



COMPASS  
HOBET  
NET

# TEST PREPARATION - ENGLISH

# Top 10 Test Taking Strategies

10. Read all directions and questions carefully
9. Attempt every question – it may not be as difficult as it appears
8. Anticipate the answer – if it isn't there, test the other answers
7. Use logical reasoning – watch for absolutes such as always, never

# Top 10 Test Taking Strategies

6. Watch for sequences – first, last, initial
5. Read each answer carefully – many are true statements but only one is the “right” answer
4. Consider all the alternatives – wait to make a decision
3. Make sure you are ready to sit down and concentrate on the test

# Top 10 Test Taking Strategies

2. Select your answer and then re-read the question to make sure that you understood it correctly
1. Relax! Keep calm. And do your best!

# Structure of the COMPASS Test

- The test is not timed
- The computer will generate the questions individually
- The English essays contain many errors in punctuation, grammar, and style
- Carefully read the essays
- When you locate an error, choose the best option for rewriting the essay

# Structure of NET/HOBET Test

## ⦿ Evaluates

- Reading Comprehension
- Written Expression
- Basic Math
- Learning Styles

## ⦿ Multiple Choice Questions

- Look for the “best” answer

# Structure of NET/HOBET Test

## ◎ Number of Questions

- 25 to 35 reading comprehension
- 30 math problems
- 45 decisions statements
- 30 test taking skills

## ◎ Time Limits

- COMPASS is not timed
- NET/HOBET is a 2.0 hour timed test

# Purpose of the Entrance Test

- ① The entrance test will establish your needs in a collegiate setting
- ① The test is designed to identify needs so that they may be addressed before they become an issue
- ① The learning style assessment will be used only for counseling

# Critical Reading

- ⦿ Demonstrate your ability to “read between the lines”
- ⦿ You must determine the meaning and purpose of what you have read
- ⦿ You need to look for “hooks” to attach new information
- ⦿ You need to determine the main idea of the paragraph and the central theme

# Reading for the Main Idea

- ⦿ Topic statements usually occur at the beginning or the end of the paragraph
- ⦿ The main idea
  - Includes the topic of the paragraph
  - Identifies how this topic is or does something
  - Serves as an umbrella structure for the details of the paragraph

# Errors in Identifying Main Idea

- Too narrow – It ignores the wider range of details introduced in the paragraph
- Too general – It goes past the details that are presented in the paragraph
- False statement

# Examples of Main Idea Questions

- ⦿ Which states the main idea of this paragraph?
- ⦿ Which is the best statement of the main idea for the paragraph?
- ⦿ Select the main idea for this paragraph.
- ⦿ The main idea of this paragraph is best revealed by which statement?
- ⦿ Identify the main idea for the paragraph.

# Inferential Reading

- When you draw a conclusion from the paragraph, you are making an inference
- The conclusion you draw is not stated word for word in the paragraph
- The conclusion you draw is supported by details in the paragraph

# Inferential Reading

- ① The author of the paragraph provides information in the text of the paragraph
- ② In addition to the literal information in the paragraph, the author also is implying something
- ③ You use the text to create an inference – something you believe to be true based on the text

# Examples of Inferential Questions

- ① Identify an inference that can be derived from this paragraph.
- ① Which is an inference base on the paragraph?
- ① Which statement is true based upon the paragraph?
- ① Based on this paragraph, which statement is true?
- ① Identify a conclusion that can be drawn from this paragraph.

# More Examples of Inferential Questions

- ⦿ Which factor in this paragraph supports the topic of soil control?
- ⦿ Which describes the attitude of the spectators in this paragraph?
- ⦿ How is sleepwalking characterized in this paragraph?
- ⦿ How does Faulkner portray Emily's manservant?

# Themes of a Reading

- ⦿ The theme is a phrase stating what the paragraph is about
- ⦿ Sample Theme Questions
  - Which would be a statement of theme for this paragraph?
  - Identify the central, unifying theme of the last three paragraphs?
  - What is the common theme of the article?

