

Mississippi SATP English II
Revised:
Multiple Choice
Student Review Guide

Vocabulary/Reading

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Mississippi
2006 Language Arts Framework
Revised

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Preface

The *Mississippi SATP English II Revised Multiple Choice Student Review Guide* for *Vocabulary/Reading* is written to help students review the skills needed to pass the English II Multiple Choice end-of-course test in Mississippi. This comprehensive guide covers the required vocabulary and reading skills (Competencies 1 and 2) as given in the 2006 Mississippi English II Framework (Revised) Competencies specified by the Mississippi State Department of Education.

How To Use This Book

Students:

The English II end-of-course test is required for graduation. You must pass a multiple-choice exam that tests vocabulary, reading, writing, and grammar, and you must pass a writing test. This book is a review for Part I of the multiple-choice portion of the English II test that covers Vocabulary and Reading skills.

- ① Take the pre-test. This Vocabulary/Reading pre-test covers vocabulary and reading competencies as they will be tested on the end-of-course test (competencies 1 and 2). This pre-test is designed to identify areas that you need to review.
- ② Score the pre-test. Using the pre-test evaluation chart, circle the questions that you answered incorrectly.
- ③ For each question that you missed on the pre-test, review the corresponding sections in the book. Read the instructional material, do the practice exercises, and take the section review test at the end of each section.
- ④ After reviewing the skills, take the two practice tests, which are found in the separate test booklets. These practice tests are written to look similar to the actual English II multiple-choice end-of-course test; therefore, they will give you practice in taking the test.
- ⑤ After taking Practice Test 1 and/or Practice Test 2, use the practice test evaluation charts, which are found directly after each practice test, to identify areas for further review and practice. The practice test evaluation charts can be used in the same way as the pre-test evaluation chart.

Teachers:

This review guide is also intended to save you, the teacher, time in the classroom. It can be used for classroom instruction or for individual student review. Since this student guide offers review for ALL of the vocabulary and reading skills specified in the Mississippi Curriculum Framework for the English II course, you have one consolidated resource of material to help your students prepare for that portion of the end-of-course exam.

- ① When teaching or tutoring individual students, use the strategy outlined above for students. By taking the pre-test, students can identify areas that need improvement. The pre-test evaluation chart directs the student to the sections they need to review for instruction and additional practice.
- ② For classroom study, use this guide to supplement lesson plans and to give additional review for skills required by the English II Framework Competencies. Purchase a class set of guides for use in the classroom or assign guides to students for out-of-classroom work.
- ③ Assign the practice tests as comprehensive review tests. Note, the practice tests are bound in separate booklets for your convenience.
- ④ Use the practice test evaluation charts found after each practice test to identify areas needing further review.
- ⑤ To establish benchmarks, you may want to use one of the practice tests as a pre-test. Then, after the students have completed all the exercises in the workbook, use the second practice test to gauge progress. You should see marked improvement between the initial and final benchmarks.
- ⑥ Please **DO NOT** photocopy materials from these guides. These guides are intended to be used as student workbooks, and individual pages should not be duplicated by any means without permission from the copyright holder. To purchase additional or specialized copies of sections in this book, please contact the publisher at 1-800-745-4706.

Competency Correlation Chart (Teacher's Edition)

The chart below correlates each English II Framework Competency for Vocabulary and Reading (as specified by the Mississippi State Department of Education) to the student guide. The Text Section column gives the section numbers in the text where each competency is reviewed. The Pretest and Practice Test columns give the question number(s) in that test that correlates to each competency. The number in parentheses after the framework competency indicates the maximum depth of knowledge (DOK), and the number in parentheses after each pre-test and practice test question number indicates the DOK for that question. (The Mississippi State Department of Education specifies that no less than 50% of the test questions on the actual test will be at the maximum DOK level.)

