

# **Mississippi SATP2 English II Multiple Choice Student Review Guide**

## **Part 2 Writing/Grammar**

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## What is New in this Edition?

This edition has been revised to reflect the changes made to the English II framework as given in the *2006 Mississippi Language Arts Framework-Revised*. Although some original material has been retained from the original edition, the teaching material, examples, and practices in this edition have been significantly revised to address the new framework. This revised edition gives instruction and practice that addresses the maximum depth of knowledge (DOK) for each competency as indicated by the new framework.

# Preface

The *Mississippi SATP2 English II Multiple Choice Student Review Guide* for *Writing/Grammar* 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 writing and grammar skills (Competencies 3 and 4) 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 II of the multiple-choice portion of the English II test that covers Writing and Grammar skills.

- ① Take the pre-test. This Writing/Grammar pre-test covers writing and grammar competencies as they will be tested on the end-of-course test (competencies 3 and 4). 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 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 writing and grammar 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. Score the tests according to the scoring directions given on pages PT1-1 and PT2-1 of the test booklets to approximate the scoring potential for the actual SATP test.
- 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. Score the practice test according to the practice test scoring directions given on pages PT1-1 and PT2-1 of the test booklets. 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.

# Writing/Grammar

## Pre-Test

### Introduction

#### Introduction

The pre-test that follows is designed to identify areas where you, the student, can improve your writing and grammar skills before or after taking the English II Multiple Choice test. This pre-test will be similar in format to Part II of the SATP2 English II Multiple Choice test. The actual SATP2 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 II, Writing/Grammar, and does not contain the same number of questions as on the actual English II SATP2 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 I of the actual test can be found in a separate book that covers Vocabulary/Reading Framework Competencies.)

#### Directions

Read the directions on the following pages. These directions should be similar to what you will see on the actual SATP2 for English II. Once you have completed this pre-test, circle the questions you answered incorrectly on the pre-test evaluation chart on page 28. 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.

#### Scoring the Pre-Test

The following pre-test is not intended as practice for the actual SATP2 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 SATP2 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 SATP2 English II Multiple Choice test.)

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**5 Which of the following is written in the narrative mode?**

- A** To plant your own fruit orchard you must first decide which type of plants you will use. First, determine how many plants are needed for an acre. Multiply the distance between rows by the distance between the plants to get the number of square feet allotted to each plant. Then divide the number of square feet in an acre (which is 43,560) by this number. The quotient will be the number of plants you will need per acre. Once you have planted your choices, you can sit back and watch them until time for spraying and harvesting. They will bear plenty of fresh fruit that you will be able to enjoy for years to come. Happy planting and happy eating!
- B** My fellow teachers shifted restlessly as I made my way to the table in the front of the room. I clumsily retrieved the children's book from my bag and nervously read the story that introduced my topic. I read hesitantly at first, but soon I forgot the people listening to me as my enthusiasm for my subject took control. I presented the teachers with new ideas to try in their classrooms. My audience murmured their approval as I continued to speak and share my ideas. When I stopped speaking, the group clapped loudly as they got up from their seats to make their way to the next session.
- C** I cannot participate in the bicycle race this weekend because my aunt and uncle are coming from Brazil to visit. We haven't seen them in two years, so we will be celebrating their arrival. They are staying in our town for a week to go to a cousin's wedding. I am looking forward to seeing them again.
- D** Walking is one of the best exercises that I can do with my spare time. It helps me to release stress and increases my energy level significantly. I like to walk at night, but it is really not as safe to walk at night as it is in the day time. Night or day, I have to walk to stay fit and keep off unwanted pounds that have a bad impact on my health and my closet. Gaining weight from not walking means I only visit the clothes I like but don't get to wear them.

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

---

**6 Read this draft of the introduction of a historical essay.**

**The plague began in England but spread to other continents. It killed millions of people across several continents, but doctors were powerless to cure or to control the rampaging disease. They were confused by the multiple ordinary symptoms, mystified about the causes, and appalled at the severity of the disease.**

**Which sentence below is appropriate to place at the beginning of this paragraph?**

- F** The Black Plague continues to kill people even in modern times.
- G** There were diseases, such as the Black Plague, that all had the same symptoms.
- H** People with strange diseases, such as the Black Plague, were scared when they saw their friends and family die.
- J** An ancient disease, the Black Plague, had the power to horrify people all over the world from the 1300s to the 1600s.

