

# Cumulative Test 2

## Vocabulary, Grammar, Use of English and Reading

# Answer key

### Group A

#### Vocabulary

##### Exercise 1

e.g. run wild: When you run wild, you are not constrained or supervised by anyone else.

- 1 shabby: A *shabby* building is old and run-down.
- 2 daily commute: *Daily commute* is the daily journey to and from work.
- 3 ethical values: *Ethical values* are beliefs and values based on what is good and morally correct.
- 4 fundraise / charity: To *fundraise for charity* means to raise money for a particular cause.
- 5 hand / mouth: When you *live from hand to mouth*, all your money is spent on basic survival with nothing left over for luxuries.

##### Exercise 2

e.g. bustling: A place that is *bustling* is busy and full of people.

- 1 tower: A *tower block* is a tall building with flats or offices inside.
- 2 damp: If something is *damp*, it's cold and wet.
- 3 preach: When you *practice what you preach*, you act in accordance with what you say.
- 4 belongings: Your *personal belongings* are the items that you own.
- 5 fortune: When you *make a fortune*, you make a large amount of money.

##### Exercise 3

e.g. to make ends meet means to have enough money to live.

- 1 attention: If someone is *the centre of attention*, everyone gives them a lot of attention.
- 2 behalf: *On behalf of* somebody means as their representative.
- 3 pedestrian: A *pedestrian zone* is a place where no cars or buses are allowed.
- 4 running: *Running water* is the water from the tap.
- 5 treat: When you *treat someone to something*, you do something nice for them, either by buying them something or taking them somewhere nice.

#### Grammar

##### Exercise 4

e.g. to open: We say you try to do something meaning you attempt to do something.

- 1 to buy: We say that you can afford to do something.
- 2 will'll be studying: We use the Future Continuous to talk about an action that will be in progress in the future.
- 3 have spent: If you say that someone shouldn't have done something, you mean that it was a bad idea.
- 4 had been using: We use the Past Perfect Continuous to describe an action in progress at an earlier time in the past.

5 will'll have saved: We use the Future Perfect to talk about an action that will be finished at a particular time in the future.

##### Exercise 5

e.g. should have: We use *should have* to show a past regret.

- 1 Most: We can say *most people* or *most of the people*.
- 2 do: We use a positive question tag with a negative statement.
- 3 a few: A *few friends* means a small number of friends while *few* means *not enough*.
- 4 have they: We use the pronoun *they* and a plural verb after words such as *everybody*, *somebody* and *nobody*.
- 5 will: We use the question tag *will you* in imperative sentences.

##### Exercise 6

e.g. Let's go to the party, shall we?: We use the tag *shall we?* for questions with *let's*.

- 1 Next year, we'll have been living here for ten years.: We use the Future Perfect Continuous to talk about things that will have been in progress for some time at a particular point in the future.
- 2 Your shoes are falling apart – you'd/better buy some new ones!: We use *had better* + bare infinitive to give advice.
- 3 I didn't use to like horror films, but I'm a big fan now.: The correct negative form of *used to* is *didn't use to*.
- 4 correct: We use a past participle for passive verbs in reduced relative clauses.
- 5 We rushed to get to the station on time, but we needn't have bothered – the train was half an hour late!: If you *needn't* have done something, you did it although it wasn't necessary.

#### Use of English

##### Exercise 7

e.g. C: cup: If something is your *cup of tea*, you like and enjoy it.

- 1 B: We use a perfect participle when one event happens before another one.
- 2 A: We use *despite* to express concession.
- 3 D: We use *such...that...* to give information about cause and result.
- 4 A: If we say something is *bound to happen*, we are sure it will happen.
- 5 D: We use *whole* to talk about 100 percent of something.

##### Exercise 8

e.g. to: If you used to do something, you did it regularly in the past but you don't do it now.

- 1 laughter: When you *roar with laughter*, you laugh very hard.
- 2 Although: We use *although* to express concession.
- 3 to: If you ought to do something, you should do it.
- 4 have: We use the Future Perfect to talk about an action that will be finished at a particular time in the future.

# Cumulative Test Answers Middle

**Heidi Hayes Jacobs**



## Cumulative Test Answers Middle:

**Elementary Algebra** Ron Larson, 2006 *A Survival Guide for the Junior High/middle School Mathematics Teacher*  
Gregory R. Baur, Darleen Pigford, 1984 *Essentials of Basic College Mathematics* John Tobey, Jeffrey Slater, 2005 A descriptive grammar of Yoruba a major West African language spoken by over twelve million people

