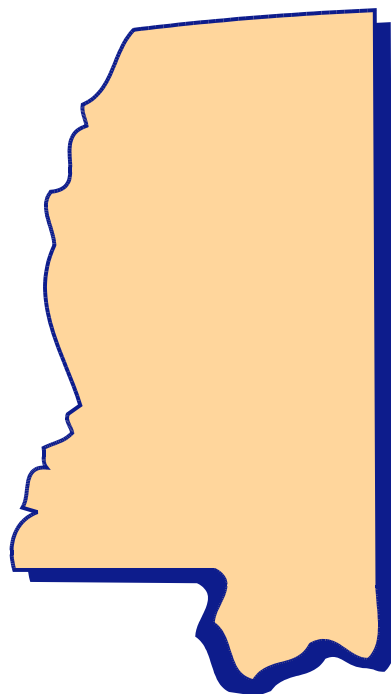


Student Review Guide

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English II



SUBJECT

AREA

TESTING

PROGRAM

Mississippi SATP English II

Student Review Guide:

Language Conventions/Reading Comprehension

Authors:
Brenda S. Bogan
and
Becky T. Davis

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1043 Boston Ridge
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Toll Free: 1-800-745-4706 • Fax 678-445-6702
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Section 12			
Reading Skills			
12.1	Fact and Opinion	12-1	
12.2	Inference	12-2	
12.3	Predicting Outcomes	12-6	
12-4	Cause and Effect	12-9	
12-5	Comparison and Contrast	12-12	
	Section 12 Review	12-14	
Section 13			
Words			
13.1	Root Words	13-1	
13.2	Prefixes	13-3	
13.3	Suffixes	13-5	
13.4	Cognates	13-7	
	Section 13 Review	13-9	
Section 14			
Charts and Graphs			
14.1	Tables	14-1	
14.2	Diagrams	14-3	
14.3	Pie Charts	14-5	
14.4	Line Graphs	14-7	
14.5	Bar Graphs	14-9	
Section 15			
Resources			
15.1	Knowing Where to Look For Information	15-1	
15.2	Using a Dictionary To Find Word Meaning	15-4	
15.3	Using a Dictionary to Determine Word Derivations	15-8	
	Section 15 Review	15-10	
Section 16			
Author's Use of Language			
16.1	Author's Purpose	16-1	
16.2	Denotation, Connotation, and Word Choice	16-6	
16.3	Formal and Informal Language	16-8	
16.4	Persuasive Devices: Propaganda	16-10	
16.5	Persuasive Devices: Sarcasm	16-14	
16.6	Persuasive Devices: Satire	16-15	
16.7	Persuasive Device Summary	16-17	
	Section 16 Review	16-20	
Section 17			
Analysis of Literature			
17.1	Point of View	17-1	
17.2	Conflict	17-4	
17.3	Climax and Resolution	17-7	
17.4	Theme	17-10	
17.5	Use of Language, Mood, and Tone	17-15	
17.6	Setting	17-22	
	Section 17 Review	17-27	
Section 18			
Characterization			
18.1	Direct and Indirect Characterization	18-1	
18.2	Stereotypes	18-4	
18.3	Character Development and Type	18-5	
18.4	Cultural Vocabulary and Social Situation of Characters	18-8	
	Section 18 Review	18-12	
Section 19			
Stylistic Devices			
19.1	Figurative Language	19-1	
19.2	Irony	19-3	
19.3	Rhyme	19-4	
19.4	Word Order and Word Choices	19-6	
19.5	Symbolism	19-7	
	Section 19 Review	19-8	
Section 20			
Literary Genres			
20.1	Short Story	20-1	
20.2	Novel	20-2	
20.3	Poetry	20-3	
20.4	Drama	20-4	
20.5	Nonfiction	20-5	
	Section 20 Review	20-6	
Section 21			
Practice Test 1			21-1
Section 22			
Practice Test 2			22-1
Skills Index			A1-1
Authors and Titles Index			A2-1

Preface

The Mississippi SATP English II Student Review Guide: Language Conventions/Reading Comprehension is written to help students review the skills needed to pass the multiple-choice section of the English II end-of-course test in Mississippi. This comprehensive guide is based on the Mississippi English II Framework Competencies as correlated 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 language conventions and reading comprehension, and you must pass a writing test. This book is a review for the multiple-choice section of the English II test.

