Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Final Exam Study Guide

English I Honors - McCook

June 2016

**Exam Information**

* You will take your exam on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a.m.
* You have 90 minutes periods to complete the exam.
* If you are on an IEP/504, please let me know where you would like to take the exam.
* This mid-year exam is worth 15% of your second semester grade. Please take time to review and prepare.

**I. Vocabulary**

The vocabulary section will consist of approximately 15 fill-in-the-blank sentences with a word bank. The vocabulary will include words from *Romeo and Juliet* (Pre-reading Vocabulary and vocabulary lists from Acts 1, 2, and 3) and *The Catcher in the Rye.* All the vocabulary lists are linked up to the website under the appropriate literature unit. Please refer to these lists to see the appropriate definition and the way the words are used in context in the books.

**R&J Pre-reading**

naïve

aristocratic

confidante

intermediary

proponent

quarantined

defuse

patriarch

prudent

impassioned

vulgar

loathe

kinsman

presumptuous

ineffectual

ruse

illiterate

apothecary

infatuated

chastity

exiled

banished

provoke

melancholy

**R&J Act 1**

mutiny

civil

toil

tyrant

flourish

pernicious

canker

forfeit

adversary

scorn

covert

augment

portentous

transgression

vexed

chastity

posterity

languish

heretic

perilous

esteem

lineament

beseech

prolixity

visage

**R&J Act 2**

entreat

perjury

cunning

impute

rash

adieu

vile

dote

chide

conceive

scurvy

knave

unwieldy

loathsome

repose

invocation

**R&J Act 3**

confines

addle

grievance

appertain

submission

bandy

rogue

effeminate

fray

martial

dexterity

amorous

matron

garish

swoon

banish

forswear

tributary

lamentation

enamored

purgatory

**CITR**

blase

pedagogical

qualms

bourgeois

inane

digression

stark

rile

burlesque

halitosis

clique

snub

ostracize

harrowing

spendthrift

provocative

intoxicating

unscrupulous

boisterous

rake

conscientious

putrid

sacrilegious

lavish

crude

affected

suave

humility

flunk

phony

Try this study strategy: Fill in the chart below to help prioritize your studying. Focus on the last column “Words I Don’t Know at All” first.

|  |  |  |
| --- | --- | --- |
| Words I Know | Words I Might Recognize | Words I Don’t Know at All |
|  |  |  |

**II. Grammar**

This section will focus on our study of sentence types. It will consist of approximately 5-7 questions. You will need to be able to identify:

* Subjects (including implied “you” and subjects in questions)
* Verbs (including helping verbs but not including adverbs like “not”)
* Phrases vs. clauses
* Independent vs. dependent clauses
* Sentence fragments (incomplete sentences)
* Simple sentences
* Compound sentences
* Complex sentences
* Compound-complex sentences

To prepare for this section, read over the “Sentence Types” packet. Practice identifying the items listed above. Review the sentence types test, paying close attention to the questions you missed.

**III. Romeo & Juliet (Literary Terms)**

This section will consist of approximately 7-10 matching questions based on the literary terms we have covered this semester in *Romeo and Juliet*. Review the literary terms list and the literary terms test from *Romeo and Juliet* to prepare for this section of the exam. You will be asked to apply the terms to new examples, so you need to understand these devices well. You will not be asked to recall specific plot details from the play.

prologue

sonnet

rhyming couplet

motif

imagery

pun

double entendre

symbolism (of names)

monologue

soliloquy

dialogue

hyperbole

paradox

oxymoron

classical allusion

personification

metaphor

simile

reversed word

reversed sentence

reversed thought

foreshadowing

dramatic irony

malapropism

**IV. The Catcher in the Rye**

This section will consist of approximately six short-answer questions from *The Catcher in the Rye* and “A Perfect Day for Bananafish,” of which you will choose four. The short answer questions will ask you to discuss elements of the novel or the short story using evidence you can recall from reading and discussion. Here is a sample question of this type:

Choose two (2) **symbols** from the novel *The Catcher in the Rye*. Symbols you might choose include Holden’s red hunting hat, Jane’s kings in checkers, Allie’s baseball mitt, the ducks, the suitcases, the prostitute’s green dress, the skate key, or the carousel. Explain how each symbol appears in the novel and what it represents in terms of character and theme.

Review the following items to prepare for this part of the test:

* Reading Quiz Ch. 1-10
* Reading Questions 12-15
* Reading Quiz Ch. 15-18
* Selective Reading Guide on Chapters 20-22
* “Bananafish” Exit Ticket
* Faces & Places Timeline
* Learning Log responses
* Class notes (“Teen Depression,” “Advice for Holden,” “Character Traits,” etc.)

**V. Essay**

The essay is an MCAS open response question. It will require you to read a narrative passage and write an open response based on the passage. You must respond to the question using evidence—including quotations—from the passage provided. This narrative piece is by an author we have not read in class; however, you may notice similarities to *The Catcher in the Rye* (which is one reason I picked it).

We have practiced MCAS open response-style questions this year with the Romeo’s Views on Love Paragraph, the analysis of Juliet’s night speech, and the *Romeo and Juliet* essays. We also completed three actual MCAS open response questions on “Toy Story,” “Rats,” and “Getting Their Goats.” I have also included another MCAS open response question in this study guide if you would like further practice. Remember to focus on creating 2-3 specific ***CATEGORIES*** in your thesis statement around which you will structure your essay. You can plan and even write your response during independent study time; I will go over the passage in class on Tuesday or Wednesday at your request.

For this part of the exam, I am assessing your ability to:

* give appropriate context for the passage (T.A.G. and brief summary)
* develop a strong thesis statement with 2-3 specific ***CATEGORIES***
* use good evidence from the passage to support your claim (including quotations)
* organize your ideas logically and connect them with transitions
* integrate quotations into your own sentences
* write clearly and elegantly (with good grammar, spelling, punctuation, diction, syntax)

**VI. Reading Comprehension**

In addition to writing the essay, you will answer five multiple-choice questions based on the same MCAS reading passage. This section will test your reading comprehension skills, including the ability to determine the meaning of vocabulary in context. This part of the exam is not one you necessarily can study for; rather, it is meant to assess the skills you have developed by the end of your freshman year in English I Honors.