

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

**Introduction to Literature Final Exam Study Guide 2022;** Due before your exam for **20 POINTS**

All 9th grade students in Anchor Bay High School will take a common standard based exam. The test will consist of 130 multiple choice questions and will consist of the ten (10) parts with approximate percentage components.

**Part 1: Nonfiction Terms (8%)**

**Part 2: Literary Analysis: Persuasive Speech: "I Have a Dream" by MLK (7%)**

**Part 3: Literary Analysis: Rhetorical Devices (3%)**

**Part 4: Grammar: (17%)**

Parallelism

Adverbs

Simple, Compound, Complex, and Compound-Complex Sentences

**Part 5: Epic Poem: *from the Odyssey* by Homer (16%)**

**Part 6: Analyzing Persuasive Text (new) (5%)**

**Part 7: Reading: (10%)**

Cause and Effect (new)

Revising and Editing (new)

Summarize (new)

**Part 8: The Novel: *Of Mice and Men* by John Steinbeck (14%)**

**Part 9: Poetry: (13%)**

Terms

Literary Analysis: Poetry (new)

**Part 10: Vocabulary: "Tuesday TERMS" (10%)**

**Part 1: Nonfiction Terms**

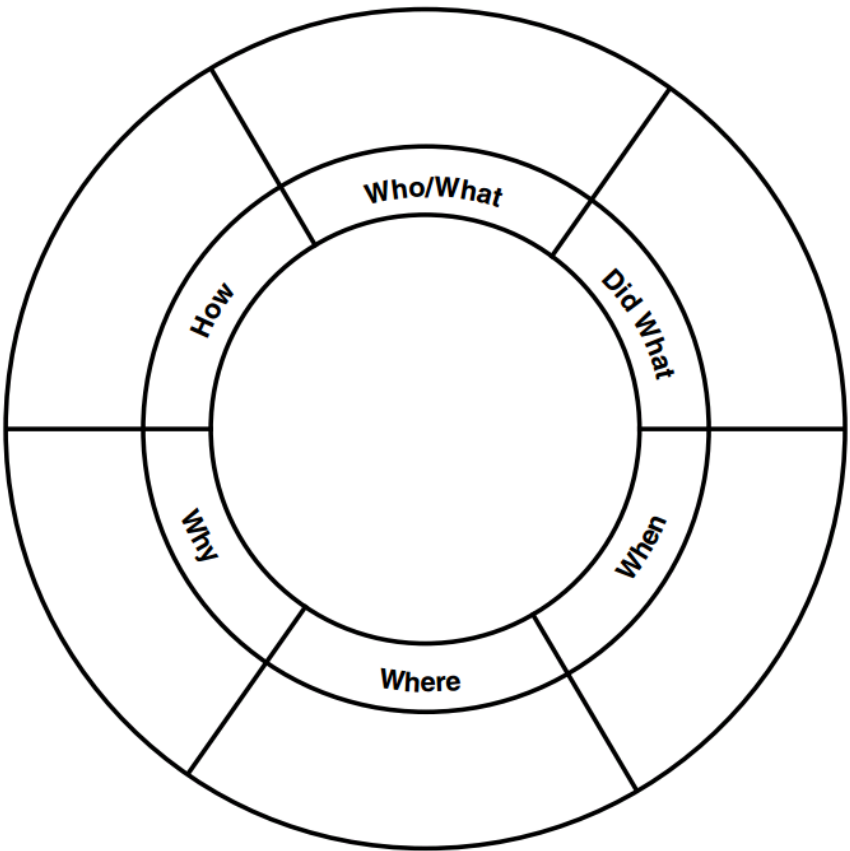
**DIRECTIONS:** Look up these terms using Literature Book page 388, 389 & 492. Write a definition in the boxes. You will have to match each term with the correct definition.

