Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_\_

**English I Fall 2015 Exam Review-** Exam Date: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Your Final Exam will consist of 70 Multiple Choice Questions and 1 Essay (will complete in class).

**I. Fiction Literary Terms Practice –** You need to know the **definition** and be able to **identify examples** in a text

Your English I Terms packet includes terms we will learn throughout the year. The terms below are the only terms you will need to know for the Fall Exam. Fill out the chart below (even if your packet is complete) to help you prepare. Consider making flashcards as well!

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| **Term** | **Definition** | **Example from Text** The Pearl or “The Veldt”  |
| Characterization: | An author’s use of description, dialogue, and action to make the character more vivid and realistic.  |  |
| Antagonist: | the character that stands directly opposed to the protagonist.  |  |
| Protagonist: | the main character in a story |  |
| Motivation: | a circumstance or set of circumstances that prompts a character to act in a certain way  |  |
| Imagery: | Language used to describe by appealing to one of our five senses (sound, sight, tough, taste, smell) |  |
| Mood: | the atmosphere or main emotion in a literary work |  |
| Situational Irony: | occurs when a situation turns out differently from what one would normally expect  |  |
| External Conflict: | a struggle that takes place between a character & an outside force like another character, nature, society, or fate |  |
|  Internal Conflict: | a struggle that takes place within the mind of a character who is torn between two opposing feelings or courses of action |  |
| Flashback: | a scene that interrupts the action to show a previous event |  |
| Foreshadowing: | the use of hints or clues in a narrative to suggest a future action |  |
| Suspense: | a state of uncertainty or anticipation that builds the reader’s attention |  |
| Setting | The time and place of the story’s events |  |
| Theme | the central message of a literary work. A theme is written as a universal statement about life  |  |
| Metaphor: | a comparison of two unlike things not using “like” or “as.” |  |
| Personification: | a comparison in which a human or living characteristic is assigned to a non-human thing |  |
| Simile: | a direct comparison between two unlikely things usually with the words like “like, as, than” or “resembles” |  |

**Choose one specific story to write out the plot: Story Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Exposition | the background information in a story before the action/conflict begins |  |
| Rising Action | conflicts/actions that occur to move the story toward the climax |  |
| Climax | the point of greatest emotional intensity, excitement or suspense in the story; the point at which characters must act |  |
| Falling Action | the series of events that occur after the climax that ease the tension and lead to the resolution |  |
| Resolution | the end of the story |  |

**II. Non-Fiction Practice** – On the exam, you will read a new non-fiction text and answer questions about the main idea, details, organizational patterns, etc. Use the paragraphs below to practice finding the Main Idea and Details:

**Paragraph A** What do you get when you cross a robot and an astronaut? A Robonaut! Robonauts are robot helpers designed to work side-by-side with astronauts. Work on the first Robonaut began in 1997, and by 2002 Robonaut B was revealed to the public. Robonaut B may have featured interchangeable lower bodies, like four-wheel mode or hydraulic legs, but scientists and engineers continued to improve Robonaut. In February of 2010, Robonaut 2 was released to the public. Robonaut 2 moved four times faster than the first Robonaut. An advanced version of Robonaut 2 was finally tested in outer space in 2011. Robonaut functioned exactly as designed.

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| Main Idea (write as a complete sentence) | Details |
|  |  |

**Paragraph B** *Automation* is the use of machines to reduce the need for human labor. In other words automation is when jobs done by people become jobs done by robots. Automation can be a good thing. Because of automation, clothing, cars, and other manufactured products are available at good prices and in large supply. But automation can also be a bad thing. Because of automation, there are over 700,000 robots in America alone that do jobs once performed by humans. The way of automation may not be best for humanity, but it is the course we are taking.

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| Main Idea (write as a complete sentence) | Details |
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**Paragraph C** It is widely acknowledged fact that machines are stronger than people, but is it possible for them to become smarter than us too? Some scientists fear that it is, or so says the theory of technological singularity. In a nut shell, the theory of technological singularity says that when a computer becomes capable of improving its own capabilities, even in just the slightest way, it will go into an infinite loop, getting progressively smarter, which would inevitably lead to machines becoming smarter than people, or so the theory goes. Such gains in available intelligence might lead to huge improvements in science and medicine. Diseases could be cured and so forth. On the other hand, it could lead to the total domination of mankind by robots, which would be bad. I, for one, welcome our new computer overlords.

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| Main Idea (write as a complete sentence) | Details |
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**III. Expository Essay Analysis**

What are two common ways to write a hook to begin your essay?

a. b.

Read the introductory paragraph to the expository essay below.

* Draw a box around the **hook** and underline the **thesis statement**.

Is it ever possible to be absolutely motionless? In today’s fast-paced society, we are constantly in motion, without a moment to spare. The one thing we have that forces us to slow down and contemplate the bigger picture is entertainment. When most people hear the word entertainment, they think of video games, sports, and reality tv. Yes, this is an important escape for Americans because of our high-pressure lifestyle. But often, people don’t realize that entertainment encompasses a much broader definition. While some aspects of entertainment have negative impacts, if used appropriately, it can also be a positive impact on society.

Read the second and third paragraphs of the same essay.

