

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

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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