# Purpose of a Reading

- ⦿ Make a value judgment about *why* a selection was written
- ⦿ Sample “Purpose” Questions
  - Identify the purpose of paragraphs J-L
  - What is the purpose of paragraph M
  - Which is the best statement of purpose for paragraph Q

# Predicting Outcomes

- ◎ Predict an action, based upon the paragraph
- ◎ Questions
  - Which would be an outcome from paragraph F
  - Which is a true statement based on these two paragraphs
  - Which would be an outcome resulting from paragraph G

# Reading Rate

- ⦿ Between 250 and 450 words per minute and a Comprehension level of 70%
  - Normal or Average (Instructional Rate)
- ⦿ Less than 250 words per minute
  - You may be unable to complete all the reading requirements (Frustration Rate)
- ⦿ Above 450 words per minute
  - Not necessary for college (Independent Rate)

# Increase Your Reading Rate

- ⦿ Keep in mind the purpose for reading
  - Don't let your mind wander
  - Analyze the results you wish to get from reading
- ⦿ Read for the main idea
  - Don't get stuck on one specific word
- ⦿ Be Flexible
  - Faster is not always better
  - Preview the question and then skim rapidly through paragraph

# English Grammar Websites

- <http://odl.vwv.at/english/odlres/res8/Grammar/grammar.htm>
- <http://englishgrammar101.com/Lessons/Default.aspx>
- <http://www.englishhorizon.com/grammar.htm>
- <http://www.dailygrammar.com/archive.shtml>
- <http://www.english-the-easy-way.com/index.html>
- <http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/index.htm>
- <http://web2.uvcs.uvic.ca/elc/studyzone/grammar.htm>

# Subject/Verb agreement

- ◎ Singular subjects take singular verbs
  - Most singular verbs end in 's': He thinks, She has, That was, She runs, He sings
- ◎ Plural subjects take plural verbs
  - Most plural verbs do not end in 's': They think, They have, Those were, The birds sing, The dogs bark
- ◎ Remember: There is only one 's' ending shared between subject and verb
  - Plural nouns end in 's'
  - Singular verbs end in 's'

# The verb 'to sing'

## SINGULAR

I sing

you sing

he, she, it, sings

## PLURAL

we sing

you sing

they sing

# Subject/Verb Agreement

- ⦿ Exceptions of the 's' rule
  - Verbs used with I and singular you
    - I think, you think, I work, you work (present tense)
- ⦿ All past tense verbs have the same form for both singular and plural
  - I went, They went; He carried, We carried
- ⦿ Exception to this rule is the verb "to be"
  - I was, we were; It was, They were

# Verb Tense - Present

<http://www.englishpage.com/verbpge/verbs1.htm>

1. Every Monday, Sally (drive)  her kids to football practice.

2. Usually, I (work)  as a secretary at ABT, but this summer I (study)  French at a language school in Paris. That is why I am in Paris.

3. Shhhhh! Be quiet! John (sleep) .

4. Don't forget to take your umbrella. It (rain) .

5. I hate living in Seattle because it (rain, always) .

6. I'm sorry I can't hear what you (say)  because everybody (talk)  so loudly.

# Correct Verb Tense

7. Justin (write, currently)  a book about his adventures in Tibet. I hope he can find a good publisher when he is finished.

8. Jim: Do you want to come over for dinner tonight?

Denise: Oh, I'm sorry, I can't. I (go)  to a movie tonight with some friends.

9. The business cards (be, normally )  printed by a company in New York.

Their prices (be)  inexpensive, yet the quality of their work is quite good.

10. This delicious chocolate (be)  made by a small chocolatier in Zurich, Switzerland.

# Past Tense Verbs

<http://www.englishpage.com/verbpage/verbs3.htm>

2. After I (find)  the wallet full of money, I (go, immediately)  to the police and (turn)  it in.

3. The doctor (say)  that Tom (be)  too sick to go to work and that he (need)  to stay at home for a couple of days.

4. Sebastian (arrive)  at Susan's house a little before 9:00 PM, but she (be, not)  there. She (study, at the library)  for her final examination in French.

5. Sandy is in the living room watching television. At this time yesterday, she (watch, also)  television. That's all she ever does!

