

TABE[®] Tutor with Pretest

Language

STECK-VAUGHN
Adult Education Solutions

LEVEL E

PAXEN
Publishing

Reviewer: Chris Miller

Ms. Miller worked for over 30 years as an instructor, counselor, and director of adult education in Alabama.

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About TABE® 11 & 12

TABE® stands for the Tests of Adult Basic Education. These tests, published by Data Recognition Corporation, are available in paper-and-pencil formats and online formats. TABE® 11 & 12 aligns with College and Career Readiness Standards and measures progress on the basic skills that adults need to succeed on the job and in life.

TABE® 11 & 12 has three subtests: Mathematics, Reading, and Language. Each subtest is available for five different levels:

- L** Adult Education—College and Career Readiness Level A
- E** Adult Education—College and Career Readiness Level B
- M** Adult Education—College and Career Readiness Level C
- D** Adult Education—College and Career Readiness Level D
- A** Adult Education—College and Career Readiness Level E

TABE® 11 & 12 Levels E, M, D, A

Test	Number of Items (approximate)	Maximum Allowable Testing Time
Mathematics	40	65 minutes
Reading	47	100 minutes
Language	40	55 minutes

About TABE® 11 & 12 Language Test

This test measures language skills needed to communicate effectively in daily life and in work settings. Language items cover key skills in grammar, usage, mechanics, sentence formation, and paragraph development.

The language tests include items from the following domains.

TABE®
11 & 12

Content Area Reporting Domains

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use
- Text Types and Purposes

Covered Domains

	L	E	M	D	A
Conventions of Standard English	◆	◆	◆	◆	◆
Knowledge of Language			◆	◆	
Vocabulary Acquisition and Use	◆	◆	◆	◆	◆
Text Types and Purposes		◆	◆	◆	◆

The language test may include multiple-choice items and multiple-answer items. The online test may also include technology-enhanced items, such as fill-in-the-blank items, select text items, or drag-and-drop items.

Using *TABE*[®] Tutor

Pretest Begin by taking the pretest on pages vi–xi. Use the Pretest Answer Sheet on page 105 to record your answers. Then use the Pretest Analysis Chart on page 107 to identify your areas of strength and the areas you need to review. The chart will refer you to specific lessons in this book for further study.

Step-by-Step Instruction Each lesson starts with step-by-step instruction on a skill. The instruction contains examples and then a test example with feedback. This instruction is followed by practice questions. Work all of the questions in the lesson's practice and then check your work in the Answers section in the back of the book.

Unit Reviews At the end of each unit, there is a Unit Review. Use these reviews to find out if you need to review any of the lessons before continuing.

Strategies and Hints Pay careful attention to the Strategies and Hints throughout this book. Strategies are test-taking tips that help you do better on the test. Hints give you extra information about a skill.

Practice Test At the end of the book, there is a full-length practice test. This test is similar to the *TABE*[®] 11 & 12 test. It has the same number and type of questions. This assessment will give you an idea of what the real test is like. Use the Practice Test Answer Sheet on page 109 to record your answers. Then use the Practice Test Analysis Chart on page 111 to identify the areas you need to review.

Test-Taking Tips

1. Read the directions very carefully. Make sure you read through them word for word.
2. Read each question carefully. Make sure you know what it means and what you have to do.
3. Read all of the answers carefully, even if you think you know the answer.
4. Answer all of the questions. If you cannot find the right answer, rule out the answers that you know are wrong. Then try to figure out the right answer. If you still do not know, make your best guess.
5. If you cannot figure out the answer on the paper-and-pencil test, put a light mark by the question number on the answer sheet and come back to it later. Erase your marks before you finish. If you cannot figure out the answer on the online test, flag the item for review.
6. Do not change an answer unless you are sure your first answer is wrong. Usually your first idea is the correct answer.
7. If you get nervous, stop for a while. Take a few breaths and relax. Then start working again.

- 1 Read the paragraph.

You do not need a lot of money to eat a healthy diet. Plan your meals in advance so you can cook at home. This will save you money as eating out is costly. Shop wisely to make the most of your budget. Buy dry goods, such as brown rice and whole wheat pasta, in bulk.

Which of these best develops the underlined topic sentence?

- A. Do not use salt if you have high blood pressure.
- B. Buy frozen vegetables, which are cheap and healthy.
- C. Eat a late snack to help you sleep better.
- D. Eating well will give you more energy.

- 2 Read the sentence.

Gary left work early and walked to the park.

Which correctly identifies the part of speech of each underlined word?

