



## Online Resources to Help Students Review for the VPT-English

This document is intended to help students review for the VPT-English Test. It should prove useful whether students use these resources before or after taking the VPT-English Practice Test.

The document is arranged according to six broad categories:

1. Additional Assessments and Practice Tests
2. Reading Comprehension and Vocabulary
3. The Writing Process
4. Grammar and Mechanics
5. Editing and Proofreading
6. Research and Documentation

Each category includes links to specific online resources as well as bulleted lists of activities that students will find at the online sites. All links were verified on December 7 and are active.

Special thanks to the members of the Placement Test Team who identified and evaluated these online resources.

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# Online Resources to Help Students Review for the VPT-English

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## 1. ADDITIONAL ASSESSMENTS AND PRACTICE TESTS

- Interactive
- Free
- Use in conjunction with the VPT-English Practice Test

### The ACT

<http://www.actstudent.org/sampletest/english/>

#### INTERACTIVE PRACTICE TEST:

- Practice Questions: English
- Practice Questions: Reading
- Practice Questions: Writing
- Sample English Test Questions: 5 Passages

### The ACT

[http://www.testprepreview.com/act\\_practice.htm](http://www.testprepreview.com/act_practice.htm)

#### INTERACTIVE TEST PREP:

- Grammar
- Reading
- Usage
- Writing

### College Board, SAT

<http://sat.collegeboard.org/practice/sat-practice-test>

#### INTERACTIVE PRACTICE TEST:

- Passage-Based Reading
- Sentence Completion
- Improving Sentences
- Identifying Sentence Errors
- Improving Paragraphs
- Essay

### **2. READING COMPREHENSION AND VOCABULARY**

- Preview, assess prior knowledge, plan, skim, and scan written texts
- Annotate, question, summarize, and evaluate written texts
- Analyze organizational patterns of written texts
- Paraphrase, reflect, and respond to written texts
- Identify topic, main idea, major and minor supporting details in written texts
- Distinguish fact from opinion and make logical inferences in written texts
- Identify audience, purpose, tone, and point of view of written text
- Identify meanings of words using context or by analyzing word parts

#### **Major Tests**

<http://www.majortests.com/sat/reading-comprehension.php>

#### **INTERACTIVE SAT READING COMPREHENSION AND VOCABULARY:**

- Stated/Implied Main Idea
- Major/Minor Supporting Details
- Audience, Purpose, Tone, and Point of View
- Patterns of Organization
- Logical Inferences, Fact, and Opinion
- Identifying Meanings of Words in Context

#### **TV411: Tune in to Learning**

<http://www.tv411.org/reading>

#### **VIDEOS AND LESSONS COVERING READING AND VOCABULARY:**

- Summarizing
- Skimming/Scanning
- Fact/Opinion
- Major/Minor Supporting Details
- Prefixes
- Suffixes
- Roots
- Example, Synonym, and Antonym Clues

#### **Townsend Press Learning Center**

<http://www.townsendpress.net/class/exercises/assignment/22/menu>

#### **TEN DIAGNOSTIC STEPS TO IMPROVING COLLEGE READING SKILLS:**

- Vocabulary in Context
- Main Ideas
- Supporting Details
- Inferences
- Purpose and Tone
- Argument

### **3. THE WRITING PROCESS**

- Assess and draft with consideration of audience, purpose, voice, and meaning
- Prewrite by brainstorming, mapping, listing, outlining
- Write an appropriate, controlling thesis statement
- Provide appropriate and reasoned support and evidence
- Compose grammatically and mechanically correct sentences
- Apply organizational patterns
- Revise to produce clear, concise, and unified paragraphs and essays

#### **Dartmouth Writing Program**

[http://www.dartmouth.edu/~writing/materials/student/ac\\_paper/what.shtml](http://www.dartmouth.edu/~writing/materials/student/ac_paper/what.shtml)

##### **COMPREHENSIVE DISCUSSION:**

- Writing for College
- Coming Up with and Researching Your Topic
- Developing Your Thesis
- Structure and Organization
- Revision
- Logic and Argument
- Attending to Grammar
- Attending to Style

