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**AHSGE: Language**

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### The Author

Becky T. Davis graduated from Winthrop University in Rock Hill, South Carolina, with a bachelor’s degree in English. Before retiring in 1999, she taught for over thirty years: Clover High School in Clover, SC, for two years, Sullivan Junior High School in Rock Hill, South Carolina, for twelve years, and Rock Hill High School in Rock Hill, South Carolina, for seventeen years. Her experience includes classes in developmental reading/writing for students needing help in passing the state test for eight years, remedial reading, basic English, college-prep English, and advanced English in grades seven through twelve.

Becky is the co-author of popular review guides to help students pass the Mississippi Subject Area Testing Program end-of-course test in English II.

### Acknowledgments

The author wishes first to thank Kelly Berg for all her efforts and encouragement for this book. I also thank Jerald Duncan for the opportunity to write for this project. Additionally I am grateful for the support of my husband and my family who understood when I needed to work. Finally I’d like to thank Brenda Bogan, who has been working tirelessly on the Reading book, which has definitely been a challenge.
Preface

The *Alabama High School Graduation Exam Student Review Guide: Language* is written to help students review the skills needed to pass the Language portion of the Alabama High School Graduation Exam, Third Edition (AHSGE). This comprehensive guide is based on the Alabama Standards and Objectives developed by the Alabama State Department of Education.

How To Use This Book

**Students:**
Passing the Alabama High School Graduation Exam (AHSGE) is required for graduation. The AHSGE is a multiple-choice exam given in five subject areas: Language, Reading Comprehension, Mathematics, Science, and Social Studies. This book is a review for the Language portion of the AHSGE.

1. Take the pre-test found in the front of this book. The pre-test covers all the language skills tested on the AHSGE in a format similar to the actual test. The 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 (provided as separate booklets). These practice tests are written to look similar to the actual AHSGE; therefore, they will give you practice in taking the test.
5. After taking Practice Test 1 and/or Practice Test 2, use the practice test evaluation charts, which are found directly after each practice test, to identify areas for further review and practice. The practice test evaluation charts can be used in the same way as the pre-test evaluation chart.

**Teachers:**
This review guide is also intended to save you, the teacher, time in the classroom. It can be used for classroom instruction or for individual student review. Since this student guide offers review for ALL of the language skills necessary for passing the AHSGE in Language, you, the teacher, have one consolidated resource of material to help your students prepare for the 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 students 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 tested on the AHSGE. 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 (provided in separate booklets) as comprehensive review tests.
4. Use the practice test evaluation charts found after each practice test to identify areas needing further review.
5. You, the teacher, may want to use the pre-test to establish a benchmark for each student. Score the pre-test by counting each question as 1 point. Then, after the students have completed all the exercises in the workbook, use one or both 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 or the practice test booklets. 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.
# Standard and Objective Correlation Chart

The chart below correlates each standard and objective tested on the AHSGE in Language as given in the Alabama State Department of Education to this student guide. The Text Section column gives the section numbers in the text where each standard and objective is reviewed. The Pretest and Practice Test column gives the question number(s) in that test that correlates to each standard and objective.

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* Basic skill useful or needed for standard/objective.
Introduction
The pre-test that follows is designed to identify areas where you, the student, can improve your skills before or after taking the Alabama High School Graduation Exam (AHSGE) in Language. This pre-test will be similar in format to the graduation exam.

Directions
Read each question carefully and darken the circle corresponding to your answer choice. Once you have completed this pre-test, circle the questions you answered incorrectly on the pre-test evaluation chart on page 18. 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.

Purpose of the Pre-Test
The following pre-test can be used as practice for the AHSGE in Language, but it is primarily a diagnostic tool to help you, the student, 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(s) 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 Language portion of the AHSGE and potentially increase the score you receive on that exam. (The practice tests, which are given in separate booklets, are provided to give you additional practice taking tests similar to the actual AHSGE in Language.)

General Information About the AHSGE in Language
The AHSGE in Language will consist of 100 multiple-choice questions. You must obtain a score of 560 or higher on the exam to pass.
Read each of the following questions carefully. Darken the circle corresponding to your answer choice.

1. Choose the sentence in which the use of nouns is correct.
   - A Those radioes are more expensive.
   - B The churches all had steeples.
   - C Their beliefs were written in the document.
   - D The ladys had more points.

2. Choose the sentence in which the use of nouns is correct.
   - A The leafs were yellow and brown.
   - B The daughters-in-law planned the party.
   - C The extra keyes were in the drawer.
   - D We need three tomatos for the stew.

3. One of the sentences below contains an error in the use of nouns. Choose the sentence that contains an error.
   - A His foots grew two sizes.
   - B Two deer crossed the road.
   - C The orange halves smelled delicious.
   - D The Joneses went on vacation.

4. One of the sentences below contains an error in the use of nouns. Choose the sentence that contains an error.
   - A All the editors-in-chief were at a conference.
   - B The Brown’s painted their house yellow.
   - C Her glasses were scratched badly.
   - D There were several crises on the front page.

5. One of the sentences below contains an error in the use of nouns. Choose the sentence that contains an error.
   - A Several dishes were chipped on the rims.
   - B The hives were in boxes in the pasture.
   - C All our favorite teams won.
   - D Three woman’s were competing in the finals.

6. Choose the sentence in which the use of verbs is correct.
   - A I begun on my homework already.
   - B He done his best.
   - C The coach chose the pitcher.
   - D We have cook the ham an hour.