- ① Take the two pre-tests in section 1 and section 2 of this book. The section 1 pre-test covers language convention skills as they will be tested on the end-of-course test. The section 2 pre-test covers reading comprehension skills as they will be tested on the end-of-course test. These pre-tests are designed to identify areas that you need to review.
- ② Score each pre-test. Using the pre-test evaluation charts, circle the questions that you answered incorrectly.
- ③ For each question that you missed on the pre-tests, review the corresponding sections in the book. Read the instructional material, do the practice exercises, and take the section review tests at the end of each section.
- ④ After reviewing the skills, take the two practice tests at the end of this book found in sections 21 and 22. These practice tests are written to look similar to the actual English II multiple-choice end-of-course test; and 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 charts.

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 Mississippi Curriculum Framework for the English II course, you, the teacher, have one consolidated resource of material to help your students prepare for the end-of-course exam.

- ① When teaching or tutoring individual students, use the strategy outlined above for students. By taking the pre-tests, students can identify areas that need improvement. The pre-test evaluation charts direct 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 at the end of this booklet as comprehensive review tests. Score the tests according to the scoring directions given on pages 21-1 and 22-1 to approximate the scoring potential for the actual MSATP test.
- ④ Use the practice test evaluation charts found after each practice test to identify areas needing further review.
- ⑤ To establish benchmarks, you, the teacher, may want to use one of the practice tests found at the end of this book as a pre-test. Score the practice test according to the practice test scoring directions given on pages 21-1 and 22-1. 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.

Language Conventions Pre-Test

Section 1 Introduction

Introduction

The pre-test that follows is designed to identify areas where you, the student, can improve your skills before or after taking the English II end-of-course test. This pre-test will be similar in format to the multiple-choice section of the end of course MSATP test for English II. However, this pre-test only tests language convention skills and does not contain the same number of questions as on the actual English II MSATP test. (A separate pre-test is provided to test reading comprehension skills.)

Directions

Read the directions on the following page. These directions should be similar to what you will see on the actual MSATP for English II for language conventions. Once you have completed this pre-test, circle the questions you answered incorrectly on the pre-test evaluation chart on page 1-14. For each question that you missed on the pre-test, review the corresponding sections in the book as given in the evaluation chart. Read the instructional material, do the practice exercises, and take the section review tests at the end of each section.

Scoring the Pre-Test

The following pre-test is not intended as practice for the actual MSATP English II test; rather, it is a diagnostic tool to help you, the student, identify which skills you can improve in order to better prepare 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 MSATP English II test and potentially increase the score you receive on that test. (The practice tests in sections 21 and 22 of this book are provided to give you, the student, practice taking tests similar to the actual MSATP English II test.)

Do not attempt to correlate the score for the pre-tests to a passing score on the actual MSATP for English II. The practice tests in sections 21 and 22 of this book will give you additional practice taking the test. Read the practice test introduction for information on correlating your practice test scores to an approximate score on the actual test.

Mississippi's Sweet Taters

North Carolina might produce the most sweet potatoes in the nation, 13 Vardaman, Mississippi, claims the title of Sweet Potato Capital. Sweet potatoes were introduced in Calhoun County during a land swap with Tennessee farmers, and they 14 one of the 15 best money making crops. Ranking third in acres planted, Mississippi sells sweet potatoes to North Carolina, Louisiana, Texas, Arkansas, Tennessee, Georgia, Florida, and Alabama, and 16 bring in around twenty million dollars every year.

All of the Vardaman sweet potatoes, grown in the rich soil of northern Mississippi in Calhoun County, 17 a higher sugar content that 18 them better than most others. Beauregard, Hernandez, and O'Henry are the top three 19, with Beauregard being the 20. The Vardaman sweet potato farms in the state of Mississippi 21 mostly family owned 22, and these families devote 23 lives to learning the most effective methods to produce the best sweet potatoes. Sometimes mistakenly called yams, sweet potatoes are loaded with vitamins A and C, along with calcium and potassium, and are one of the 24 foods known today.

With the help of a grant, Mississippi farmers are hoping to expand their growing capacity along with their market, and many are giving up cotton farming to grow the tuberous 25. With hard work, choice soil, and excellent climate on their side, the farmers are likely to be successful in making the sweet potato even 26.