<b>Essay:</b>	<b>Article:</b>	<b>Speech:</b>
<b>Style:</b>	<b>Tone:</b>	<b>Perspective:</b>
<b>Bias:</b>	<b>Purpose:</b>	<b>Narrative Essay:</b>
<b>Descriptive Essay:</b>	<b>Expository Essay:</b>	<b>Persuasive Essay:</b>
<b>Reflective Essay:</b>	<b>Persuasive Speech:</b>	<b>Rhetorical devices:</b>
<b>Parallelism:</b>	<b>Restatement:</b>	<b>Repetition:</b>
<b>Analogy:</b>	<b>Persuasive Techniques:</b>	<b>Read aloud:</b>

**Part 2: Literary Analysis of Persuasive Speech: “I Have a Dream” by Martin Luther King, Jr.**

**Directions:** Be sure to RE-read the speech a few times (pages 494-499).

Make sure you get the gist of it. Fill in the 5 W’s and H chart below. If there is any information not readily available to you for this chart, do some research and LOOK IT UP!



You will have to identify the *rhetorical device* present in excerpts from the speech.

**Directions:** Identify the *rhetorical device(s)*: Analogy, Parallelism, Repetition, or Restatement or being utilized in the excerpts of “I have a Dream”.

Rhetorical Device(s)	Excerpt
	<i>We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate in to physical violence.</i>
	<i>One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. (name 2 rhetorical devices)</i>
	<i>...one day right there in Alabama, <u>little black boys and black girls will be able to join hands with little white boys and white girls</u> as sisters and brothers.</i>
	<i>We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.</i>

### Part 3: Literary Analysis: Rhetorical Devices

A **persuasive speech** is a speech given to change people's minds or get them to take a particular side on an issue. To convince listeners, persuasive writers use rhetorical devices. **Rhetorical** [ruh TOR i kuhl] **devices** are patterns of words and ideas that make ideas sound strong. They include the following:

- **Parallelism:** Stating similar ideas in similar ways. *Example:* The more money you have, the more money you spend. The more you spend, the more you want.
- **Restatement:** Stating the same idea in different words. *Example:* The condition of the town dump is a sad comment on our town. It is a disgrace and a shame on all of us.
- **Repetition:** Using the same word, phrase, or idea over and over again. *Example:* Who elected the man who made that law? We the people. And who's going to get that man to change that law? We the people.
- **Analogy:** Explaining a complicated thing by comparing it to a simple one. *Example:* The mayor is making new rules to clear out traffic downtown on weekends. His idea is a little like keeping your kitchen clean by telling your family not to use it. Sure, the kitchen will always be clean—but where are people going to cook and eat?

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In the selection, underline the example of parallelism once. Underline the example of restatement twice. Circle the two examples of repetition. Then, explain what two things are being compared in the analogy. Write your explanation on the lines.

Eating poorly is like pumping dirt into the gas tank of a car. A gas tank filled with mud is not going to carry you very far, and a body fueled with junk food is not going to serve you very well. The idea here is simple. People understand it easily. I would say the idea is hard to forget. That's just what people do, though, every day, as soon as they get to the store—they forget. They just plain forget.

Well, I'm here to help you remember. The next time you get to the store and all those bright candy wrappers start calling your name and you are about to forget all common sense, just stop and think: You might just as well be pumping dirt into your car. At least buy yourself a green vegetable or two and add some gasoline to that tank of yours!

**Analogy:** \_\_\_\_\_

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## Part 4: Grammar

**Parallelism** is the use of similar grammatical forms or patterns to express similar ideas. Parallel constructions place equal ideas in words, phrases, or clauses of similar types. Nonparallel constructions present equal ideas in an unnecessary mix of grammatical forms, producing awkward, distracting shifts for readers.

Nonparallel: The Hollywood celebrity was *charming, witty, and a beauty*.

Parallel: The Hollywood celebrity was *charming, witty, and beautiful*.

Rewrite each sentence, changing nonparallel forms into parallel grammatical forms. If a sentence is correct, write **Correct**.

**Example:** Scott's new car is flashy, showy, and costs a lot.

**Answer:** Scott's new car is flashy, showy, and costly.

1. Kurt Vonnegut's short stories have suspense, style, and insight.

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2. We will discuss Sandy's proposal and considering alternate plans.

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3. Many gases are invisible, colorless, and you can't taste them.

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4. The birds were turning their heads and extending their tail feathers.

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5. A good cook must master the techniques of roasting, frying, and baking.

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6. Her aim was teaching college English or to become a journalist.

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7. Eduardo's speech was tiresome, inaccurate, and it annoyed a lot of people.