7. Choose the sentence in which the use of verbs is correct.
   - A She had went on vacation for a week.
   - B They have took the exam.
   - C I have washed the windows.
   - D The child has wrote a poem for her mother.

8. Choose the sentence in which the underlined word or words are written incorrectly.
   - A If he had did the research, he would know the basics.
   - B He will have finished by the time you get here.
   - C She is my neighbor and has lived here all her life.
   - D Did they take the next flight?
Nouns

Section 1.4
Possessive Nouns

Nouns may show possession or ownership. Use an apostrophe with a noun to show something belongs to someone or to something.

Examples: Jane’s dress is red. The table’s legs were uneven.

There are only three simple rules to follow.

Making Singular Nouns Possessive

Rule 1: Singular nouns are made possessive by adding ‘s.

girl’s dress class’s project Mr. Smith’s car

Making Plural Nouns Possessive

Plural nouns are made possessive according to their endings.

Rule 2: If a plural noun ends in -s, add the apostrophe after the -s.

the boys’ game the classes’ schedules

Rule 3: If a plural noun does not end in -s, add ‘s.

men’s suits children’s games

Making Proper Nouns Possessive

To make a proper noun possessive, use the same rules.

Examples: The Clauses’ house is located at the North Pole. Shop-Mart’s hours are nine a.m. to five p.m.

Making Hyphenated Compound Nouns Possessive

For hyphenated compound nouns, follow the rule for the last word. The apostrophe will never go in the middle.

Examples: brother-in-law brother-in-law’s
editors-in-chief editors-in-chief’s
Italian-Americans Italian-Americans’

Making More than One Noun Possessive

Sometimes, two or more nouns in a sentence should show possession. If the nouns have joint ownership, add an apostrophe to only the last noun according to the rules of possessives. If the nouns have separate ownership, you must add apostrophes to both nouns. Let’s look at some examples.

Examples: Santa Claus and Mrs. Claus’s house is located at the North Pole.

Santa Claus and Mrs. Claus share joint ownership of the house, so we add the apostrophe to show possession on only the last noun, Mrs. Claus.

The girls’ and the boys’ shoes were placed in cubicles while they played.

The girls and the boys have separate ownership of their own shoes, so we must add apostrophes to show possession on both nouns.
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. Be careful to see who or what is doing the action or is being.

**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:** *Of my friends* is a prepositional phrase. *Of* is a preposition and *friends* is the object of the preposition. Remember, mark out the prepositional phrases because objects of 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.
Complex Sentences

You may recall that we said a main clause makes a complete thought. Think of a main clause as a train engine. A train engine can move by itself and doesn’t need to be attached to anything else in order to move. Now let’s look at clauses that are not main clauses and do not make up a complete thought. They are called subordinate clauses. You can think of a subordinate clause like a train car. A train car cannot move by itself; it needs to be attached to a train engine in order to move.

Before you can begin to understand complex sentences, you need to know what a **subordinate clause** is. It has a subject and a verb but does not express a complete thought, so it cannot stand alone as a sentence. A subordinate clause must occur with a main clause for a complete sentence just as a train car must be attached to a train engine.

A **complex sentence** has a main clause and one or more subordinate clauses. The following are complex sentences.

---

**Example 1:** The girl **who raised her hand** had red hair.

**Example 2:** **When the ship docked,** we walked on the beach.

---

**Subordinate Clause Sentence Fragments**

Remember, a subordinate clause cannot stand alone as a sentence. If it occurs alone, it is a sentence fragment and is incorrect. It is also important to realize that an incomplete main clause fragment joined with a subordinate clause still makes a sentence fragment. As your mother may have told you, “Two wrongs don’t make a right.” Similarly, two incorrect sentence fragments don’t make a complete sentence. Look at the following examples.

**Example 3:** After I ran five miles. **[X] mistake/incorrectly written**

This is a subordinate clause. It cannot stand alone as a complete sentence; therefore, it is a sentence fragment.

**Example 4:** When she turns seventeen. **[X] mistake/incorrectly written**

This is also a sentence fragment made up of a subordinate clause.
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.  

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.  

The old, lonely man was a miser.

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

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.

Is the sentence above parallel? Yes, it is now parallel because the grammatical elements are all the same type, infinitives (*to* + a verb)
Some words are similar in spelling and can be easily confused even though they do not sound exactly alike. Let’s take a close look at some similar words that are commonly confused.

**Accept versus Except**

Accept is a verb meaning to receive.
You accept an award.
Hint: Remember “accept award” both start with a.

Except is a verb meaning to take or leave out.
I like all fruit except blackberries.
Hint: Associate the x in except with “leave out.”

**Affect versus Effect**

Affect can be used only as a verb and means to influence.
Interest rates affect the stock market.

Effect is most commonly used as a noun meaning result.
Interest rates have an effect on the stock market.

If you always use affect as a verb and effect as a noun, you will be correct most of the time. But, for test purposes, let’s look at the exception. Effect can also be used as a verb meaning to accomplish. If you can substitute the word accomplish (or create) for the verb, you should use effect and not affect.

The lobbyists effected a change in the law.
(The lobbyists accomplished a change in the law.)

**All Ready versus Already**

All ready means prepared.
We were all ready to go to summer camp.

Already means previously or so soon.
Jeff was already on the bus.
Are we there already?

If you are in doubt which word to use, take off the “all” and see if the sentence still means about the same. If it does, use all ready. If it doesn’t make sense or it changes the meaning of the sentence, use already.
# Language Practice Test 1

## Evaluation Chart

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