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

**GO ON**

**36 Which sentence uses only active voice?**

- F** Sam looked around the corner of the barn and smiled slyly when he saw us huddled in the fresh hay.
- G** Joe had been sitting quietly in his chair before he was called to the stage.
- H** Sue had been given several chances to make up the test, but she had never followed through with taking it on either occasion.
- J** Shawnee was the first to catch the ball, and she was rewarded with a treat.

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

---

**37 In which of the following sentences do the subject and the verb correctly agree?**

- A** The student body casts their votes for class president.
- B** Some of the apples in the barrel were already rotten.
- C** Nathan and Jerome plays varsity football.
- D** The girls on the cheerleading squad practices after school every day.

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

---

**38 Read the following sentences.**

**Sentence 1:** Many people from the south like grits for breakfast.

**Sentence 2:** Yesterday my dad read his editorial on television.

**Sentence 3:** We drove west in the direction of the island.

**Sentence 4:** Next year Aunt Catherine will visit us in the spring.

**Which of the following correctly identifies the sentence needing additional capitalization?**

- F** Sentence 1 to capitalize the region of the country
- G** Sentence 2 to capitalize a proper noun
- H** Sentence 3 to capitalize a direction
- J** Sentence 4 to capitalize the season

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

**GO ON**

# Writing/Grammar Pre-Test

## Evaluation Chart

If you missed question #:	Go to section(s):	If you missed question #:	Go to section(s):
1	7.1, 7.4	21	12.2
2	2.3	22	11.1
3	10.2	23	11.3
4	10.2	24	10.2, 10.3, 10.4
5	9.1	25	10.2
6	10.1	26	12.2
7	11.4	27	4.2
8	12.2	28	5.5
9	6.6	29	12.4
10	6.6	30	4.2
11	4.2	31	2.7
12	11.2	32	9.3
13	1.4	33	8.1, 8.2
14	10.2, 10.3, 10.4	34	4.3
15	4.4	35	7.2, 7.3, 7.5
16	11.4	36	2.3
17	7.5	37	2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 3.6
18	11.4	38	4.1
19	9.1	39	8.2
20	8.3	40	11.4

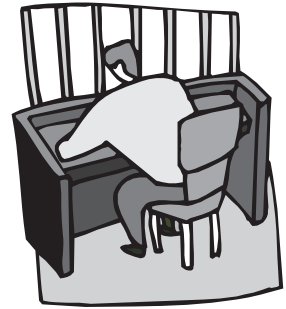


## Section 1.4, continued

### Faulty Pronoun References

#### Implied Pronoun Reference

Sometimes, a sentence is incorrectly written when the pronoun refers to an implied noun that isn't explicitly stated. Pronouns should **not** refer to possessive nouns or to adjectives. Look at a few examples.



**Example 4:** OHenry's stories always have twists in the resolution. He wrote many of them while in jail. **wrong**

There are two pronouns in the second sentence. Can you pick out what each of the pronouns refers to? *Them* obviously refers to *stories*, so that pronoun is clear. But what does *he* refer to? It is implied that *he* refers to *OHenry*, but *OHenry* in the first sentence is used as a possessive noun, *OHenry's*. Possessive nouns shouldn't be used as antecedents so this sentence should be rewritten.

OHenry's stories always have twists in the resolution. OHenry wrote many of them while in jail. **correct**

OHenry wrote stories with twists in the resolution. He wrote many of them while in jail. **correct**



**Example 5:** Vince's coffee cup was empty because he drank it all. **wrong**

In this sentence, what is the antecedent for *it*? The implied antecedent is coffee, but coffee in this sentence is used as an adjective to describe cup.