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## Grammar: Adverbs

### Practice

**Adverbs** are words that modify verbs, adjectives, and other adverbs. They answer the questions *Where? When? In what way?* and *To what extent?* about the words they modify.

**Modifying a Verb:** The children ate their food *quickly*.  
(The adverb *quickly* modifies the verb *ate*.)

**Modifying an Adjective:** The book was *rather* disappointing.  
(The adverb *rather* modifies the adjective *disappointing*.)

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**A** Underline the adverbs in each of the following sentences.

1. The tennis player swung forcefully at the ball.
2. Jared frequently attends concerts at the theater.
3. Lindsay's instructor showed her how to dance gracefully.
4. Do not leave your backpack there.
5. I answered three questions on the test incorrectly.
6. They did not fully believe my statement.
7. The small animals scurried quickly into the underbrush.
8. Sarah angrily protested the unfair treatment.

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**B** Underline each adverb and circle each word it modifies. The number in parentheses tells how many adverbs are in each sentence.

1. The host greeted his guests warmly and graciously. (2)
2. The injured player waited patiently as the trainer carefully bandaged his arm. (2)
3. The monster glared threateningly at our hero, growled angrily, and then sprang forward. (4)
4. I will never believe him again. (2)

## Grammar: Simple and Compound Sentences

### Practice

A **simple sentence** contains a subject and a predicate and expresses a single idea. The predicate contains the verb and tells what the subject is or does. A simple sentence may contain a compound subject and a compound verb. In the examples, the subjects are underlined once, and the predicates twice.

Simple sentence: Lissa plays soccer.

With compound subject: Lissa and Spencer play soccer.

With compound verb: Spencer plays and eats at school.

A **compound sentence** contains two or more simple sentences joined by a comma and a coordinating conjunction (**and, but, or, nor, so, for**).

Lissa plays soccer, **and** Spencer also plays soccer.

Lissa and Spencer play soccer, **but** Kerrie and Sam play tennis.

**A** Underline each simple sentence in the following compound sentences. Then, circle the coordinating conjunction.

1. "The Gift of the Magi" has a surprise ending, and "The Necklace" also has one.
2. Poetry is often beautiful, but sometimes it is difficult to understand.
3. You can explain the directions, or you could draw me a map.
4. Pears and apples are good, but I prefer peaches and plums.

**B** Combine each pair of sentences into a compound sentence, using the coordinating conjunction indicated. Remember to use a comma before the conjunction.

1. Enjoy watching the animals. Do not feed them. (but)  
\_\_\_\_\_
2. Carl and Jane work hard all week. They relax on the weekend. (and)  
\_\_\_\_\_
3. The trains have stopped running. We will take a bus. (so)  
\_\_\_\_\_

## Grammar: Complex and Compound-Complex Sentences

## Practice

A **complex sentence** consists of an independent clause and one or more subordinate clauses. An **independent clause** contains a subject and a verb and can stand alone as a complete idea. A **subordinate clause** contains a subject and a verb, but it cannot stand alone as a complete idea. Some words that introduce subordinate clauses include *before*, *after*, *if*, *when*, *because*, *which*, *that*, and *who*. In the example, the subjects are underlined once, and the verbs twice, and the subordinate clause is in bold type.

We supported the Lions, who were in second place.

A **compound-complex sentence** consists of two or more independent clauses and one or more subordinate clauses. The independent clauses are joined by a word such as *and*, *but*, or *or*.

The Cougars were favored, but we supported the Lions, who were in second place.

**A** Write *C* for each complex sentence and *C-C* for each compound-complex sentence. Circle the words that connect or introduce the clauses.

- \_\_\_\_\_ When Lori got home, she checked her e-mail.
- \_\_\_\_\_ She deleted the junk mail, which annoyed her, and then she read the messages from her friends.
- \_\_\_\_\_ Because she was hungry, she went to the kitchen to find a snack.
- \_\_\_\_\_ Lori discovered the cookies that her mother had made, and she sat down to eat them with a glass of milk.
- \_\_\_\_\_ Before she had taken even her first bite, the phone rang.