# Present Perfect Tense Verbs

<http://www.englishpage.com/verbpage/verbs7.htm>

**Robin:** I think the waiter (forget)  us. We (wait)  here for over half an hour and nobody (take)  our order yet.

**Michele:** I think you're right. He (walk)  by us at least twenty times. He probably thinks we (order, already) .

**Robin:** Look at that couple over there, they (be, only)  here for five or ten minutes and they already have their food.

**Michele:** He must realize we (order, not)  yet! We (sit)  here for over half an hour staring at him.

# Irregular Verbs

<http://www.englishpage.com/irregularverbs/irregularverbs.html>

1. go   went   gone

2.  saw

3.   had

4. break

5.  sang

6. fly

7.  did

8. become

# Intervening Phrases

- ⦿ Be careful of intervening phrases where the subject and the verb are not together
- ⦿ Examples
  - Each *of the girls* has her own bicycle.
  - Every one *of the workers* wants more money.
  - Few *of my family* really understand me.
  - Both *of your excuses* sound plausible.

# Indefinite Pronouns

## ⦿ Singular Pronouns

- Each, everyone, anyone, someone, everybody, anybody, somebody, and everybody

## ⦿ Plural Pronouns

- Several, few, both and many

## ⦿ Singular or Plural - Generally single but could be plural

- Some, any, none, all and most

# Pronoun Examples

- ◎ Some **of the money** *was* missing
- ◎ Some **of the dimes** *were* missing
  
- ◎ All **of the fruit** *looks* ripe
- ◎ All **of the cherries** *look* ripe
  
- ◎ Most **of the book** *was* interesting
- ◎ Most **of the books** *were* interesting

# Subjects Joined by AND

- ⦿ Subjects joined by and take a plural verb
  - A truck and a convertible were in the ditch
  - The walls and the ceiling were beautifully decorated
- ⦿ Except when the items are considered one unit
  - **Macaroni and cheese** is the special today
  - The **Stars and Stripes** is our national emblem

# Subjects Joined by OR/NOR

- ◎ Singular subjects joined by or/nor take a singular verb
  - My **brother** or my **sister** *is* likely to be at home
  - Either **John** or **Jim** *is* sure to know the answer
- ◎ When a singular and a plural subject are joined by or, the verb agrees with the nearer subject
  - Either the **judge** or the lawyers *are* wrong
  - Better: Either the **judge** *is* wrong or the **lawyers** *are*.

# Problems in Agreement

- ⦿ Be careful when the subject follows the verb as in questions or sentences that start with Here or There
- ⦿ **WRONG**: There's three routes you can take.
- ⦿ **RIGHT**: There are three routes you can take.
  
- ⦿ **WRONG**: Where's your mother and father?
- ⦿ **RIGHT**: Where are your mother and father?

# Collective Nouns

- Collective nouns names a group: crowd, committee, jury, class, etc.
- Collective nouns take a plural verb when referring to individual members
- Collective nouns take a singular verb when referring to the group as a unit

# Collective Noun Examples

- ◎ The **crowd** *were* fighting for their lives.
- ◎ The **crowd** *was* an orderly one.
  
- ◎ The **team** *were* talking over some new plays.
- ◎ The **team** *was* ranked first in the nation.
  
- ◎ The **family** *have* agreed among themselves to present a solid front.
- ◎ The **family** *is* the basic unit of our society.

# Objective Form

- ⦿ Determining the object – what or whom is the action verb referring to
  - I saw *her*
  - *Him*, I remember well
- ⦿ Pronoun used with a noun.
  - Determine the correct verb by eliminating the noun next to it
  - They blame *us pedestrians*. (NOT we pedestrians)

# Prepositional Objects

- ⦿ Prepositions have objects
  - *At home, from him, to Chicago*
- ⦿ Errors often happen when the object is compound
- ⦿ Omit the first object to determine the correct verb
  - **WRONG**: Give the message to either Belle or she.
  - **RIGHT**: Give the message to either Belle or *her*.