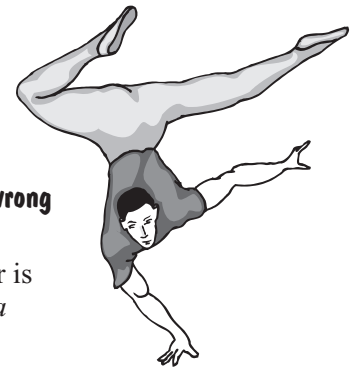
Vince's coffee cup was empty because he drank all of his coffee. **correct**

Be careful **not** to use pronouns to refer to an implied *idea* in a sentence. Especially be careful that the pronouns **this**, **that**, **it**, and **which** have clear antecedents and don't refer to an implied idea.

**Example 6:** Mabry is a skilled acrobat, and that was clear in his video. **wrong**

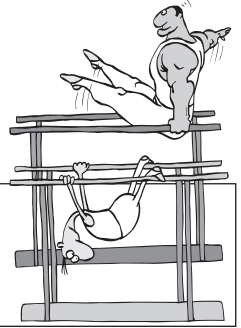
What is the antecedent for *that*? *Acrobat* is not the antecedent for *that* and neither is *Mabry*. The pronoun *that* is incorrectly referring to the entire idea that *Mabry is a skilled acrobat*.

Mabry is a skilled acrobat, and his skills were clearly seen in his video. **correct**



# Verbals

## Section 7.5 Parallel Sentence Parts



### Pre-View 7.5

- **Parallel structure** – having like grammatical parts joined together

**Parallel structure** means using like grammatical parts to emphasize a similarity between ideas.

### Making Series With Coordinating Conjunctions Parallel

When using a coordinating conjunction — *and*, *or*, *but* — in a series, you must always use the same grammatical elements joined by the conjunction to keep the sentence parallel. A grammatical element could be an adverb, an adjective, a noun, a prepositional phrase, etc. Don't get hung up on the *names* of the grammatical elements. By this point, however, you should be able to recognize different grammatical elements even if you can't remember their exact names.

**Example 1:** The man was old, lonely, and a miser. **NOT parallel**

adjectives      noun



This sentence is not parallel. It uses the coordinating conjunction *and* to make three comparisons about the man. *Old* and *lonely* are adjectives, and *miser* is a noun. You can't join adjectives with a noun with *and*.

You can make this sentence parallel by making all the comparisons adjectives, or you can reword the sentence by taking out the *and*. Look at the two corrected sentences below.

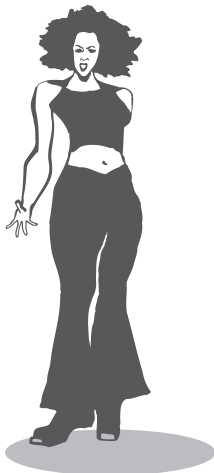
The man was old, lonely, and miserly. **parallel**

adjectives

The old, lonely man was a miser. **parallel**

**Example 2:** The model learned to speak well, walking with poise, and that she must apply makeup correctly.

infinitive      participial phrase      subordinate clause



Is this sentence above parallel? No, it is not parallel because it has different grammatical elements joined by *and*.

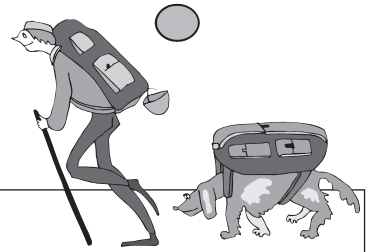
The model learned to speak well, to walk with poise, and to apply makeup correctly.

infinitives

Is the sentence above parallel? Yes, it is now parallel because the grammatical elements are all the same type, infinitives (*to* + a verb).

# Verbals

## Section 7.6 Sentence Combining



### Pre-View 7.6

- **Correlative conjunctions** – conjunctions, such as *either . . . or*, *neither . . . nor*, *not only . . . but also*, *both . . . and*
- **Parallel** – having the same grammatical structure

Combining the ideas from two different statements into one sentence can be an effective writing strategy. You’ve already seen how to combine statements with both equal and unequal emphasis (in Sections 5 and 6). Now let’s look more closely at combining statements with equal emphasis by using **correlative conjunctions** that join verbals or long prepositional phrases. These types of sentences are usually longer and look a little “messier,” but you have already practiced the basics. Just remember that when you combine two sentences with verbals or prepositional phrases, the parts must be **parallel** (grammatically equal).