#### **Purdue University Online Writing Lab (OWL)**

<http://owl.english.purdue.edu/owl/section/1/1/>

##### **THE WRITING PROCESS:**

- Writing Task Resource List
- Starting the Writing Process
- Prewriting
- Writer's Block
- Creating a Thesis Statement
- Outlining
- Reverse Outlining
- Proofreading

#### **The University of North Carolina at Chapel Hill**

<http://writingcenter.unc.edu/handouts/>

##### **WRITING THE PAPER—HANDOUTS AND YOUTUBE PRESENTATIONS:**

- Audience
- Brainstorming
- Introductions
- Paragraph Development
- Reading to Write
- Reorganizing Drafts
- Reverse Outlining
- Revising Drafts
- Thesis Statements
- Writing as Decision Making

### 4. GRAMMAR AND MECHANICS

- Compose grammatically and mechanically correct sentences

#### Townsend Press Learning Center

<http://www.townsendpress.net/class/exercises/assignment/28/menu>

##### INTERACTIVE EXERCISES:

- Subjects and Verbs
- Sentence Types
- Fragments
- Run-Ons and Comma Splices
- Commas
- Apostrophes
- Quotation Marks
- Capital Letters
- Parallelism
- Pronouns
- Adjectives and Adverbs
- Misplaced and Dangling Modifiers
- Word Choice
- Numbers and Abbreviation

#### Dave's ESL Café

<http://www.eslcafe.com/students/>

##### INTERACTIVE "STUFF FOR STUDENTS":

- Grammar Lessons
- Idioms
- Phrasal Verbs
- Pronunciation Power
- Quizzes
- Slang

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### **5. EDITING AND PROOFREADING**

- Edit to apply the conventions of academic written English, including grammar, usage, and mechanics
- Proofread to ensure accuracy of final published texts

#### **The Longman Writer's Companion Web Site**

[http://wps.ablongman.com/long\\_anson\\_lwc\\_3/24/6157/1576256.cw/index.html](http://wps.ablongman.com/long_anson_lwc_3/24/6157/1576256.cw/index.html)

#### **INTERACTIVE EXERCISES:**

- Editing Grammar and Sentences
- Editing Words and Punctuation
- Ten Serious Errors
- Mechanics

#### **The University of North Carolina at Chapel Hill**

<http://writingcenter.unc.edu/handouts/>

#### **HANDOUTS AND YOUTUBE PRESENTATIONS:**

- Editing and Proofreading
- Proofreading

### **6. RESEARCH AND DOCUMENTATION**

- Identify and retrieve a variety of relevant sources on a topic
- Evaluate varied and applicable sources to determine weight of authority, credibility, objectivity, currency, and relevancy
- Demonstrate ability to take notes
- Write texts that correctly integrate paraphrased or quoted information from an outside source
- Cite sources using both in-text citations and documentation of sources
- Demonstrate understanding of the ethical, legal, and social issues surrounding plagiarism, intellectual property rights, and academic integrity

#### **St. Cloud State University, LEO (Literacy Education Online)**

<http://leo.stcloudstate.edu/#online>

##### **DISCUSSION AND INTERACTIVE EXERCISES:**

- Research and Online Resources
- Citing and Using Sources
- Introducing Quotes and Paraphrased Material
- Plagiarism

#### **Hunter College Libraries**

[http://library.hunter.cuny.edu/tutorials/mla/mla\\_tutorial.html](http://library.hunter.cuny.edu/tutorials/mla/mla_tutorial.html)

##### **INTERACTIVE MODERN LANGUAGE ASSOCIATION (MLA) TUTORIAL:**

- Quotations and Citations
- Formatting
- In-Text Citations
- List of Works Cited
- Exercises and Resources

#### **Indiana University, Bloomington. School of Education**

<https://www.indiana.edu/~istd/>

##### **DISCUSSION AND PRACTICE:**

- Overview of Plagiarism
- Plagiarism Cases
- Examples
- Practice with Feedback
- Test
- Resources