Framework Competency (Max. DOK)	Text Section(s)	Pre-Test (DOK)	Practice Test 1 (DOK)	Practice Test 2 (DOK)
1a (2) The student will analyze the relationships of pairs of words in analogical statements . . . and infer word meanings from these relationships.	Subsection 5.5	1(1), 23(2), 31(2)	2(1)	1(2)
1b (3) The student will analyze author's use of figurative language . . . in multiple texts in creation of setting, tone, atmosphere, characterization, and mood	Sections 7 and 8	8(3), 20(3), 25(3)	10(3), 18(3)	32(3), 35(3)
1c (3) The student will analyze word choice and diction, including formal and informal language, to determine author's purpose.	Subsections 5.2, 5.3, and 5.4	2(3), 9(2), 11(2), 21(3), 36(2)	9(2), 16(3)	26(2), 30(2), 33(2)
1d (3) The student will analyze text to determine how the author's use of connotative words reveals and/or affects the purpose of the text.	Subsections 5.1 and 5.4	10(2), 15(2), 28(2)	21(2), 30(2)	34(2)
2a (2) The student will apply understanding of text features . . . to verify, support, or clarify meaning.	Section 6	4(2), 14(2), 30(2) 35(2), 38(2)	25(2), 28(2), 33(2) 35(2)	6(2), 11(2), 23(2) 25(2), 28(2)
2b (3) The student will recognize text structures . . . and analyze their effect on theme, author's purpose, etc.	Section 3 Subsection 9.4	5(2), 17(2), 27(2) 34(2)	4(2), 13(2), 27(2) 32(2)	5(2), 9(2), 13(2) 16(2)
2c (3) The student will make inferences based on textual evident of details, organization, and language to predict, draw conclusions, or determine author's purpose.	Section 4	3(2), 12(3), 16(2) 18(3)	3(2), 8(2), 11(2), 12(3), 14(2), 20(2) 34(2)	3(2), 4(2), 15(2) 24(2), 27(2), 31(2)

Framework Competency (Max. DOK)	Text Section(s)	Pre-Test (DOK)	Practice Test 1 (DOK)	Practice Test 2 (DOK)
2d (3) The student will analyze or evaluate texts to synthesis responses for summary, précis, explication, etc.	Section 2	6(2), 19(3), 37(2)	6(2), 22(2), 26(2) 31(2)	10(2), 12(2), 20(2) 22(3)
2e (3) The student will analyze . . . literary elements in multiple texts from a variety of genres and media for their effect on meaning . . .	Sections 7 and 9	13(2), 22(3), 26(3) 29(2), 33(3)	1(2), 5(3), 15(3) 19(2), 24(2)	2(2), 7(2), 14(2) 17(3), 21(3)
2f (2) The student will distinguish fact from opinion in different media.	Section 1	24(1), 32(1), 39(2)	17(1), 23(2)	8(3), 18(1)
2g (3) The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries . . . to produce or present a summary of findings from multiple sources.	Subsections 2.1 and 2.4	7(3), 40(3)	7(3), 29(3)	19(3), 29(3)

Vocabulary/Reading Pre-Test

Introduction

Introduction

The pre-test that follows is designed to identify areas where you, the student, can improve your vocabulary and reading skills before or after taking the English II Multiple Choice test. This pre-test will be similar in format to the SATP English II Multiple Choice test. The actual SATP English II Multiple Choice test is divided into two parts: Part I Vocabulary/Reading and Part II Writing/Grammar. This pre-test tests only Part I: Vocabulary/Reading and does not contain the same number of questions as on the actual English II SATP test. This pre-test contains 40 questions. The actual test will contain 70 scored questions: 35 for Part I and 35 for Part II, plus 15 unscored field-test questions. (A pre-test similar to Part II of the actual test can be found in a separate book that covers the Writing/Grammar Framework Competencies.)

Directions

Read the directions on the following pages. These directions should be similar to what you will see on the actual SATP for English II. Once you have completed this pre-test, circle the questions you answered incorrectly on the pre-test evaluation chart on page 40. For each question that you missed on the pre-test, review the corresponding sections in the book. Read the instructional material, do the practice exercises, and take the section review test at the end of each section.

Purpose of the Pre-Test

The following pre-test is not intended as practice for the actual SATP English II test; rather, it is a diagnostic tool to help you identify which skills you can improve in order to prepare better for the actual test. Any pre-test question answered incorrectly may identify a skill needing improvement or mastery. Review the corresponding skill indicated in the Pre-Test Evaluation Chart by reading the instructional material on the given pages and completing the practice exercises and reviews. By reviewing each skill, you will improve mastery of the material to be tested on the SATP English II Multiple Choice test and potentially increase the score you receive on that test. (The practice tests, which are given in separate booklets, are provided to give practice taking tests similar to the actual SATP English II Multiple Choice test.)