- A. *left*: verb; *early*: adverb; *walked*: verb
- B. *left*: verb; *early*: verb; *walked*: adverb
- C. *left*: adverb; *early*: adverb; *walked*: verb
- D. *left*: verb; *early*: adverb; *walked*: adverb

- 3 Read the sentence.

The women took the books and dishes off the shelves.

Which correction should be made to the sentence?

- A. Change *women* to *womans*.
- B. Change *books* to *bookes*.
- C. Change *dishes* to *dishs*.
- D. Change *shelvs* to *shelves*.

- 4 Read the sentence.

The _____ listened carefully to the witness.

Which word is a collective noun that correctly completes the sentence?

- A. lawyers
- B. judge
- C. jury
- D. suspect

- 5 Read the sentence.

Sarah had a bad headache on her first day at work.

Which correctly identifies the part of speech of each underlined word?

- A. *bad*: noun; *day*: noun
- B. *bad*: adjective; *day*: adjective
- C. *bad*: adjective; *day*: noun
- D. *bad*: pronoun; *day*: pronoun

- 6 Read the dictionary entry and the sentence. Then answer the question.

pinch *verb* (1) to squeeze between the finger and thumb, (2) to steal; *noun* (3) a very small amount, (4) an emergency

The recipe called for a pinch of salt and pepper.

Which definition of *pinch* is used in this sentence?

- A. Definition 1
- B. Definition 2
- C. Definition 3
- D. Definition 4

7 Read the sentence.
Carlos _____ to get to the train in time.

Which verb correctly completes the sentence?

- A. hurried
- B. hurried
- C. hurride
- D. hurreyed

8 Read the sentence.

The student was concerned about the math test.

Which word means the same or almost the same as the underlined word?

- A. worried
- B. terrified
- C. angry
- D. careless

9 Read the sentence.

War and Peace is the _____ book Rita has ever read.

Which of these correctly completes the sentence?

- A. longer
- B. longest
- C. more long
- D. most long

10 Read the sentence.

"Have you purchased your _____" asked the sales agent.

Which of these correctly completes the sentence?

- A. tickets,"
- B. tickets?"
- C. tickets."
- D. tickets"

11 Which sentence is written correctly?

- A. Karen plays the guitar last year.
- B. Now she played better.
- C. She plays for you tomorrow.
- D. She will play a new song next week.

12 Which sentence is written correctly?

- A. Please take my key and give them to the mechanic.
- B. Sue will remove the cracked hose and replace it.
- C. Mrs. Nguyen will need a ride to his office.
- D. The driver introduced themselves and asked me for the address.

13 Read the sentence.

My Sister directed *Romeo and Juliet* in salt lake city last Summer.

Which of these is capitalized correctly?

- A. Sister
- B. *Romeo and Juliet*
- C. salt lake city
- D. Summer

14 Read the sentence.

The doctor told her patients to eat vegetables for good health.

Which word is an abstract noun?

- A. doctor
- B. patients
- C. vegetables
- D. health

15 Read the sentence.

In January, Ben booked a trip to Sydney Australia.

Which of these uses commas correctly?

- A. trip, to Sydney Australia.
- B. trip, to Sydney, Australia.
- C. trip to Sydney, Australia.
- D. trip to, Sydney, Australia.

16 Read the sentence.
The author *teached* during the day, and she wrote her novel in the evenings.

What change is needed to make the sentence correct?

- A. Change *teached* to *taught*.
- B. Change *teached* to *taughted*.
- C. Change *wrote* to *write*.
- D. Change *wrote* to *writed*.

17 Read the sentence.

The people in the stadium _____ when the team makes a touchdown.

Which of these correctly completes the sentence?

- A. cheers
- B. cheer
- C. is cheering
- D. cheering

18 Read the sentence.

The _____ played the song for the first time.

Which word best completes the sentence and is spelled correctly?

- A. musitians
- B. musisions
- C. musicians
- D. musishuns

19 Which of these is a compound sentence?

- A. Kristi and Mark are going to the conference next week.
- B. Kristi will drive, and Mark will provide the snacks.
- C. A famous author will be the keynote speaker.
- D. The conference will be held in Miami.

20 Read the paragraph.

Make collages by gluing materials to paper or canvas. Tear pictures from a magazine. Use patterned or colored paper. You can even use old photographs. Arrange them. Then glue them to the paper or canvas. You can also add other materials to a collage.

Which of these best develops the underlined topic sentence?