**Example:** Combine the following two statements into one sentence by giving each equal emphasis.

**Statement 1:** Hikers traveling to the bottom of the Grand Canyon cannot afford to become dehydrated.

**Statement 2:** They also cannot allow their blood sugar to drop.

A good way to combine these statements is to use the correlative conjunctions *neither . . . nor*. But when using correlative conjunctions, be careful to make both parts parallel.

Hikers traveling to the bottom of the Grand Canyon can afford neither to become dehydrated nor to allow their blood sugar to drop. **parallel**

Notice that *neither to become . . .* and *nor to allow . . .* are parallel because *to become* and *to allow* both start infinitive phrases.

**Hint:** In many cases, you can look at only the first one or two words after each correlative conjunction to determine parallelism. First, identify the correlative conjunctions. Then look at only the first one or two words after them. Ignore the rest of the words.

Hikers traveling to the bottom of the Grand Canyon can afford neither to become dehydrated nor by allowing their blood sugar to drop. **NOT parallel**

Now notice that *neither to become . . .* and *nor by allowing . . .* are NOT parallel. *To become* starts an infinitive phrase and *by allowing* starts a prepositional phrase.

Although hikers traveling to the bottom of the Grand Canyon cannot afford to become dehydrated, they also cannot allow their blood sugar to drop. **NOT equal**

There is nothing grammatically wrong with this sentence, but since it is a complex sentence that uses a subordinate conjunction (*although*), it does not give both statements **equal** emphasis. Instead, it gives more emphasis to the second statement.

## Section 8.2, continued

### Sentence Structure Variety

Now use the skill of sentence combining to revise a paragraph so that the sentences have a variety of structures.



**Example 8:** Read the following paragraph.

(1) In 1903 Edouard Benedictus, a French scientist, accidentally knocked over a glass flask. (2) When he looked down to pick up the broken flask, he was astonished to see that all the broken pieces still held together. (3) The flask had contained a liquid plastic. (4) The clear plastic had evaporated. (5) A thin coat of the plastic remained in the flask. (6) The plastic was keeping the broken pieces together. (7) He realized its potential to be useful in the automotive industry. (8) Most automobile injuries from crashes at that time came from the glass from broken windshields.

Notice that the first two sentences do not have the same structure; they have variety. But then notice that sentences 3-8 are all simple sentences with the same structure. How can sentences 3-8 be combined most effectively to give the paragraph a variety of sentence structures? The ideas from the sentences can be combined to create more sophisticated sentence structures.

The flask had contained a liquid plastic that had evaporated, and a thin coat of the plastic remaining in the flask was keeping the broken pieces together. Since most automobile injuries from crashes at that time came from the glass from broken windshields, he realized its potential to be useful in the automotive industry.

The five simple sentences have been combined into two complex sentences. The entire paragraph now has a variety of sentence structures, and no two consecutive sentences have the same pattern.

**Example 9:**

(1) Just as a book shouldn't be judged by its cover, the beauty of nature is not always evident by first appearances. (2) Plants that appear to be weeds during the winter can yield the most lovely flowers come spring. (3) In the animal world, a peacock's splendor is only discovered once he spreads his great tail feathers for display. (4) Sometimes the ordinary can transform into something quite remarkable. (5) Clumsy cygnets become graceful swans. (6) Lusterless caterpillars become beautiful butterflies.



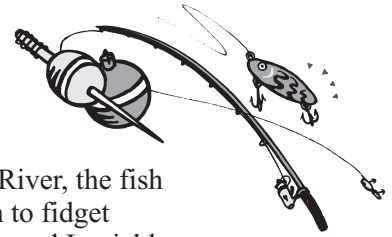
Sentences 4-6 are all simple sentences with the same structure. They can also be improved by sentence combination.

Sometimes the ordinary can transform into something quite remarkable: clumsy cygnets become graceful swans, and lusterless caterpillars become beautiful butterflies.

Colons can be used to list examples after a complete sentence. By using a colon instead of starting a new sentence, you show that the ideas after the colon are direct examples. Combining sentences in this way is just another method to add variety.