<p>13. A and B but C or D so</p> <p style="text-align: right;">(A) (B) (C) (D)</p>	<p>17. A has B was having C have D were having</p> <p style="text-align: right;">(A) (B) (C) (D)</p>
<p>14. A have become B have became C had become D had became</p> <p style="text-align: right;">(A) (B) (C) (D)</p>	<p>18. A are making B make C makes D were making</p> <p style="text-align: right;">(A) (B) (C) (D)</p>
<p>15. A states' B state's C state D states</p> <p style="text-align: right;">(A) (B) (C) (D)</p>	<p>19. A variety B varieties C varietey D variety</p> <p style="text-align: right;">(A) (B) (C) (D)</p>
<p>16. A he B it C they D she</p> <p style="text-align: right;">(A) (B) (C) (D)</p>	<p>20. A most popular B popularest C more popular D most popularest</p> <p style="text-align: right;">(A) (B) (C) (D)</p>

Subject-Verb Agreement

Section 7.2 Phrases Between the Subject and the Verb



In the previous practice, the subject was located right before the verb. Many times, there are words or phrases between the subject and the verb. You need to be careful to see **who** or **what** is doing the action or is being.

singular
subject

singular
verb

Example: One of my friends is going.

The subject is *one*, not *friends*. *One* is singular so you choose *is going*, not *are going*.

Note: *Friends* is the object of the preposition *of my friends*. Remember, prepositions cannot be subjects.

Practice

Circle the correct verb. Be careful to pick out the subject (not just the word before the verb) to make the verb agree with it. Remember singular verbs end in -s.

1. The tiles in the corner (is / are) broken.
2. Which type of pens (was / were) your favorite?
3. The letters from Cale (has / have) been found in the drawer.
4. The forks in the drawer (was / were) bent.
5. My interest in crafts (keeps / keep) me busy.
6. Two colors of the flag (has / have) been changed.
7. The best of all the entries (was / were) yours.
8. One of the robins (has / have) an injured wing.
9. Most members of her family (is / are) artistic.
10. The pieces of furniture (is / are) antique.
11. The houses on that street (is / are) huge.
12. The tires on the left (was / were) low in air pressure.
13. The challenge from the instructors (was / were) to break the record.
14. The orchids on the table (has / have) been drooping.
15. His focus on the issues (is / are) his strength.
16. Two horses in the pasture (was / were) eating grass.

Subject-Verb Agreement

Section 7.5 Indefinite Pronouns

The indefinite pronouns that we worked with in Section 3 use the same rules as subjects. The pronouns that are always singular take singular verbs. The ones that are always plural take plural verbs. The ones that can be singular or plural take singular verbs if they can be measured and plural verbs if they can be counted. Let's review each of these.

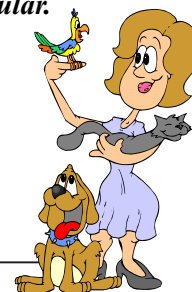
Indefinite Pronouns That Are Always Singular

everyone	no one	somebody	either	anything
someone	each	anybody	everything	nothing
anyone	everybody	nobody	something	neither

Remember: All the pronouns ending in *-body* or *-one* are always singular. "One" is also singular.

Example 1: Each of the pets is fed separately.

Each is always singular, so the verb must also be singular. In this sentence, the correct verb is *is fed*, not *are fed*. Remember, you have to ignore the prepositional phrase *of the pets*.

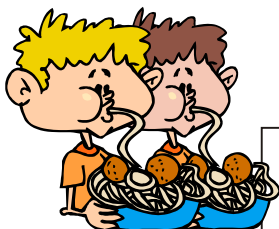


Indefinite Pronouns That Are Always Plural

several	few	both	many
---------	-----	------	------

Example 2: Several of the players eat spaghetti before every game.

Several is always plural, so the verb must also be plural. In this sentence, the correct verb is *eat*.

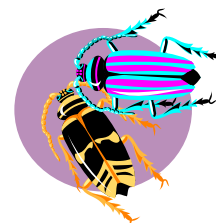


Indefinite Pronouns That Can Be Singular Or Plural

some	any	all	most	none
------	-----	-----	------	------

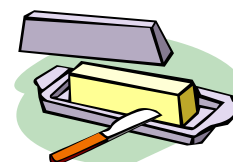
Example 3: Some of the trees were infested with pine beetles.

In this sentence, *some* refers to *trees* which can be counted, so the plural verb *were infested* is used.



Example 4: Some of the butter is used to grease the pan.

In this sentence, *some* refers to *butter* which is measured, not counted, so the singular verb *is used* is the correct choice.



Characterization

Section 18.1

Direct and Indirect Characterization

Direct Characterization

Characterization is the way the author reveals a character's personality or nature. In **direct characterization**, the author describes the character or makes statements about him.



Example 1: Jordan at five is a sweet but mischievous girl who loves to dress up and play pretend games.

In this example of **direct characterization**, the author both describes the girl's nature and tells about what she loves to do. The author is not showing us through her actions yet.

Indirect Characterization

In **indirect characterization**, the author shows the reader something about the character through the character's words, his thoughts, his actions, or what other characters say or think about him. Indirect characterization is more effective because the author is showing, rather than just telling.