- 27 Read this paragraph (lines 1-5) from the passage.

It felt as if part of my body was being eaten alive. No one was sure what was happening or why it was happening to my foot. I could feel every beat of my heart in an inflamed area on the side of my heel because it throbbed so painfully. The strong pain medication they were giving me wasn't helping, and it was the worst pain that I could have ever imagined.

How does the organizational structure of this paragraph relate to the author's purpose?

- A Its description emphasizes the victim's pain.
- B It shows the cause and effect of the bite.
- C It gives the events following the bite in sequential order.
- D It presents the problem caused by the spider bite and the solution of how it was healed.

(A) (B) (C) (D)

- 28 Read the following sentence from the passage (from lines 6-7).

The *rarely used* cottage was damp, dusty, and dim.

What effect does replacing the italicized words with the word *abandoned* have on this sentence?

- F The sentence would become more specific.
- G The sentence would create a more appealing setting.
- H The sentence would create a less desirable setting.
- J The sentence would become less specific.

(F) (G) (H) (J)

- 29 Read these two statements.

Statement from the passage (lines 52-54)
Please believe me — you'd rather learn from my painful experience than get bitten by one of these nasty *critters* for yourself.

Revised statement from the passage
Please believe me — you'd rather learn from my painful experience than get bitten by one of these nasty *arachnids* for yourself.

What effect does word choice have on the revised statement?

- A It is more dramatic.
- B It is more technical.
- C It is less descriptive.
- D It is less formal.

(A) (B) (C) (D)

- 30 The author is considering adding the following statement to the facts about brown recluse spiders section of the passage:

Regularly spray perimeter of and underneath house and outbuildings with strong, residual pesticide.

Under which section of the suggestions would the statement above fit?

- F Appearance
- G Lifestyle
- H Favorable Habitats
- J Prevention

(F) (G) (H) (J)

GO ON

Directions: Read and answer questions 31–32.

31 Read the following sentences.

Sentence 1: They vanquished their enemies the same way as a wrestler pins his opponent, but they did not obliterate them.

Sentence 2: The criminals obliterated the evidence the same way as fire burns paper.

Which explanation below shows the relationship between vanquish and obliterate as they are used in the context above?

- A Vanquish is to defeat as obliterate is to completely eliminate.
- B Vanquish is to kill as obliterate is to harm.
- C Vanquish is to subdue as obliterate is to damage.
- D Vanquish is to force as obliterate is to increase.

(A) (B) (C) (D)

32 Read the following letter to the editor.

Everyone needs to know of an imminent danger to some of the pets in our communities. Dogs are being stolen at an alarming rate from several sections of the county. Fifteen dogs were taken from one neighborhood this week, and our local law enforcement does not have any leads as to who is taking them. One of the dogs managed to escape and was found about eighteen miles away by a passing motorist. She had recognized the dog's description in an ad placed in the local newspaper. It was found without its collar and with some deep wounds on one of its legs. I'm sure that it and the other dogs were destined to become fighting dogs. Stealing and fighting dogs is illegal, and anyone caught in such an act should be jailed immediately. Anyone having any information about the disappearance of these dogs is urged to contact the local sheriff's office immediately.

Which statement expresses an *opinion*?

- F Fifteen dogs were taken from one neighborhood this week, and our local law enforcement does not have any leads as to who is taking them.
- G One of the dogs managed to escape and was found about eighteen miles away by a passing motorist.
- H It was found without its collar and with some deep wounds on one of its legs.
- J Stealing and fighting dogs is illegal, and anyone caught in such an act should be jailed immediately.