## Section 9.1, continued

### Recognizing Mode



#### Example 1:

On a hot day in August at our favorite spot on the Broad River, the fish weren't biting as they usually do, and my brother and I began to fidget restlessly. After asking our parents for permission, my brother and I quickly abandoned our fishing poles and scampered our way to an old Indian mound in search of arrowheads. To our astonishment, we found more than arrowheads left behind by an ancient civilization. We found ourselves face-to-face with an apparition that would forever brand our memories.

**narrative**

This introductory paragraph addresses the prompt and is clearly written in a narrative mode. To address the prompt, the writer begins to describe an unforgettable childhood memory. The paragraph is narrative because it describes the setting, *a hot day in August at our favorite spot on the Broad River*, and it begins to tell a sequence of events.

Simply writing about childhood or about childhood memories in general would not create a narrative. Look at some examples that appear to address the topic but are not written in a narrative mode.

#### Example 2:

Childhood is an important time for all of us to learn new things and develop our own unique personalities. My own childhood was rich in such experiences, and I can recall many memories that have shaped who am I today. These memories document milestones, such as learning to ride a bicycle and discovering a love for computer games.

**not  
narrative**

By talking about childhood memories in general, this paragraph is not narrative. Notice that it does not tell a story; it has no setting and no sequence of events.

#### Example 3:

I will never forget the time I had a parakeet. I named him Teebie and taught him how to talk. He was so smart that I just left his cage door open so he could fly out whenever he liked. He would sometimes wake me by pecking me gently on the lips. He was an amazing bird.

**not  
narrative**

This essay is about a childhood memory of a pet parakeet, but it is not narrative. It is not a story, it does not have a setting, and it does not tell about an event or a series of events.

Now consider beginning sentences. Can you tell which of these is clearly narrative and which ones are not?

#### Example 4:

As I watched my best friend ride away with her family in the moving van, the realization of how different life would be from now on came crashing into my thoughts.

**narrative**

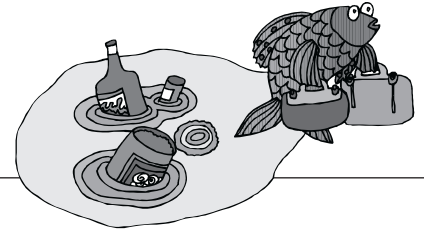
#### Example 5:

The day started like any other day, with cereal for breakfast and my mother's constant reminders to pack a lunch, but everything changed once the phone rang.

**narrative**

# Revisions and Research

## Section 11.1 Descriptive Language



### Pre-View 11.1

- **Sensory details** – details that appeal to the reader’s sense of sight, smell, hearing, taste, or feel
- **Colorful modifiers** – adjectives and adverbs that give specific and interesting details
- **Action words** – verbs that show specific action; verbs that give the reader a strong sense of the type of action

A writer’s choice of words can make the difference between boring and interesting. To make writing more effective, writers often use **sensory details**, **colorful modifiers**, and **action words**. You should also use these strategies in your own writing.

### Sensory Details, Colorful Modifiers, and Action Words

**Sensory details** are words that appeal to the senses. These words describe sight, smell, sound, taste, or feel. These types of details give the reader vivid information.

To create sensory details, writers use colorful modifiers and action words. **Colorful modifiers** are adjectives and adverbs that give vivid details. **Action words** are verbs that show specific, vivid action.

**Example 1:** Bottles, food containers, and cans were on the bank of the deserted pond. Green stuff was on part of the shore, and our shoes partially sank into the mud.

**very little  
sensory detail**

This example uses very few sensory details, and it stirs very little emotion in the reader. Now look at how adding sensory details can make a huge difference in how you, the reader, experience what you read.

**Example 2:** Broken bottles, rotting fast-food containers, and rusting tin cans littered the bank of the eerily silent, polluted pond. Pond scum and slimy green algae blanketed parts of the shore, and putrid, foul-smelling mud oozed around our shoes.