Indirect Characterization Through The Character's Words

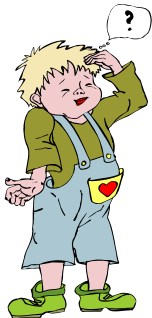
Example 2: The husband was fussing at his wife. "That bag of lettuce is half empty. Why didn't you try to get one that had more in it? I can't believe you didn't look at the bag more carefully at the grocery store."

How is the husband indirectly characterized in this passage? Through his words, the husband he is characterized as picky and critical. The author doesn't have to tell us these characteristics directly.



Indirect Characterization Through The Character's Thoughts

Example 3: As he sat brooding in his room, Caleb thought of how his baby sister spoiled everything. He thought of how things used to be before she arrived. He wanted to go to Disney World and have fun for his fourth birthday. He got an idea. Buck, their neighbor, feeds the dogs when they go out of town, so Buck could come by and feed the baby when he came to feed the dogs. He loved to play with her, and he could do that. He got up to go tell his mother.



Here we see the thoughts of a little boy about his frustrations with his new baby sister and the solution he thought of to solve the problem. We are shown his thoughts, and the reader sees an intelligent little problem-solver.

Section 18.1, continued
Direct and Indirect Characterization

Indirect Characterization Through The Character's Actions

Actions can tell the reader the most about an individual. People's actions usually show more than words because people may say one thing but do another.

Example 4: Julie began fixing supper while the children played. First she washed the romaine lettuce with grapefruit seed extract. Then she got out the mill to grind the corn. After it was ready, she used honey to replace the sugar in the recipe and put the cornbread in the oven. The dried beans were simmering in the crock pot. She washed and cut up the fresh strawberries they had picked that morning for dessert.



How is Julie, the mother, characterized? Through her actions, we see a conscientious mother concerned about the nutrition of her family. She cares enough to work harder in preparing meals the way she thinks is best.

Indirect Characterization Through The Other Characters' Words

Example 5: After visiting my sister Jean, Frances said, “She really knows how to get a lot of storage into every space, doesn’t she?”
“Yes,” I answered. “Organizing is a fun challenge for her and is what she enjoys. She never stops but keeps reorganizing in better ways.”

How is Jean indirectly characterized? From the conversation between Frances and Jean’s sister, the reader gets a picture of Jean’s organizational skills.

Practice

Read each example and then answer the questions about characterization.

Doris moaned as she sat gingerly on the chair and frowned as she squirmed a little.

- (A) (B) (C) (D) 1. What method of characterization does the author use in this example to describe Doris?
- A. direct characterization
 - B. indirect characterization through Doris’s actions
 - C. indirect characterization through Doris’s thoughts
 - D. indirect characterization through Doris’s words

Little Bruce was three years old and loved anything with wheels but especially Thomas the Train and the many named cars that could be bought.

- (A) (B) (C) (D) 2. What method of characterization does the author use in this example for Bruce?
- A. direct characterization
 - B. indirect characterization through Bruce’s actions
 - C. indirect characterization through Bruce’s thoughts
 - D. indirect characterization through Bruce’s words

Practice Tests

Section 21 Test 1

Introduction

The practice test that follows is designed to give you, the student, practice taking the multiple-choice section of the end of course MSATP test for English II. This practice test has 85 multiple-choice questions which are similar to the ones you will see on the actual test.

Directions

Read the directions on the following 2 pages. These directions should be similar to what you will see on the actual MSATP for English II.

Scoring on the Actual MSATP for English II

The actual test that you will take to pass the English II course will also consist of 85 multiple-choice questions. Out of these 85 questions, only 70 questions will be scored. These score-able 70 questions are pre-determined. The other 15 questions embedded throughout the test are field-test questions that will not be scored. You will not know which questions will be scored and which ones will not, so you should answer each and every question as if it will be scored.

You must obtain a scale score of 300 or higher on the actual MSATP English II test to pass the multiple-choice section. This scale score is determined by taking the questions you answered correctly (your raw score) and statistically converting them by taking into account the difficulty of the test questions. This statistical conversion will vary from test to test, so there is no set formula for converting a raw score into a scale score.

Scoring the Practice Tests

Since there is no set formula for converting a raw score into a scale score, this practice test cannot be scored on a scale score. However, on this practice test, you should answer a minimum of 51 out of the 85 questions correctly to approximate the lowest possible passing scale score. A raw score of 51 out of 85 would approximate a scale score of 300. However, your goal should be higher than that!