(F) (G) (H) (J)

GO ON

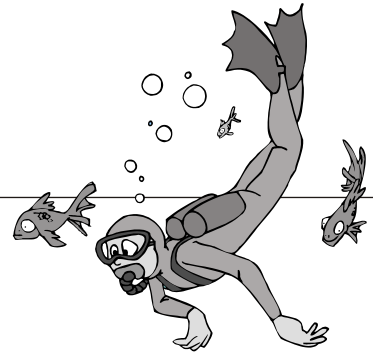
Vocabulary/Reading Pre-Test

Evaluation Chart

If you missed question #:	Go to section(s):	If you missed question #:	Go to section(s):
1	5.5	21	4.3
2	5.4	22	7.2
3	4.4	23	5.5
4	6.6	24	1.1
5	3.5	25	8.1
6	2.2	26	7.1
7	2.4	27	3.1
8	8.2	28	5.1
9	5.2, 5.4	29	5.3
10	5.1, 5.5	30	6.2
11	5.4	31	5.5
12	4.1	32	1.3
13	5.3	33	9.1
14	6.7	34	3.4
15	5.3	35	6.4
16	4.3	36	5.4
17	3.4	37	2.3
18	4.1	38	6.5
19	2.3	39	1.4
20	8.2	40	2.4

Fact and Opinion

Section 1.4 Multiple Sources



Pre-View 1.4

- **Persuade** – to cause someone to believe or to do something
- **Inference** – the use of reasoning to draw a conclusion based on evidence

The purpose of many types of media is to **persuade** you to believe something or to do something. Commercials and billboards try to persuade you to buy something, politicians try to persuade you to vote for them, magazine editorials try to persuade you to agree with someone else’s opinion. During your lifetime, you will be bombarded with media trying to persuade you. Remember to identify what is fact and what is opinion. Then you can form your own opinion based on the facts.

When you want to make a decision to buy a product, support a cause, etc., you will likely want to read and hear from more than one source. Look at examples of multiple media. Identify and compare which facts and opinions are common to both sources.

Example 1: Read the following excerpt from a magazine editorial.

Learning how to scuba dive is a lot of fun and a great way to meet new people. Recreational scuba diving classes consist of thirty hours of class time and twenty hours of pool time to learn diving. Classes can be no larger than ten people at a time. Once class members have mastered the basics in class and in the pool, they are given the opportunity to go to a lake or the ocean to prove that they have mastered the open water checkout that divers must perform before they can be awarded diving certification. After being certified, they also need to participate in at least four dives a year to be sure they remember how to perform what they have learned.

Now read the following billboard.

SCUBA UNLIMITED, LLC

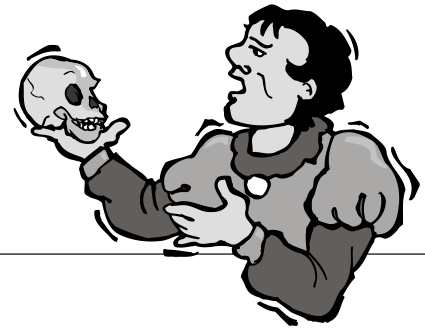
Serving all your diving needs
1155 Beach Drive, Gulfport, MS
Classes start soon. Call us today at **1-800-555-DIVE**
Don't miss the fun!

Which of the following statements accurately evaluates how facts and opinions are used in both the magazine article and the billboard?

- Both the editorial and the billboard express the fact that certification requires at least four dives a year.
- Both the editorial and the billboard express the opinion that scuba diving is a lot of fun.
- Both the editorial and the billboard express the fact that classes can be no larger than ten people.
- Both the editorial and the billboard express the opinion that a local scuba store can supply all diving needs.

Analyzing and Evaluating Texts

Section 2.3 Explication



Pre-View 2.3

- **Explication** – a type of explanation that interprets or clarifies a text
- **Idiom** – an expression, such as “it’s raining cats and dogs,” that cannot be understood from the definitions of the individual words (cannot be interpreted literally)

An **explication** is an explanation or an interpretation of a text.

In some cases, an explication is much longer than the original text. For example, an explication of a verse of poetry is often much longer than the verse itself. It gives the author of the poem, its relationship to the rest of the poem, the pattern of stressed syllables (meter), the significance of the lines, the possible meaning of the verse, etc. This type of explication is something you may be expected to do in an advanced high school literature class or in college.

In other cases, an explication is shorter than the original text. It gives a concise explanation of the meaning of the text that tells exactly what the text means or is trying to say. This kind of explication is similar to determining the “main idea,” and it’s the kind you’ll likely see tested in a multiple-choice format. It will be a clear, concise statement that explains the gist of the passage. It will never include an **idiom**, an expression, such as “it cost an arm and a leg,” that cannot be interpreted literally from the individual words.