**lots of  
sensory detail**

Look at the underlined sensory details. These details help you not only to “see” the scene but also to get a sense of sound, smell, and feel. The writer uses a combination of colorful modifiers and action words to create sensory details:

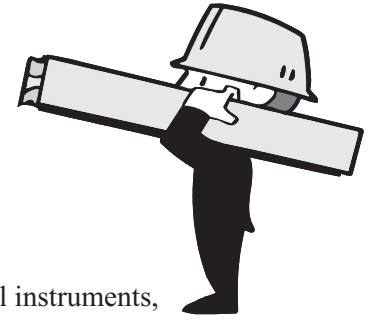
#### colorful modifiers

**sight:** *broken* bottles, *fast-food* containers,  
*rusting tin* cans, *green* algae  
**smell:** rotting, putrid, foul-smelling  
**sound:** eerily silent  
**feel:** slimy

#### action verbs

**sight:** littered, blanketed  
**feel:** oozed

**Section 11.4, continued**  
**Comparing and Contrasting**  
**Research Sources**



**Example 4:** Read the research information from these two sources.

**Source 1**

**Types of Steel**

- Stainless steel – used in cookware, cutlery, hardware, surgical instruments, and appliances
- Tool steel – used in hand tools, such as axes and pickaxes, metal cutting tools, and stamping dies
- HSLA steel – used in cars, trucks, cranes, bridges, and other high stress structures

**Source 2**

Steel, one of the most widely used metals in modern society, is a metal alloy made of iron and small amounts of carbon or other elements. Different types of steel vary in strength, hardness, and corrosion resistance. These different types are created by adjusting the percentage of carbon as well as by adding additional metals to give it various qualities.

**In comparing these two sources, how would you organize and present this information in a research paper?**

- A. Use source 1 to define each type, and use source 2 to describe a process.
- B. Use source 2 to give a definition and general information, and use source 1 to provide examples.
- C. Determine the main idea in both sources, and compare and contrast the information.
- D. Extract the examples given in both sources, and classify the examples into appropriate categories.

In this case, all you need to do is to understand what each source is giving you. Source 1 gives examples of uses for different types of steel. Source 2 gives a definition for steel and gives a general explanation of how different types are made. You should see that **answer choice B** is correct.

**Example 5:** Read the research information from these two sources.

**Source 1**

**Types of Steel**

- Stainless steel – contains a high chromium content and is resistant to stains, rust, and corrosion
- Tool steel – known for hardness, resistance to abrasion, and ability to hold a cutting edge
- HSLA steel – contains only a small percentage of carbon and has high strength

**Source 2**

Steel, one of the most widely used metals in modern society, is a metal alloy made of iron and carbon. In the modern steelmaking process, iron is converted to steel by blowing nearly pure oxygen into molten iron to lower the carbon and impurity content.

These sources are slightly different. Source 1 gives more specific definitions of the types of steel, and source 2 explains part of the modern steelmaking process. With the answer choices from Example 4, an accurate contrast of these sources would be **Answer choice A**.



### General Advertising Guidelines



Almost all advertising is designed to do similar things:

- It **introduces** the product or service.
- It wants the audience to **trust** the information being given.
- It wants to convince the audience that they **need** the product or service.
- It creates a sense of urgency to **buy now**.
- It wants the audience to **remember** the product or service for future purchases.

Of course, not all advertising does all of these things all of the time, but these are general things that most advertisements will do.

Now, think for a minute about all the television or radio commercials that you can recall. What do you remember about these commercials? Likely, you remember a clever or catchy saying or a company slogan. Many advertisements will include sayings or slogans to help you to remember the product, company, or service, and many of these are persuasive in nature.

The general purpose of all advertising is to get you to buy, but they appeal to specific desires. The advertisement will use persuasion to target that specific desire, so the beginning, middle, and end will be consistent. For example, is a product supposed to make your life easier? Then all the parts of the advertisement will try to persuade you of that idea. Does the advertisement have a theme? Then the beginning, middle, and end will likely have that same theme. Consider the following examples.

**Example 1:** Read the following script for a television commercial.

Stress! It's the common complaint of most people — young, old, and everyone in between. What does stress do? It tightens your muscles and gives you headaches. What can you do? Order our newly-designed, patented NeoNeck Massager. Made from organic cotton and pure, soft plasticine, it will send gentle vibrations in an even flow to relax your tight muscles. Get the NeoNeck Massager today; it won't rub you the wrong way!