* Underline the **topic sentences**
* Place a box around any **transition words**
* Circle the **examples or supporting details**

Within the broader definition of entertainment we have art forms such as music, ballet, sculpture, painting, books. In this way, art helps to expand our creativity and our imaginations. Entertainment has the capacity to open our minds, allowing us to explore new worlds and learn innovative ideas. Art helps advance society and culture. This is one way that society is positively influenced by entertainment.

But sometimes it’s the little things that matter. With all the stress we face in the modern world, once in a while, we need to escape. We can lose ourselves in a good book or movie. We can be transported to faraway places, and even travel outside of reality. As history shows us, during the toughest of tough times, people escape to entertainment. During the Great Depression, many people used the movies as an outlet for stress. For a mere nickel, people could forget their money woes for a few hours and leave feeling uplifted and optimistic (even if for a while).

Read the conclusion to the essay below. Underline the **sentence that *restates* the thesis.**

For many reasons entertainment can be viewed in a negative light. However, overall, entertainment positively influences society because it stirs our imaginations and relieves stress. Entertainment is part of the fabric of America. Without it, our lives would be dull and unfulfilling.

**IV. Vocab in Context Practice**

Context Clues Strategies:

* Defined in the Sentence
	+ All life on Earth can be credited to photosynthesis, where plants convert sunlight into food.
* Example given in the sentence
	+ He is so opinionated that he won’t even consider the ideas or suggestions of others.
* Substitute the word for a good fit
	+ Why’d you do it? I didn’t aim to.
* Renamed in the sentence
	+ She bent down enough to permit him to stoop and pick up her purse.
* Opposite named in the sentence
	+ Instead of driving in her lane, she careened over the curb.
* Prefix-root-suffix clues
	+ My anger subsided after a few minutes.

**Directions:** Read each sentence and determine the meaning of the word using clues in the sentence or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

1. **Detest:** Everyone else at the party wanted pizza with all of the toppings, but Tim refused to eat it because he **detested** vegetables.

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What clues in the sentence lead you to your definition? |

2. **Alter:** Grandpa didn’t know that Suzie was coming along on the fishing trip, and now he had to **alter** his plans.

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What clues in the sentence lead you to your definition? |

3. **Melodramatic:** When Kiki got a tiny cut on her pinky finger, she got all **melodramatic** and began sobbing and demanding a doctor.

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What clues in the sentence lead you to your definition? |

4. **Remorse:** As Tommy walked home with the money from the church he had stolen in his pocket, powerful feelings of **remorse** bubbled in his stomach.

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What clues in the sentence lead you to your definition? |

5. **Inquiry:** When the other moms heard about how Charlene had won the baking contest, her email box was flooded with **inquiries** for her award winning muffin recipe.

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What clues in the sentence lead you to your definition? |

6. **Perch:** The children were **perched** on the edge of the sofa arms, waiting to hop off and land on the next unlucky passerby.

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What clues in the sentence lead you to your definition? |

7. **Earnest:** Jeremiah joked around so much that when he told the others about the accident that had occurred, they didn’t believe that he was being **earnest**.

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What clues in the sentence lead you to your definition? |

8. **Dismal:** With the field torn up by the players’ cleats, and the cold rain falling in waves, conditions on the playing field were **dismal**.

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What clues in the sentence lead you to your definition? |

**V. Grammar Rules**

Directions: For each grammar rule, write an example sentence that is different from the sample we used in class.

Rule 1:

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| Common Error | Proof | Example |
| They’re | they’re = they are |  |
| There | there=here |  |
| Their | their=our |  |

Rule 2:

|  |  |  |
| --- | --- | --- |
| Common Error | Proof | Example |
| Too | too= so, also |  |
| Two | two= three (or any number) |  |
| To | to = ~~so, also, there~~ (none of them make sense) |  |

Rule 3:

|  |  |  |
| --- | --- | --- |
| Common Error | Proof | Example |
| It’s | it’s=it is |  |
| Its | its=his |  |

Rule 4:

|  |  |  |
| --- | --- | --- |
| Common Error | Proof | Example |
| Then | then = now |  |
| Than | than = more than |  |

**VI. Open-Ended Response Questions**

1) Read the sample response below:

Prompt: In the article “Facebook Envy,” how does Facebook cause “people to routinely over-estimate the happiness of others” ?

Sample Response:

Facebook causes people to over-estimate others’ happiness by people reading others’ over the top posts and their status updates. While “everyone’s putting their best food forward […], there are photos of ski vacations, first class airline seats to Beijing” and much more (2). From this example, the reader infers that people like to brag about their luxurious life and forget about their life struggles in their Facebook posts. Because people only put “their best foot forward,” others think that they don’t have any conflicts, which causes Facebook envy of their happiness.

2) Underline the “A” (Answer) in the response.

3) Circle the “C” (Cite Evidence) in the response.

4) Place a box around the “E” (Explanation) in the response.

**Final Exam Schedule Fall 2015:**

**Tuesday: (December 15, 2014)**

9:00 – 11:00 1st Period Final Exam

11:10 – 1:10 2nd Period Final Exam

**Wenesday: (December 16, 2014)**

9:00 – 11:00 3rd Period Final Exam

11:10 – 1:10 4th Period Final Exam

**Thursday: (December 17, 2014)**

9:00 – 11:00 5th Period Final Exam

11:10 – 1:10 6th Period Final Exam

**Friday: (December 18, 2014)**

9:00 – 11:00 7th Period Final Exam

11:10 – 1:10 8th Period Final Exam