Your goal should be to demonstrate at least 75% mastery of the material tested on the MSATP English II test. On this practice test, you must answer at least 63 out of 85 questions correctly to obtain 75% mastery. The better you score on the practice test, the more confidence you can have that you will be able to pass the actual test (even though you should realize that no raw score obtained on a practice test will ensure mastery and a passing grade on the actual test).

For Further Review

Use the Test 1 Evaluation Chart on page 21-28 to identify additional areas needing improvement. Circle the questions that you answered incorrectly and then review the sections indicated in the chart.

My Haunted House

- 1 I never thought much about ghosts and haunted houses or even believed in them until I lived in one that was definitely haunted. I never saw the ghost; she was not evil; she was mostly a nuisance.
- 2 We bought a house from a family whose mother had died while living in the house. Several times the ghost made her presence known. The first time, my daughter and I heard someone humming in the kitchen. The humming got louder, and she interrupted the story I was reading to ask who was singing. I told her I didn't know but would check. When I went into the kitchen, the humming stopped. I returned and continued reading. Again the humming started, and I went back into the kitchen, but it stopped again. I tucked my daughter in for the night and didn't hear it any more.
- 3 When my husband came home, I told him what had happened, and he thought I was crazy. A few days later, he met us at the door with a peculiar expression on his face. He had been lying down when he heard someone humming in the kitchen. When he got up to investigate, no one was there. He lay down and the same thing happened again. He got up and stayed until we got home.
- 4 The next time was one winter later. My brother and his wife were spending the night with us along with their daughter, who slept in a bassinet. One night, I was awakened suddenly by a strange noise, and I got up to check on the baby. She was covered from head to foot. I pulled the cover back and tucked it around the sides to uncover her head. Another time during the night, I woke up and did the same thing. The next morning, I asked my sister-in-law why she kept covering the baby's head. She said she thought I was doing it. Both of us had uncovered her twice, and we never understood how she kept getting covered.
- 5 We were puzzling over the incidents when my daughter said that it was probably the old lady she saw in the house sometimes. The lady had white hair and wore a blue dress with a white ruffled apron. She told us that the lady watched her play but would disappear when I came into the room. When I asked her why she hadn't told me, she said that she didn't think anyone would believe her.
- 6 I never believed in haunted houses until I lived in one. The house I have now has been ghost free so far, and I hope it remains that way. I've had more than my share of a haunted house.

53. Which of the following could be a theme for the passage?

- A All ghosts are evil.
- B Some ghosts are just a nuisance.
- C Ghosts move from one house to another.
- D Everyone believes in ghosts.

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

55. Which resource could be used to find out more about ghosts?

- A the Internet
- B an atlas
- C a dictionary
- D an almanac

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

54. Which of the following expresses an opinion in the passage?

- A We never knew how it got there. . .
- B The next morning I asked my sister-in-law why she kept covering the baby's head.
- C I tucked my daughter in for the night . . .
- D I've had more than my share of haunted houses.

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

56. In paragraph 5, the word *disappear* has a root word. What is it?

- A dis
- B appear
- C pear
- D ear

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

Practice Tests

Section 21 Test 1 Evaluation Chart

If you missed question #:	Go to section(s):	If you missed question #:	Go to section(s):	If you missed question #:	Go to section(s):
1	8.5	31	3.6	61	16.1
2	3.2, 8.1	32	3.4	62	17.2
3	8.1, 8.2	33	5.5	63	16.2
4	3.2	34	17.1	64	11.1
5	6.3	35	11.3	65	20.1
6	6.1	36	11.2	66	12.5
7	5.5	37	16.2	67	11.5
8	6.4	38	17.4	68	17.5
9	6.6	39	15.2	69	12.3
10	5.1	40	19.1	70	11.4
11	8.5	41	12.1	71	17.5
12	6.6	42	19.4	72	13.2
13	8.1	43	12.2	73	19.3
14	7.1	44	11.5	74	17.1
15	9.6	45	17.6	75	15.1
16	3.1	46	15.1	76	19.1
17	9.6	47	11.1	77	20.3
18	8.4, 9.1	48	11.2	78	17.5
19	16.3	49	11.1	79	16.1
20	9.1	50	20.5	80	12.2
21	9.1	51	12.2	81	17.3
22	9.1	52	11.1	82	18.3
23	9.4	53	17.4	83	17.4
24	9.8	54	12.1	84	18.1
25	9.10	55	15.1	85	17.3
26	9.11	56	13.1		
27	9.11	57	17.5		
28	6.4	58	16.3		
29	3.4	59	13.2		
30	5.5	60	12.4		