**B** Using the underlined word, add a subordinate clause to each compound sentence.

- Chris will shop, and I will cook if \_\_\_\_\_.
- Mike likes poetry, but Kayla likes stories, which \_\_\_\_\_.
- After \_\_\_\_\_, I will play a video game, or I will watch TV.

**Part 5: Epic Poem: *from the Odyssey* by Homer (pages 992-1017).**

**Directions:** Fill-in a brief description about each character, place, or event and why s/he is significant to the plot.

<b>Circe and Calypso:</b>	<b>the Cicones:</b>	<b>Lotus Eaters:</b>	<b>Cyclopes society:</b>
<b>Polyphemus the cyclops:</b>	The significance of "Nohbdy":	<b>Poseidon:</b>	<b>Tiresias:</b>
<b>the Sirens:</b>	<b>Scylla:</b>	<b>Charybdis:</b>	<b>Eurylochus:</b>

**Part 2**

<b>Athena:</b>	<b>Telemachus:</b>	<b>the Suitors:</b>	<b>Eumaeus:</b>
<b>"beggar":</b>	<b>"The plan"</b>	<b>Argus:</b>	<b>Antinous:</b>
<b>Penelope:</b>	<b>Archery contest:</b>	<b>Secret of the bed:</b>	<b>Epic Simile example:</b>



## Part 6:

## Analyzing Persuasive Texts

**Directions:** Carefully read the passage and answer the questions that follow. Mark the letter of your answer on a bubble sheet if your teacher provides one; otherwise, number from 1 to 6 on a separate sheet of paper and write the letter of the correct answer next to each number.

### New Scientific Miracle! Weight Loss in Days!

Recent scientific breakthroughs will allow you to shed 10, 20, 30 pounds in under a month! Noted biology professor Dr. Harold P. has discovered a safe, scientific method of weight loss that he believes uses your body's adipose cells to boost metabolic rates and burn calories. No need for diets, exercise, or special foods—you take three capsules of Hycene-4-Slim a day and lose weight!

Still skeptical? Read our listener testimonials!\* Eugene X. of New York says, "I lost 44 pounds in two months on the Hycene-4-Slim program—and still ate all the hamburgers and fries I wanted!"

You must act now to gain access to our extremely limited supply of Hycene-4-Slim! This product is definitely not available in stores! Call 1-800-555-SLIM today!

\*Results not typical. Results not guaranteed.

- The phrase *extremely limited supply* is an example of which of the following techniques?
  - Band wagon appeal
  - Unsupported claim
  - Questionable cause and effect
  - None of the above
- Which of the following techniques does the advertisement use to convince readers?
  - Moral claims
  - Scientific claims
  - Economic claims
  - Social claims
- Which of the following facts about the advertisement MOST suggests that it might not be legitimate?
  - It mentions "noted biology professor Dr. Harold P.," but does not include his last name or say where he teaches.
  - It offers a disclaimer about the likelihood of results.
  - It includes testimonials, but does not show photographs of the users.
  - It lists a 1-800 number to order supplies.
- It is clear that the author of the advertisement intends to persuade the reader to—
  - exercise and lose weight.
  - investigate certain drugs.
  - buy a specific product.
  - adopt a healthier lifestyle.
- What information is missing from this advertisement?
  - The quantity of the goods
  - The price of the goods
  - The components of the goods
  - All of the above
- Which passage is an example of an opinion stated as a fact?
  - Recent scientific breakthroughs. . .
  - Noted biology professor Dr. Harold P. . .
  - Eugene X. of New York says. . .
  - You must act now. . .

## Part 7:

## Reading: Cause and Effect

## Practice

A **cause** is an event or a situation that produces another event. An **effect** is the event produced.

**A** Write the letter of each effect in the blank next to its cause.

Cause	Effect
1. _____ The door was locked.	<b>A.</b> The flowers were drooping.
2. _____ The storm knocked down the power lines.	<b>B.</b> I could not get into the house.
3. _____ No one had watered the flowers for weeks.	<b>C.</b> The lights went out.

**B** In each sentence, circle the word or phrase that tells there is a cause or an effect. Then, underline the cause once and the effect twice.

