

## TEAS Diagnostic: Reading

The goal of this diagnostic is not to mimic the TEAS, but to help you prioritize areas to study. If a question is tricky for you, check the table on the next page to see which TEAS book section you can look at.

1. Circle any *primary sources* about World War II
  - a. Newspaper article from 1997
  - b. Newspaper article from 1942
  - c. Diary of Anne Frank
  - d. Last week's 60 Minutes about Pearl Harbor
2. Circle any sentences which reveal *opinion, bias, or stereotypes*
  - a. Nurses work hard.
  - b. Nurses often work 12 hour shifts.
  - c. There are over 800 pre-nursing students at UWG.
  - d. Nursing is one of the most demanding professions.
3. Circle *styles of writing* you know and could explain to a stranger.
  - a. Narrative
  - b. Expository
  - c. Persuasive
  - d. Technical
4. Match words to their approximate definitions
  - a. *Topic*                                      Reasons that flesh out and explain the work's point or message
  - b. *Main idea*                                    Big ideas or concepts a work touches on (love, hope, progress)
  - c. *Supporting details*                        General subject of a work (microchips, grass, India)
  - d. *Theme*                                        A work's specific message (India's economy is growing quickly)
5. Where does a *topic sentence* usually appear?
6. Where does a *summary sentence* usually appear?
7. Circle anything that *follows logically* from this sentence: "I love strawberry ice cream."
  - a. I like everything pink.
  - b. I enjoy some sweet things.
  - c. I don't like cold food.
  - d. I like strawberry candy.
  - e. I like some fruity desserts.
8. What are 5 (or more) reasons to write an email?

9. What is the historical context of a piece of writing?
10. What are examples of culturally held beliefs?
11. Circle text structures that you know and can give an example of.
- Sequence
  - Problem-solution
  - Comparison-contrast
  - Cause-effect
  - Description
12. When you see a question that asks you to select the definition of an underlined word in a sentence, like
- “After correcting her father about the skeletal system, the adolescent realized that even parents are fallible .“**                      **Fallible means: A) clumsy B) sometimes incorrect C) older**
- what should you do?

<b>If you struggled at all with number...</b>	<b>Check the TEAS book section on...</b>
1	Primary Sources (pg. 4)
2	Facts, opinions, biases and stereotypes (pg. 5)
3	Characteristics of different passage types (pg. 7)
4	Topic, main idea, supporting details, and themes (pg. 9)
5	Topic and summary sentences (pg. 11)
6	Topic and summary sentences (pg. 11)
7	Logical conclusions of a reading selection (pg. 12)
8	Position and purpose (pg. 14) Persuasive, Informative, Entertaining and Expressive passages (pg. 16)
9	Historical context (pg. 18)
10	Ways that literature from different cultures presents similar themes (pg. 20)
11	Text structure (pg. 22)
12	Definitions in context (pg. 28)

**Items not on this diagnostic/Recommended reading:**

- Predictions, Inferences, and Conclusions, pg. 13
- All of “Informational Source Comprehension, ” pgs. 24-47 (except “Definitions in Context”)

## TEAS Diagnostic: English Language Usage

The goal of this diagnostic is not to mimic the TEAS, but to help you prioritize areas to study. If a question is tricky for you, check the table on the next page to see which TEAS book section you can look at.

1. Match the part of speech with examples.

a. Verb	1. <u>Through</u> the grass,
b. Noun	2. My, mine, yours, hers, our, their, his, its
c. Preposition	3. I, you, we, us, he, she, him, her, it, them
d. Pronoun	4. I ate <u>cake</u> , plants need <u>oxygen</u>
e. Possessive pronoun	5. The, a, an
f. Article	6. Elephant, stick, justice, ego, bones
g. Adjective	7. Through <u>the grass</u> , in <u>my hands</u> , from <u>Canada</u>
h. Object of a preposition	8. Salty, tired, older, dangerous
i. Adverb	9. Soon, well, extremely, very, easily, today
j. Direct object	10. Radiate, get, ache, bail out
2. Choose the right word in **bold**: A student, with so many responsibilities and time constraints, sometimes **feel/feels** exhausted.
3. Everyone in the library **is/are** expecting quiet.
4. None of us **know/knows** everything.
5. Circle any problems:
  - a. A student coming to the writing center needs to bring their assignment.
  - b. When the boy looked at his father, he smiled.
6. Fix any problems:
  - a. I said "I'm outta here" and I left.
  - b. "I told you I was crazy when you met me." he said.
  - c. "Why don't we sing louder," asked my mother.
  - d. The instructor said, "We will analyze "Born to Run" by Springsteen."
7. Match sentences to their point of view:

a. First person	The sailor knew it wasn't a real mermaid.
b. Second person	You walk in, and you see the front desk on the left.
c. Third person	I can't help myself; I really enjoy cupcakes.
8. Which point of view (above ) is most formal?
9. Use the verbs "to see" and "to eat" in an active voice and a passive voice.

10. Underline the conjunctions: Although I enjoy hang-gliding, and find it thrilling, I can't recommend it to everyone. It's fun, but you have to like heights or at least not mind them, so think hard about that before you go. When you're up there, you're stuck for a while, because landing is a bit of a process.
11. Which shows nominalization of a verb ?
- My prediction is that you'll do well.
  - I predict you'll do well.

If you struggled at all with number...	Check the TEAS book section on...
1	Parts of Speech (pg. 176)
2, 3 or 4	Subject-verb agreement (pg. 178)
5	Pronoun-Antecedent Agreement (pg. 180)
6	Use of dialogue (pg. 182)
7 or 8	First, second, and third person (pg. 184)
9	Grammar for Style and Clarity—Passive verbs (pg. 187)
10	Grammar for Style and Clarity (pg. 186 top)
11	Grammar for Style and Clarity—Nominalization (pg. 186)

<p><b>Items not on this diagnostic/Recommended Reading:</b></p> <p>Context Clues, pg. 188</p> <p>Word Structure, pg. 190</p> <p>Simple and Complex sentences, pg. 192</p> <p>Organized and Logical Paragraphs, pg. 194</p> <p>Sentence Fluency, pg. 196</p> <p>Spelling, pg. 197</p> <p>Commonly Misspelled Words, pg. 202</p> <p>Capitalization, pg. 204</p> <p>Ellipses, Commas, Semicolons, Colons, Hyphens, and Parentheses, pg. 207</p> <p>Quotation Marks and Apostrophes, pg. 211</p>
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