- A. You can add ribbons, fabric, or small objects like buttons or beads.
- B. You might want to learn how to paint.
- C. You can buy a yearly pass to some art museums.
- D. Art classes are costly if you have to buy a lot of supplies.

21 Read the sentence.

I think William paints _____ than the other artist.

Which of these correctly completes the sentence?

- A. well
- B. more well
- C. best
- D. better

22 Read the sentence.

After I applied sunblock and grabbed a towel, I walked to the pool and swam laps.

Which two word groups make up the dependent clause?

- A. After I applied sunblock
- B. and grabbed a towel
- C. I walked to the pool
- D. and swam laps

23 Read the sentence.
When the alarm went off, the thief ran quickly down the street to get away from the house.

Which descriptive word best replaces the underlined words?

- A. plodded
- B. sprinted
- C. jogged
- D. trotted

24 Read the sentence.

The childrens clothes were piled on the floor.

Which of these correctly replaces the underlined word?

- A. children's
- B. childrens'
- C. childrens's
- D. children'

25 Read the sentences.

Jane forgot her laptop. She had to go home to get it.

Which of these best combines the sentences into a compound sentence?

- A. Jane forgot her laptop, she had to go home to get it.
- B. Jane forgot her laptop, but she had to go home to get it.
- C. Jane forgot her laptop, or she had to go home to get it.
- D. Jane forgot her laptop, so she had to go home to get it.

26 Read the sentences.

We went to the car dealership. The salesman helped us look around. We had planned to buy a new car, but we might acquire a used one instead.

Which word from the sentences means the same as *acquire*?

- A. helped
- B. planned
- C. buy
- D. used

27 Read the sentences.

Gary ran every day. He wanted to get fit.

Which of these best combines the sentences into a complex sentence?

- A. Although Gary ran every day, he wanted to get fit.
- B. Gary ran every day, until he wanted to get fit.
- C. Gary ran every day because he wanted to get fit.
- D. Even if Gary ran every day, he wanted to get fit.

28 What is the meaning of the word *fearful*?

- A. full of fear
- B. more fear
- C. a person who fears
- D. without fear

29 Read the definition.

A machine that washes dishes.

Which compound word matches the definition?

- A. dishpan
- B. dishcloth
- C. dishwasher
- D. dishwater

30 What is the meaning of the word *overpay*?

- A. pay again
- B. not pay
- C. pay before
- D. pay too much

Read the paragraph. Then answer questions 31 through 34.

(1) _____ (2) First, social media news posts are not always reliable. (3) They may be wrong or outdated. (4) Some posts are from real news sources. (5) _____, some may actually be made up or from someone who is trying to misinform you. (6) Second, if you rely on social media for news, you limit the news sources you see. (7) You see only what others post. (8) This means you may get news from sources that are biased. (9) You may get only one side of the story. (10) Or you may miss important news stories. (11) To be informed, log off social media and read a variety of news sources.

- 31** Which of these is the best topic sentence for this paragraph?
- A. You should not rely on social media for news.
 - B. You should use only one newspaper to get your news.
 - C. The best way to get news is through social media.
 - D. There are more news sources now than in the past.
- 32** What was the writer's main purpose for writing this paragraph?
- A. to inform the reader about the history of social media
 - B. to convince the reader not to get news from social media
 - C. to persuade the reader to buy a subscription to a newspaper
 - D. to explain how to tell if a news story is reliable

- 33** Which of these is a fact that could be added to the paragraph to support the writer's claim?
- A. Thousands of fake news accounts have existed on social media.
 - B. It would be a lot better to read no news than fake news.
 - C. No one should trust the news on social media.
 - D. People should only use social media for fun.

- 34** Read the sentences from the paragraph. (4) Some posts are from real news sources. (5) _____, some may actually be made up or from someone who is trying to misinform you.

Which transition best fills in the blank?

- A. For example
- B. Finally
- C. Therefore
- D. However

- 35** Read the sentence.

_____ we found our passports, we could not cross the border.

Which signal word best completes the sentence?

- A. Next
- B. Until
- C. After
- D. To the right

- 36** Read the sentences.