# Who or Whom

[http://www.englishpage.com/mini-tutorials/who\\_whom.html](http://www.englishpage.com/mini-tutorials/who_whom.html)

<http://www.protrainco.com/info/essays/pronouns.htm>

## ○ Guidelines for Interrogative Pronouns:

- If you can substitute **he** or **she** then it should be **who**
  - **(Who/Whom)** left his books here?  
**He** left his books here. So **Who** is correct.
- If you can substitute **him** or **her** then it should be **whom**
  - Mary called **(who/whom)**?  
Mary called **her**. So **Whom** is correct.
- **Whom** is always correct when used after a preposition

# Who or Whom – Relative Pronouns

- ◎ Identify the subordinate clause and determine how the pronoun is used in the clause
  1. Use the nominative form (WHO)
    1. If it's the subject
    2. *If it's the predicate nominative, use the nominative form*
      - Noun following a linking verb that restates the subject
      - At the end of the tournament, Tiger Woods was the *leader*.
  2. Use the objective form (WHOM)
    1. If it's the object of a verb
    2. If it's the object of a preposition

# Who or Whom continued

- The new teacher, *(who/whom) has taken Mr. Green's position*, came from South Carolina
- *(Who/Whom) has taken Mr. Green's position*” is a subordinate clause
- *(who/Whom)* is the subject clause
- Therefore you would use the nominative form, WHO

# Examples – Who/Whom

- ⦿ “The new teacher, (who, whom) I met today, came from the South.”
  - Who/whom is located in a subordinate clause
  - “I” is the subject of the clause
  - “met” is the verb
  - (who, whom) is the object of the verb
  - Therefore, you would use the objective form (whom)
  - I met “him” not I met “he”, so use the objective case (whom)

# Examples of Who/Whom

- ⦿ Does anyone know (who, whom) the new teacher is?
  - (who/whom) is located in the subordinate clause
  - “Teacher” is the subject of the clause
  - “is” is the verb
  - (who, whom) is a predicate nominative
  - Use the nominative form (who)

# Examples of Who/Whom

- ◎ I do not remember (who, whom) I lent the book to.”
  - (who/whom) is located in the subordinate clause
  - “Book” is the subject of the clause
  - “lent” is the verb
  - (who, whom) is the object of the preposition “to”
- ◎ Use the objective form (whom)

# Pronouns in Incomplete Construction

- ◎ Occur most often after the words “**than**” and “**as**”
- ◎ To determine which pronoun to use, complete the construction of the sentence
  - The captain played better **than** (he/him).
    - The captain played better than **he played**.
  - Philip is more popular than (he, him) is.
    - Philip is more popular than **he is popular**.

# Appositives

- ⦿ An appositive is a noun or pronoun (often with modifiers) set beside another noun or pronoun to explain or identify it.
  - Example: Your friend *Bill* is in trouble.
  - “**Bill**” is in apposition with “**your friend**”
- ⦿ Appositives take the same case as the word that it is in apposition with

# Appositives

- ◎ Two freshman, Pete and (he/him), made the best speeches.
  - “Pete and (he/him)” are in apposition with “freshman” which is the subject of the sentence
  - Use the nominative case (he)
- ◎ The truant officer was chasing two boys, Pete and him.
  - “Pete and him” are in apposition with “boys”
  - “boys” is the object of the verb “was chasing”
  - Use the objective case (him)

# Principle Part of a Verb

- ⦿ There are four basic forms
  - Infinitive                      work
  - Present Participle        (is) working
  - Past                                worked
  - Past Participle            (have) worked
- ⦿ Regular Verbs past and past participle are formed by adding -ed

# Irregular Verbs

- An irregular verb is one that forms its past and past participle in some other way than a regular verb

● Infinitive	Past	Past Participle
● Swim	swam	(have) swum
● Write	wrote	(have) written
● Hit	hit	(have) hit
● Refer to handout		

# Other Errors

- ⦿ “This here” and “that there”
  - Substandard: **This here** book is easy to read.
  - Standard: **This book** is easy to read
- ⦿ “When” and “where” are not used in definitions
  - **Wrong:** An atlas is **where** maps are printed.
  - **Right:** An atlas is a book of maps

# Other Errors

- ⦿ **Which** – only refers to things
  - ⦿ **Who** – only refers to people
  - ⦿ **That** – can refer to both things and people
- 
- This is a book (*which, who, that*) you would enjoy.
  - There is a girl (*which, who, that*) has talent.