This commercial appeals to people who need to relieve stress from tight neck muscles. It implies that people of all ages have stress, so everyone needs this new product. Notice the catchy ending. It rhymes, and the ending “it won't rub you the wrong way” includes an **idiom** (a common saying) as a play on words. Using rhyme and an idiom helps the audience to remember the advertisement. Remember, catchy endings are common ways to end commercials, especially when a company or product wants you to remember it for future purchases.

Commercial endings will often have catchy phrases. These phrases may use a play on words, such as using an idiom; they may rhyme; or they may use a repetition of sounds. Example 1 uses both an idiom and rhyme. A repetition of sounds may be something like “Test drive a Toyota today!”



**(A) (B) (C) (D)****9. Read the script for a television commercial.**

Nothing says “Happy Birthday” like a homemade cake with luscious icing and colorful decorations. Store-bought cakes can be dry and tasteless, but making one from scratch takes too much time. Pick up a homemade, custom-designed cake from The Cake Place. Call in an order, and it will be ready for pick up in 30 minutes or less. Choose any cake and icing flavor, and pick one of many hundreds of designs. Party decorations, favors, and supplies are also available to make any party a complete success.

**Which is the most effective and persuasive conclusion for this commercial?**

- A** Try The Cake Place for your next birthday cake, and you’ll love it.
  - B** Planning a birthday party is a piece of cake with The Cake Place.
  - C** Order your next birthday cake from The Cake Place instead of buying one from a supermarket.
  - D** The Cake Place isn’t your ordinary bakery.
- 

**(A) (B) (C) (D)****10. Choose the most appropriate and effective catalog description.**

- A** The amazing new LazR phone offers the most advanced cell phone technology. Like magic, you can be connected to anyone in the world at the lowest prices ever. The LazR offers an All-of-It plan that includes unlimited minutes, texting, web browsing, picture messages, email, video messaging, GPS, and more. All you’ve ever wanted in a cell phone can now be yours with LazR.
- B** I signed up for a LazR All-of-It plan, and it is amazing. I never dreamed so much technology could be in such a little package. All my friends are envious of all the features included on my LazR. The GPS is the best. If you get one, you won’t be sorry.
- C** The new LazR phone with all its technology is amazing. People with little technology know-how may have some problems at first, but those can all be worked out. There are so many features with this phone that it will please everyone, and the All-of-It plan is priced low for every budget. Everybody needs a LazR.
- D** You will want a LazR phone when you see all the features it has to offer. Besides having the features of a regular cell phone, the LazR has GPS and more. The All-of-It plan is affordable for what it offers. You will be so glad you have this phone that you will want to show it off to all your friends. Then they will have to have one, too, and you can share its technology.

**11 Read this script for a radio commercial.**

Are you tired of spending your hard earned money on the rapidly rising price of gas? If so, try Rent-A-Scooter instead. For just \$25 a month, you can rent one of our electric scooters that will take you all over the city for a fraction of the cost of using your car, and we are open 24 hours a day, 7 days a week.

Which sentence is an appropriate and effective conclusion for this commercial script?

- A** Try us; you'll be glad you did.
- B** Rent-A-Scooter offers a clean and efficient ride.
- C** Realize real savings; ride a Rent-A-Scooter today.
- D** Ride around town with us and see if you don't get noticed on your commute.

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

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**12 Read this draft of a paragraph about Velcro.**

(1) In 1941, George de Mestral, after returning from a hunting trip with his dog, took a close look at the burdock burrs, or seeds, that kept sticking to his clothes and to his dog's fur. (2) He examined them under a microscope. (3) He noted their hundreds of hooks. (4) They caught on anything with a loop. (5) He saw the possibility of using this concept. (6) He could bind two materials together and then take them apart in a simple fashion. (7) He eventually refined the process and invented Velcro, a brand name of hook-and-loop fasteners.

For variety in sentence structure, which is an effective combination of sentences 2–7?