Example 1:

When our school hours changed, starting later in the morning, it was a blessing in disguise. What seemed to be a disaster was really a huge benefit to me. The later starting time also meant a later end time, making me lose my place in the community theater where I have been part of an acting team for two years. When I called the actors’ team leader, she said she was so sorry that this was happening. Then she said that it was time that I was moved into the advanced acting team anyway. She said I could start attending that theater practice with those later hours immediately! And I thought this would never happen. Who would have thought that later hours would bring so much good.

Which of the following is an appropriate and accurate explication of this paragraph?

- Most people agree that starting school later is a good idea.
- At first, starting school later seemed to have negative consequences, but it turned out to be beneficial for me.
- Being promoted to the advanced acting team is something I didn’t think would ever happen.
- School starting later in the morning caused me to lose my place in the community theater.

First ask yourself, “What is the main idea of this paragraph?” You may notice that the first sentence “When our school hours changed, starting later in the morning, it was a blessing in disguise” does a good job of giving the main idea, but “a blessing in disguise” is an idiom. How can you restate this main idea by using plain, concise language?

Inference

Section 4.3 Making Inferences in Poetry



Pre-View 4.3

- **Prose** – writing that uses ordinary sentences
- **Poetry** – a type of writing that uses verse instead of ordinary sentences

So far, you’ve looked at different reading skills for prose. **Prose** is any type of writing that isn’t poetry. Prose contains ordinary sentences that follow ordinary grammar rules. This type of writing includes biographies, textbook explanations, encyclopedias, short stories, novels, magazine articles, newspapers, etc.

Poetry, on the other hand, is written in verse form and doesn’t follow the same “rules” as prose. But the skill of using inference can also apply to poetry. (In poetry, a *verse* is a line, and a *stanza* is a group of lines, similar to a paragraph of prose.)

Example: Friendship by John Dorroh

Rekindling old friendships
Is finding lost treasure;
It’s hard to place value
Or even to measure.

The people we meet
And tuck neatly away
Come back to our center
And help light our way.

The trick now before us
Is keeping them fresh,
Or might we be tempted
To lay them to rest.

The people we’ve met
And loved with our hearts
Deserve our attention
And fresh daily starts.

Based on the language and details in this poem, what can the reader infer about the speaker?

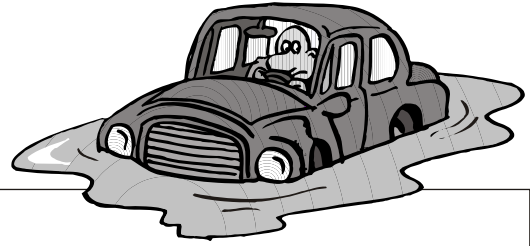
- A. The speaker fears that friends will move away.
- B. The speaker values long-term friendships.
- C. The speaker has trouble forming lasting friendships.
- D. The speaker enjoys playing tricks on friends.

The very first two verses of this poem, “Rekindling old friendships / Is finding lost treasure,” gives you the best clue for the answer. Finding lost treasure is valuable and exciting, so you can infer that the speaker believes rekindling old friendships is also valuable and exciting. It implies that the speaker values long-term friendships, which is **answer choice B**.

The entire poem refers to old friends and keeping those friendships alive. It isn’t about friends moving away, trying to form friendships, or playing tricks on friends as given in the other answer choices.

Text Features

Section 6.4 Sidebars



Pre-View 6.4

- **Sidebar** – a short text written in addition to a main article that gives additional information about a topic or an idea within the article

A sidebar is another text feature that may be found in textbooks, newspapers, or other nonfiction texts but is probably most often found in magazines. A **sidebar** is a shorter passage that is often in a box placed beside a main article. It relates to the main article in some way and usually gives additional information about a specific detail mentioned in the article. The information in the sidebar is not directly relevant for the main article; it will be a “side note.” Although sidebars are not material that could be easily included in the main article, they often verify, support, or clarify something in the main article.

Example 1: An article and a sidebar as they may appear in a magazine are shown below.

Narrow Escape

As the hurricane approached, the water rose steadily, but they were assured that they would be safe in their section of the city. Once the tide wall was breached, however, they realized that they were no longer safe and began making preparations to move to higher ground. A knock at the door let them know that they had very little time to grab what they wanted protected from the rising flood waters and to get to safety.