# Sentence Fragments

- ⦿ A complete sentence has a subject and verb and expresses a complete thought
  - **Incomplete** – After the flood the barn roof in the yard. (No verb)
  - **Incomplete** – After the flood the barn roof lying in the yard. (No verb)
  - **Complete** - After the flood the barn roof lay in the yard.

# Run-on Sentences

- ◎ Occur when two sentences are joined by a comma or when punctuation is omitted
  - Example: **The choice of a camera is difficult there are many good ones on the market.**
  - Solution:
    - **Create two sentences:** The choice of a camera is difficult. There are many good ones on the market.
    - **Use a conjunction:** The choice of a camera is difficult, but there are many good ones on the market.
    - **Use a semi-colon:** The choice of a camera is difficult; there are many good ones on the market.

# Capitalization

- ◎ Capitalize proper nouns and proper adjectives
  - Michael Brown, Missouri River
- ◎ Capitalize geographical names
  - United States, South Dakota, Park Avenue
- ◎ Capitalize names of organizations, business firms, institutions and government bodies
  - Spanish Club, Ford Foundation, Congress
- ◎ Capitalization of brand names
  - Coca-Cola, Fritos

# Capitalization

- ◎ Capitalize the names of historical events and periods, special events, and calendar items
  - French Revolution, World Series, Christmas Eve
- ◎ Capitalize names of nationalities, races and religions
  - Caucasian, Roman Catholic, Indian
- ◎ Capitalize words referring to a deity
  - Lord, Allah, God, Jesus, the Almighty

# Capitalization

- ◎ Capitalize the names of ships, planes, monuments, awards, and any other particular places, things, or events
  - DO NOT capitalize the names of school subjects, except languages
  - Purple Heart, English, math, art, History III
- ◎ Capitalize the title of a person when it comes before a name
  - Dr. Smith, General Santos, President Bush

# Capitalization

- ⦿ Capitalize a word showing family relationships when used with a person's name but not when preceded by a possessive
  - Uncle Ellis, Cousin Randy, my cousin Rob, Pat's brother, your mother, Aunt Margaret
- ⦿ Capitalize the first word and all subsequent important words in titles of books, periodicals, poems, stories, articles, documents, movies, paintings, and other works of art
  - Treaty of Rome, *A Tale of Two Cities*

# Basic Spelling Patterns

- ◎ In a word of one syllable ending in a single consonant preceded by a single vowel, you double the final consonant before adding a suffix or ending which begins with a vowel or the suffix
  - **Begging**
  - **Sitting**
  - **Scrubbed**
  - **Clammy**
  - **Skinny**

# Basic Spelling Patterns

- ⦿ Double the final consonant before adding a suffix beginning with a vowel, if the word
  - Has more than one syllable,
  - Has the accent on the last syllable
  - Ends in a single consonant preceded by a single vowel
    - Equipped
    - Controllable
    - Occurring
    - Compelled

# Basic Spelling Patterns

- Do not double the final consonant before adding a suffix beginning with a vowel, if the word
  - Does not have the accent on the last syllable
  - Or if the word ends in a single consonant which is not preceded by a single vowel
    - Differed
    - Concealing
    - Designed
    - Galloping

# Basic Spelling Patterns

- ⦿ **Do not** double the final consonant if
  - The accent of the root word falls back on another syllable when the suffix “**ence**” is added
    - Prefer           to       Preference
    - Refer           to       Reference
    - Confer         to       Conference

# Basic Spelling Patterns

- ⦿ Whenever you add a suffix, beginning with a vowel to a word that ends with a silent **e**, you usually drop that **e** before adding the suffix
  - **Writing**
  - **Saving**
  - **Noticed**
  - **Scheduled**

# Practice Test

- ① Turn to page 107 for Practice Test A:  
Reading Comprehension
  - Complete test reviewing the rules that were set forth in the PowerPoint presentation
- ① Turn to page 126 for Practice Test B:  
Reading Comprehension
  - Complete test independently