..
- // // A. Today, not all of the students know about the teacher's condition.
- // // B. The teacher's condition will know about by the students by 7 p.m. tomorrow.
- // // C. Someone will tell all of the students by 7 p.m. of the teacher's condition.
- // // D. All of the students will learn about the condition of the teacher by 7 p.m. tomorrow.