John grabbed the children from their beds and settled them into the car as Kathy tried to pack clothes for everyone, important pictures, and documents. The dog was frantically racing at her heels as she grabbed pictures from the walls and stuffed them in the luggage. She grabbed the dog’s food and dish and an extra bottle of water to have with them in the car. With the dog going with them, a shelter was out of the question. John prayed that the creek hadn’t risen so much that the street was flooded on their way out of the city to his parents’ home.

Heading out of his drive, he turned left to go the quickest route out of town. When he got to the creek, the water had risen over the road and the bridge, so he was forced to turn back and take the other exit out of his subdivision. It would be longer, but he and his family would be safer. When he got to the other exit, the street there was flooded as well, but he decided it would be safer to go into the water covering the street than to stay in the subdivision. He made it through the water; however, the water almost pulled his car downstream. Just as he cleared the water, he looked into his mirror to see the car behind him being swept away in the rising water that covered the street.

Flood Safety Tip

Never attempt to drive a car across a flooded area. No matter how heavy the vehicle, cars and trucks will easily float in as little as 18 inches of moving water. Once afloat, a vehicle will normally flip on its side or on its top. Even if the occupants escape the vehicle, many people still drown when they are unable to fight the flood currents to get to safety.

In this case, the sidebar is titled “Flood Safety Tip.” The sidebar emphasizes the danger of crossing a flooded area in a car. It shows that the main character in the story was very fortunate and cautions others against trying the same thing.

Figurative Language and Stylistic Devices

Section 7.2

Additional Types of Figurative Language



Pre-View 7.2

- **Symbolism** – the use of an object to represent something else
- **Irony** – the use of language that is opposite of what is actually meant or an outcome in a situation that is opposite of what is expected
- **Paradox** – a situation or a statement that contains seemingly contradictory ideas
- **Allusion** – an indirect reference to a person, a piece of literature, a historical event, or another familiar thing
- **Imagery** – words that appeal to the readers’ senses

Symbolism

Another type of figurative language is **symbolism**. Many times objects, especially in poems, are symbols for something else. For example, *night* or *sleep* may symbolize *death*.

Example 1: Read the following poem “The Road Not Taken” by Robert Frost.

- 1 Two roads diverged in a yellow wood,
- 2 And sorry I could not travel both
- 3 And be one traveler, long I stood
- 4 And looked down one as far as I could
- 5 To where it bent in the undergrowth;

- 6 Then took the other, as just as fair,
- 7 And having perhaps the better claim,
- 8 Because it was grassy and wanted wear;
- 9 Though as for that the passing there
- 10 Had worn them really about the same,
- 11 And both that morning equally lay
- 12 In leaves no step had trodden black.
- 13 Oh, I kept the first for another day!
- 14 Yet knowing how way leads on to way,
- 15 I doubted if I should ever come back.

- 16 I shall be telling this with a sigh
- 17 Somewhere ages and ages hence:
- 18 Two roads diverged in a wood, and I—
- 19 I took the one less traveled by,
- 20 And that has made all the difference.

What do the two roads symbolize?

The two roads represent two choices, or paths, in life.

Figurative Language in Literary Elements

Section 8.1 Setting



Pre-View 8.1

- **Literary Elements** – characteristics of texts often seen in fictional and nonfictional stories and poetry, but they can also be seen in other types of nonfiction; examples of elements include setting, characterization, mood, theme, etc.
- **Diction** – an author’s choice of words
- **Figurative Language** – language that is not meant to be understood literally and includes the use of simile, metaphor, analogy, personification, hyperbole, oxymoron, idiom, symbolism, irony, and paradox
- **Setting** – the time and place of a story; includes its surroundings and environment

Stories, either fiction or nonfiction, as well as poems have certain identifiable characteristics. These characteristics, such as setting, characterization, point of view, mood, tone, atmosphere, theme, and plot, are called **literary elements**. Authors and poets often use **diction** and **figurative language** when creating these elements. You’ve seen the different types of figurative language in Section 7. Now you can analyze how they are used with literary elements.

Setting

The **setting** is the time and place of a story, which include the surroundings or the environment.

The time can be specified by the author with a specific day or year, the time may be general with a season or a time of day, or it may be unspecified. There may be clues throughout the story about the time period that lead readers to understand that it occurs in modern times, cowboy days, days of knights and castles, etc.

