

English I A

Semester 1 Exam Review

The semester one exam will test your abilities and skills that you have developed throughout the semester.

DON'T BE SURPRISED TO FIND EXCERPTS FROM THINGS WE HAVE NOT READ IN THE COURSE!

The exam is designed to test your ability to read and analyze unfamiliar text using the literary analysis skills you have been practicing for the past 83 days (give or take a few).

I will provide the excerpts for you to read before you take the test.

The exam begins with 2 multiple choice questions about proper sentence structure, with emphasis on the **colon**.

Questions #3-10 are multiple choice questions that ask about an excerpt from a presidential speech.

Please be familiar and comfortable with the following concepts to answer those 8 questions:

Context clues

Author's word choice

Author's purpose

Devices: irony, hyberbole, personification, simile

Theme

'Implies'

Choose a direct quote to support an idea

I have provided the except of the speech below. It is recommended that you read it and become familiar with it prior to taking the exam. You may want to print this guide out and write on it! Feel free to ask me anything about the excerpt you do not understand BEFORE you take the exam.

EXERPT 1: from President John F. Kennedy's Inaugural Address, 1961

The excerpt you will be given on the exam is:

from President John F. Kennedy's Inaugural Address, 1961

...In your hands, my fellow citizens, more than in mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

Now the trumpet summons us again—not as a call to bear arms, though arms we need; not as a call to battle, though embattled we are—but a call to bear the burden of a long twilight struggle, year in and year out, "rejoicing in hope, patient in tribulation"—a struggle against the common enemies of man: tyranny, poverty, disease, and war itself.

Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it—and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

Questions #11 gives an excerpt and asks you to provide a **synonym** for a word within the excerpt.

"For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life."

Question #12 gives a reading selection and asks you to identify the **tone** of it:

(1)"To our sister republics south of our border, we offer a special pledge: to convert our good words into good deeds, in a new alliance for progress; to assist free men and free governments in casting off the chains of poverty. (2)But this peaceful revolution of hope cannot become the prey of hostile powers. (3)Let all our neighbors know that we shall join with them to oppose aggression or subversion anywhere in the Americas. (4)And let every other power know that this Hemisphere intends to remain the master of its own house."

Question #13and #14 are multiple choice questions about **non-fiction essays**

Question #15 is an essay question:

Answer in a minimum of three sentences identifying a literary element (ex. **theme**) of a short reading passage (fable).

Be sure to include ‘supporting evidence’ from the passage in your answer!

Question #16 is an essay question:

Answer in a minimum of three sentences a question about your independent reading selection (**novel**).

Be sure to be familiar with the term **protagonist**

Be sure to include ‘supporting evidence’ from the novel in your answer!

Question #17 gives the following reading passage from the short story, *'The Diamond Necklace'*

"The girl was one of those pretty and charming young creatures who sometimes are born, as if by a slip of fate, into a family of clerks. She had no dowry, no expectations, no way of being known, understood, loved, married by any rich and distinguished man; so she let herself be married to a little clerk of the Ministry of Public Instruction."

The exam will ask you a question about character based off this excerpt.

Question #18-#19 are multiple choice questions based off an excerpt from Charles Dickens' novel *Great Expectations*.

I have provided the excerpt here for you to review:

Excerpt from *Great Expectations*

By Charles Dickens

In the following excerpt Pip, a young boy, meets Miss Havisham, an elderly woman who has invited Pip to play with her young female companion.

"Who is it?" said the lady at the table.

"Pip, ma'am."

"Pip?"

"Mr. Pumblechook's boy, ma'am. Come—to play."

"Come nearer; let me look at you. Come close"

It was when I stood before her, avoiding her eyes, that I took note of the surrounding objects in detail, and saw that her watch had stopped at twenty minutes to nine, and that a clock in the room had stopped at twenty minutes to nine.

"Look at me," said Miss Havisham. "You are not afraid of a woman who has never seen the sun since you were born?"

I regret to state that I was not afraid of telling the enormous lie comprehended in the answer "No."

"Do you know what I touch here?" she said, laying her hands, one upon the other, on her left side.

"Yes ma'am." (It made me think of the young man.)

"What do I touch?"

"Your heart."

"Broken!"

She uttered the word with an eager look, and with strong emphasis, and with a weird smile that had a kind of boast in it. Afterwards she kept her hands there for a little while, and slowly took them away as if they were heavy.

"I am tired," said Miss Havisham. "I want diversion, and I have done with men and women. Play."

I think it will be conceded by my most disputatious reader, that she could hardly have directed an unfortunate boy to do anything in the wide world more difficult to be done under the circumstances.

"I sometimes have sick fancies," she went on, "and I have a sick fancy that I want to see some play. There, there!" with an impatient movement of the fingers of her right hand; "play, play, play!"

Questions #18-19 will ask you multiple choice questions about how the author **'suggests'** (**implies**) something about the characters and also how the author creates the **mood** of the excerpt.

Question #20-24 Author techniques--**Pace, flashback/forward, in medias res (starting a story at the climax)**