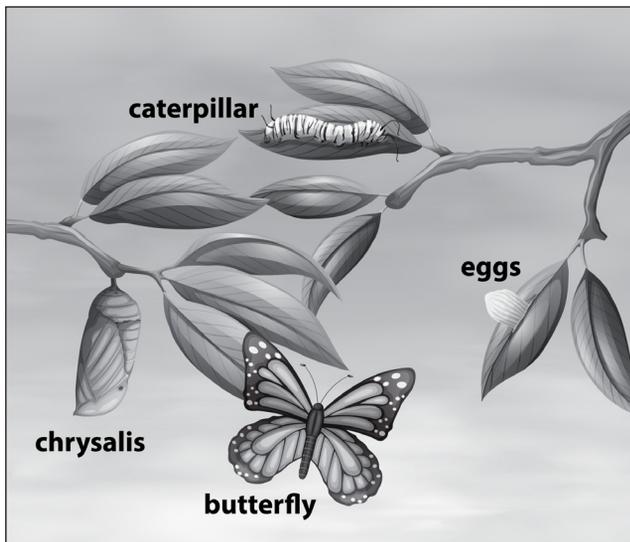
Danielle had been burning the midnight oil all week to finish her project, so she was tired. Now that the project was done, she planned to leave work on time and catch up on her sleep.

What is the meaning of the underlined phrase?

- A. sleeping late
- B. being late to work
- C. cooking in a hot kitchen
- D. working late into the night

Read the paragraph and study the illustration. Then answer questions 37 through 40.

There are four stages in the life cycle of a butterfly. In the first stage, a female butterfly lays an egg. A caterpillar grows inside it. The caterpillar then leaves the egg. It eats huge amounts of food. As it grows, its skin splits and sheds. _____ It becomes a chrysalis, or pupa. It lives inside a cocoon as it changes into a butterfly. Finally, the adult butterfly emerges. Most butterflies will live only a few weeks. During that time, they feed on flowers, mate, and lay eggs.



- 37 Which sentence best fills in the blank in the paragraph?
- A. At first, the butterfly's wings are wet.
 - B. Then, the caterpillar stops eating and growing.
 - C. After that, the pupa becomes an adult butterfly.
 - D. Finally, the cycle starts again.

- 38 Which of these is the best conclusion?
- A. A caterpillar's main job is to eat and grow.
 - B. Insects like crickets look similar throughout their lives.
 - C. The new eggs begin the same cycle to become a butterfly.
 - D. Some caterpillars can grow to be 100 times their original size.
- 39 Which of these facts do you learn from the illustration that you do not learn from the passage?
- A. The eggs, chrysalis, and caterpillar grow on plants.
 - B. The chrysalis stage is also called the pupa stage.
 - C. There are four stages in the butterfly's life.
 - D. The caterpillar grows inside the egg.
- 40 Which would be the best title for the illustration?
- A. The Four Different Stages
 - B. The Life Cycle of a Butterfly
 - C. A Butterfly Flies Away from Home
 - D. Butterflies and Other Insects