The place may be a specific city or it may be more general, as in a cottage in the mountains. The place is often described by using imagery, but other types of figurative language may also be used.

Example 1: As I entered the elaborate ballroom, my ears met the lilting lyrics of softly sung music. The dancers gracefully waltzed, and I was wooed to watch.

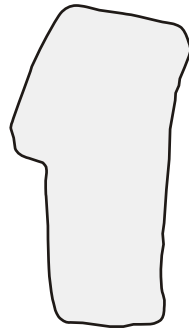
What is the setting, and which type of figurative language does the author use in creating the setting?

The setting in this example is a ballroom where soft music is playing and dancers are waltzing. No specific time is given. The author uses imagery to describe the ballroom, the music, and the dancers so as to paint a picture in the reader’s mind. The author also specifically uses the stylistic device of alliteration for its effect. Notice the repetition of certain beginning sounds: *entered, elaborate, ears; lilting lyrics; softly sung; waltzed, wooed, watch.*

**Mississippi SATP English II Revised:
Multiple Choice
Student Review Guide**

Vocabulary/Reading

Practice Test



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- 26 Read this paragraph (lines 62-72) from the passage.

After these two great television successes, Elvis continued to make music, but failed to find that right fit. His later slide into sadness and ill health made his attempts to relive earlier successes poignant. Elvis' early death was a tragedy for him, his music, and us. Our culture looks for ways to honor his life. Some of the ways we found are putting his youthful picture on a US postage stamp, supporting Elvis impersonators in Las Vegas, cheering his picture in the alien line up during the movie *Men in Black*, and buying his music over and over again. With each new medium we use to play music (vinyl, tapes, cassettes, CDs, and mp3s), we are newly fascinated by the honest southern roots Elvis grew from, and we celebrate the heritage he gave us.

Which of the following is an accurate and appropriate summary of this paragraph?

- F** Despite ill health, Elvis continued to sing and strive for success. Even though he died early, he is still honored in different ways. His music is still appreciated today.
- G** Elvis's early death was tragic. But his life has been honored by US postage stamps and impersonators.
- H** People continue to be fascinated with Elvis's songs even after his early, tragic death. He became ill soon after two great television successes. People still honor his memory.
- J** Elvis's music is played on any new medium as people continue to be fascinated with his unique sound. It is sad that he slid into ill health and died too young.

(F) (G) (H) (J)

- 27 Read this paragraph (lines 34-46) from the passage.

This polite, though startling, Mississippi homeboy had only moderate success until late 1955 when he signed with RCA. In January of 1956, soon after turning twenty-one years old, Elvis entered the RCA recording studio for his first recording session under his new contract. During this session, he recorded his first number one hit single, "Heartbreak Hotel." His famous songs "Hound Dog" and "Don't Be Cruel" were released soon afterwards in July of 1956, and both of these popular songs also became number one hits. By the end of 1956, RCA had released five number one hit songs, and his success opened up new opportunities: television appearances and Hollywood movie deals. In the next year, Elvis continued to be golden with five more number one hit singles, more television appearances, and additional movies. Elvis was now a household name and a rock and roll celebrity to America's youth.

How does the organizational structure of this paragraph relate to the author's purpose?

- A** It describes the types of songs that brought Elvis the most success.
- B** It contrasts Elvis's early failures to his future success.
- C** It shows the chronology of Elvis's rise to fame.
- D** It explains how television was instrumental in launching Elvis's career.

(A) (B) (C) (D)

GO ON

Vocabulary/Reading Practice Test 1

Evaluation Chart

If you missed question #:	Go to section(s):	If you missed question #:	Go to section(s):
1	5.3	21	5.1
2	5.5	22	2.2
3	6.3	23	1.4
4	3.1	24	5.1
5	9.1	25	6.5
6	2.3	26	2.2
7	2.4	27	3.3
8	5.4	28	6.4
9	5.2, 5.4	29	2.4
10	8.3	30	5.1
11	4.1	31	2.3
12	4.1	32	3.4
13	3.2	33	6.4
14	4.3	34	4.1
15	7.1, 7.2	35	6.7
16	5.4		
17	1.2		
18	8.2		
19	5.3		
20	4.1		