**College algebra**  
Ron Larson, Robert P. Hostetler, Anne V. Hodgkins, 1996-01-01 Intermediate Algebra Ron Larson, 1998 *Getting Results with Curriculum Mapping* Heidi Hayes Jacobs, 2004-11-15 Curriculum maps are among the simplest yet most effective tools for improving teaching and learning Because they require people to draw explicit connections between content skills and assessment measures these maps help ensure that all aspects of a lesson are aligned not only with each other but also with mandated standards and tests In *Getting Results with Curriculum Mapping* Heidi Hayes Jacobs and her coauthors offer a wide range of perspectives on how to get the most out of the curriculum mapping process in districts and schools In addition to detailed examples of maps from schools across the United States the authors offer concrete advice on such critical issues as Preparing educators to implement mapping procedures Using software to create unique mapping databases Integrating decision making structures and staff development initiatives through mapping Helping school communities adjust to new curriculum review processes and Making mapping an integral part of literacy training Teachers administrators staff developers and policymakers alike will find this book an essential guide to curriculum mapping and a vital resource for spearheading school improvement efforts Note This product listing is for the Adobe Acrobat PDF version of the book

**Intermediate Algebra** Robert P. Hostetler, Ron Larson, 2001 **Trigonometry** Cynthia Y. Young, 2021-08-03 Cynthia Young's *Trigonometry* 5th Edition helps students take the guesswork out of studying by offering them an easy to read and clear roadmap that tells them what to do how to do it and whether they did it right With this revision Cynthia Young tackles the most challenging topics in trigonometry bringing clarity to those learning objectives *Trigonometry* Fifth Edition is written in a voice that speaks to students and mirrors how effective instructors communicate in lecture Young's hallmark pedagogy enables students to become independent successful learners Key features like Parallel Words and Math and Catch the Mistake exercises are taken directly from classroom experience and keep the learning fresh and motivating

*College Bound 101* William Grubb, 1995 Toxicology of Skin Howard I. Maibach, 2001-03-15 Toxic injury to the skin in the general population and particularly in western populations is on the increase This is partly due to the expanding number of natural and man made chemicals present in our everyday environment The need for a thorough understanding of the skin and the mechanisms of toxicity therein has never been more pressing Th

**Beginning Algebra** John Tobey, Jeffrey Slater, 2004 John Tobey and Jeff Slater are experienced developmental math authors and active classroom teachers They have carefully crafted their texts to support students in this course by staying with them every step of the way Tobey and Slater With you every step of the way This 6th edition of *Beginning Algebra* is appropriate for a 1 semester course in appropriate for a 1

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**The Advanced Numeracy Test Workbook** Mike Bryon, 2011-06-03. The Advanced Numeracy Test Workbook provides essential preparation for graduates and managers who face difficult numerical psychometric tests. Packed with plenty of expert tips and putting the emphasis firmly on acquiring the necessary key skills, no other book provides this level of support. A companion title to the successful *How to Pass Advanced Numeracy Tests*, it contains even more practice material and realistic timed mock tests. Crucially, these are relevant to the selection tests of many top organizations. The workbook format is conducive to learning, leaving plenty of room for working and calculations. Detailed explanations of the answers and interpretations of scores mean that the reader can see which areas they need to improve on and understand where they are going wrong.

**Intermediate Algebra for College Students** Robert Blitzer, 2006. Sequences series and the binomial theorem.

**Resources in Education**, 2000-04

*Essentials of Introductory and Intermediate Algebra for College Students* Robert Blitzer, 2006.

**Teaching in the Middle and Secondary Schools** Richard Dean Kellough, Joanna Carjuzaa, 2006. Teaching in the Middle and Secondary Schools 8e is a highly practical book for teachers in middle school and secondary schools. Teachers will find practical classroom applications for planning instruction, selecting and using instructional strategies and assessment. Its modular format includes exercises and post tests in each module.

*Inservice Teachers in Middle and Secondary Schools*

**The Poverty and Education Reader** Paul C. Gorski, Julie Landsman, 2023-07-03. Through a rich mix of essays, memoirs and poetry, the contributors to *The Poverty and Education Reader* bring to the fore the schooling experiences of poor and working class students, highlighting the resiliency, creativity and educational aspirations of low-income families. They showcase proven strategies that imaginative teachers and schools have adopted for closing the opportunity gap, demonstrating how they have succeeded by working in partnership with low-income families and, despite growing class sizes, the imposition of rote pedagogical models and teach-to-the-test mandates. The contributors—teachers, students, parents, educational activists and scholars—repudiate the prevalent but too rarely discussed deficit views of students and families in poverty. Rather than

focusing on how to fix poor and working class youth they challenge us to acknowledge the ways these youth and their families are disenfranchised by educational policies and practices that deny them the opportunities enjoyed by their wealthier peers Just as importantly they offer effective school and classroom strategies to mitigate the effects of educational inequality on students in poverty Rejecting the simplistic notion that a single program policy or pedagogy can undo social or educational inequalities this Reader inspires and equips educators to challenge the disparities to which underserved communities are subjected It is a positive resource for students of education and for teachers principals social workers community organizers and policy makers who want to make the promise of educational equality a reality

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