- F** Examining them under a microscope, he noted their hundreds of hooks that caught on anything with a loop. He saw the possibility of using this concept to bind two materials together reversibly in a simple fashion. By refining the process, he invented Velcro, the first brand name for hook-and-loop fasteners.
- G** He examined them under a microscope and noted their hundreds of hooks. They caught on anything with a loop. He saw the possibility of using this concept to bind two materials together and then take them apart. He eventually refined the process and invented Velcro, the first brand name for hook-and-loop fasteners.
- H** He examined them under a microscope. He noted their hundreds of hooks. They caught on anything with a loop. When he saw that he could use this concept to bind two materials together reversibly, he refined the process and invented Velcro, the brand name for hook-and-loop fasteners.
- J** When he examined them under a microscope, he noted their hundreds of hooks. These caught on anything with a loop. He saw the possibility of using this concept. He could bind two materials together and then take them apart, so he refined the process and invented Velcro, the brand name for hook-and-loop fasteners.

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

**GO ON**

# Writing/Grammar

## Practice Test 1

### Evaluation Chart

If you missed question #:	Go to section(s):	If you missed question #:	Go to section(s):
1	9.3	21	12.4
2	4.2	22	9.1
3	11.4	23	8.2
4	9.1, 10.2	24	10.2, 10.3, 10.4
5	7.1, 7.4, 7.5	25	3.1, 3.2, 3.4, 3.5, 3.6
6	9.1	26	9.1, 10.2
7	10.1, 10.4	27	11.4
8	11.1	28	9.2
9	6.1, 6.6	29	12.3
10	9.1	30	10.2, 10.3, 10.4
11	12.2	31	11.2, 11.3
12	8.1, 8.2	32	11.4
13	11.4	33	6.1, 6.6
14	2.3	34	1.3
15	10.1	35	4.2
16	5.5		
17	8.3		
18	12.2		
19	7.1, 7.4		
20	11.4		

# Competency Correlation Chart (Teacher's Edition)

The chart below correlates each English II Framework Competency for Writing and Grammar (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)
3a (3) The student will utilize, analyze, of evaluate the composing process.	Subsections 8.1, 8.2 Sections 9, 10 Subsections 11.1, 11.2, 11.3	4(3), 6(3), 12(3), 14(3), 19(3), 22(3), 24(3), 25(3), 32(3), 33(3), 39(3)	1(3), 4(3), 6(3), 7(3), 12(3), 15(3), 23(3), 24(3), 26(3), 28(2), 30(3), 31(3)	1(3), 2(3), 6(3), 13(3), 14(3), 16(3), 18(3), 19(3), 21(3), 24(2), 25(3), 29(3), 35(3)
3b (3) The student will compose text in the narrative mode . . .	Subsections 9.1 Subsections 11.1, 11.3	5(2), 23(3)	8(3), 10(2), 22(3)	3(3), 10(2), 12(3)
3c (3) The student will compose responses to literature, position papers, and expository essays in the informative mode . . .	Subsections 9.1, 9.2 Section 10	3(3)	11(3)	
3d (3) The student will compose persuasive texts for different audiences using facts and opinions	Section 12	8(3), 21(3), 26(3), 29(3)	18(3), 21(3), 29(3)	4(3), 15(3), 32(3)
3e (4) The student will research a topic comparing and/or contrasting information from a variety of sources to present findings	Subsections 11.4	7(3), 16(3), 18(3), 40(3)	3(3), 13(3), 20(3), 27(3), 32(3)	7(3), 17(3), 22(3), 26(3), 31(3)
4a (2) The student will analyze text to determine the appropriate use of advanced grammar in composing or editing	Sections 1, 2, 3	2(2), 13(1), 31(1), 36(1), 37(1)	14(1), 25(1), 34(1)	27(1), 28(2)
4b (1) The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing	Section 4	11(1), 15(1), 27(1), 30(1), 34(1), 38(1)	2(1), 35(1)	9(1), 11(1), 30(1)
4c (2) The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing.	Sections 5, 6, 7, 8	1(2), 9(2), 10(2), 17(1), 20(2), 28(2), 35(2)	5(2), 9(2), 16(2), 17(2), 19(1), 33(2)	5(2), 8(2), 20(1), 23(2), 33(2), 34(2)