Level E

Pretest

1. **B.** This sentence best develops the topic sentence. It supports the claim that you can eat a healthy diet without spending a lot of money. 3.W.1.b
2. **A.** In this sentence, *left* is a verb. *Early* is an adverb that modifies the verb *left*. *Walked* is a verb. 3.L.1.a
3. **D.** For nouns ending in *f*, drop the *f* and add *-ves* to form the plural. 2.L.1.b, 3.L.1.b
4. **C.** *Jury* is a collective noun; it names an entire group of people. 2.L.1.a
5. **C.** *Bad* is an adjective. It describes *headache*. *Day* is a noun. 3.L.1.a
6. **C.** In this sentence, *pinch* is a noun. It means “a very small amount.” 2.L.2.e, 2.L.4.e
7. **B.** *Hurry* is a regular verb that ends with a consonant and a *y*. To form the past tense, change the *y* to *i* before adding *-ed*. 3.L.1.d
8. **A.** *Concerned* means “worried or anxious.” 3.L.5.c
9. **B.** *War and Peace* is being compared to all the books Rita has read. To compare three or more things, use the superlative form. To form the superlative of one-syllable words, add *-est*. 3.L.1.g
10. **B.** This quote is a question. When question marks are part of the quote, put them inside the quotation marks. 3.L.2.c
11. **D.** This sentence correctly uses the future tense to describe an action that will happen in the future (next week). 3.L.1.e
12. **B.** In this sentence, the pronoun *it* agrees in number with the antecedent *hose*. 3.L.1.f
13. **B.** Capitalize the title of a play. Do not capitalize smaller words such as *and* in a title. 2.L.2.a, 3.L.2.a
14. **D.** *Health* is an abstract noun. 3.L.1.c
15. **C.** Use a comma to separate a city and a country. 3.L.2.b
16. **A.** The past tense of the irregular verb *teach* is *taught*. 2.L.1.d, 3.L.1.d
17. **B.** The subject of the sentence is *people*, a plural noun, so use the plural verb *cheer*. 3.L.1.f
18. **C.** *Musician* is spelled with *cian*. 3.L.2.e, 3.L.2.f
19. **B.** This sentence has two independent clauses: *Kristi will drive* and *Mark will provide the snacks*. The clauses are combined with a comma and the coordinating conjunction *and*. 2.L.1.f, 3.L.1.i
20. **A.** This sentence gives an example of materials that may be added to a collage. 3.W.2.b
21. **D.** To compare the actions of two people, use a comparative adverb. The comparative form of *well* is *better*. 3.L.1.g
22. **A.,B.** The dependent clause starts with the subordinating conjunction *After* and ends with *towel*. 3.L.1.i
23. **B.** *Sprinted* means “ran quickly or at full speed.” 2.L.6, 3.L.5.b
24. **A.** For plural nouns that do not end in *-s*, add an apostrophe and an *-s* to show possession. 2.L.2.c, 3.L.2.d
25. **D.** The coordinating conjunction *so* introduces a result. Jane had to go home. This was a result of forgetting her laptop. 3.L.1.h, 3.L.1.i
26. **C.** The word *buy* has the same meaning as the word *acquire*. 2.L.4.a
27. **C.** The subordinating conjunction *because* shows the correct relationship between the two ideas. Gary wanted to get fit. As a result, he ran every day. When a dependent clause appears after an independent clause, no comma is necessary. 3.L.1.h, 3.L.1.i
28. **A.** The suffix *-ful* means “full of.” 2.L.4.c
29. **C.** The words *dish* and *washer* are combined to make the compound word *dishwasher*, a machine that washes dishes. 2.L.4.d
30. **D.** The prefix *over-* means “too much.” 2.L.4.b
31. **A.** This topic sentence states a claim that is supported by the details in the paragraph. It is restated in the conclusion. 3.W.1.a
32. **B.** This is an opinion piece with a call to action. The details support the claim that readers should not rely on social media for news. 3.W.1
33. **A.** This is a fact. It can be proven true. 3.W.1
34. **D.** The transition word *however* contrasts ideas. 3.W.1.c
35. **B.** This signal word *until* tells the relationship between the two events. They could not cross the border until they found their passports. 3.L.6
36. **D.** *Burning the midnight oil* means “working late into the night.” The context clues suggests that *burning the midnight oil* is an activity related to working late. 3.L.5.a
37. **B.** The passage explains each stage in the order it happens. The previous details tell about the caterpillar stage. Option B tells what happens after the caterpillar’s skin sheds and before it becomes a chrysalis. 3.W.2.a
38. **C.** This option restates the main idea of the text. 3.W.2.d
39. **A.** The illustration shows that the eggs, chrysalis, and caterpillar grow on plants. 3.W.2.a
40. **B.** The illustration shows the life cycle of a butterfly. This is the most accurate description of the illustration. 3.W.2.a

Instructions: For each question, fill in the circle that goes with the answer you choose. Fill in the circle completely and make your mark heavy and dark. You may erase the mark you made and make a new mark. Do not make any other marks on your answer sheet.

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12. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	34. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
13. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	35. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
14. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	36. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
15. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	37. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
16. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	38. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
17. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
18. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	40. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	
20. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	
21. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	
22. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	

Instructions: This chart can help you determine your strengths and weaknesses on the language skills assessed on the TABE 11 & 12 test. Use the Answers and Explanations starting on page 94 to check your answers to the test. Then, place an X next to the item numbers you missed. Review the lessons identified for any missed items.

Pretest Item	Correct/Incorrect	For incorrect items, review the following lesson
1		Lesson 34
2		Lesson 2
3		Lesson 4
4		Lesson 5
5		Lesson 1
6		Lesson 30
7		Lesson 7
8		Lesson 28
9		Lesson 9
10		Lesson 15
11		Lesson 6
12		Lesson 12
13		Lesson 13
14		Lesson 3
15		Lesson 14
16		Lesson 8
17		Lesson 11
18		Lesson 17
19		Lesson 18
20		Lesson 34

Pretest Item	Correct/Incorrect	For incorrect items, review the following lesson
21		Lesson 10
22		Lesson 19
23		Lesson 27
24		Lesson 16
25		Lesson 20
26		Lesson 22
27		Lesson 21
28		Lesson 24
29		Lesson 25
30		Lesson 23
31		Lesson 32
32		Lesson 31
33		Lesson 31
34		Lesson 36
35		Lesson 29
36		Lesson 26
37		Lesson 33
38		Lesson 37
39		Lesson 35
40		Lesson 35