1. Yusef couldn't ride his bike because it had a flat tire.
2. Maria missed the school bus because she got up late.

**C** Read the selection, and then answer the questions.

Why did the United States enter World War I to fight Germany and its allies? There was more than one cause. First, Americans were angry that German submarines sank a ship called the *Lusitania*. About 1,200 people on board died, including 128 Americans. Then, in 1917, the Germans sent a secret message to Mexico trying to get Mexico to fight with Germany against the United States. Finally, German submarines sank three American merchant ships. In April of 1917, Congress declared war against Germany.

1. List three causes for the United States to go to war with Germany.

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2. Underline the sentence in the selection that names the specific effect of these causes.

## Revising and Editing

**Directions:** Read the passage and answer the questions that follow. Mark the letter of your answer on a bubble sheet if your teacher provides one; otherwise, number from 1 to 6 on a separate sheet of paper and write the letter of the correct answer next to each number.

(1) In 1776, American leaders did meet at the Constitutional Convention to discuss the problematic Articles of Confederation. (2) Almost immediately, the delegates decided to abandon the Articles of Confederation, a document that contained such serious flaws that the delegates regarded it as useless. (3) The delegates then set about writing a new document, of government. (4) After a number of conflicts, particularly over slavery and representation, the delegates finally agreed on a structure of government. (5) They then began to write the U.S. Constitution. (6) The states ratified the document and it went into effect. (7) George Washington was the first president of the new nation.

- 1 What is the **BEST** change, if any, to make in Part 1?
  - A Change *Articles of Confederation* to articles of confederation.
  - B Change *did meet* to *met*.
  - C Change *Constitutional Convention* to *Constitutional convention*.
  - D Make no change.
  
- 2 Which of these sentences, if any, would **BEST** fit before Part 2?
  - A The Articles of Confederation were passed some years earlier.
  - B Everyone hated the Articles.
  - C The Articles contained no provision for a unified central currency, among its other problems.
  - D Make no change.
  
- 3 Which of the following changes is needed in the passage?
  - A Part 2: Change *Almost* to *So*.
  - B Part 3: Delete the comma.
  - C Part 4: Delete *finally*.
  - D Part 6: Change *effect* to *affect*.
  
- 4 Which transition would **BEST** fit at the start of Part 6?
  - A So,
  - B Nevertheless,
  - C After a long, unpleasant struggle,
  - D Then,
  
- 5 Which information draws attention away from the main idea?
  - A Part 1
  - B Part 3
  - C Part 5
  - D Part 7
  
- 6 Which of the following sentences would **BEST** elaborate the ideas presented in the passage?
  - A The road to a constitution was difficult but ultimately successful.
  - B Americans had intense arguments about the Constitution.
  - C The Constitution solved more problems than it created.
  - D George Washington played an important role at the Constitutional Convention.

## Reading: Summarize

### Practice

**Summarizing** is briefly stating in your own words the main points in a piece of writing. Pausing to summarize what you have read helps you to check your understanding before you read further. A good summary is much shorter than the original. It includes only the main idea and the most important details.

Read the example. Then, circle the letter of the best answer for each question.

#### Original

The freshman class at Springfield High School held a fundraiser last Saturday, November 19. The fundraiser was held in the Springfield High gym. The weather was nice and sunny, and the event was a sell-out, with ticket sales and donations totaling \$495. The money will go toward the annual freshman picnic, which will be held on May 19. The most exciting part of the evening was a performance by the band Spring Break. This talented foursome consists of Ray Lopez on rhythm guitar and vocals, Ben Bradley on lead guitar, Kira Sax on bass and vocals, and Terrence Owens on drums.

#### Summary

Saturday's fundraiser at Springfield High School raised \$495 for the annual freshman picnic. A performance by the band Spring Break was a highlight of the sold-out benefit.

- What is the main idea of the original example?
  - The picnic is on May 19.
  - The freshman class held a fundraiser.
  - Spring Break performed.
  - Terrence Owens plays the drums.
- Which of these sentences gives the most important information?
  - The weather was nice and sunny. . . .
  - The fundraiser was held in the Springfield High gym.
  - The event was a sell-out, with ticket sales and donations totaling \$495.
  - This talented foursome consists of Ray Bradley on lead guitar. . . .
- What word could be deleted from the summary without taking away important information?
  - fundraiser
  - annual
  - freshman
  - sold-out
- Why is the date of the freshman picnic not included in the summary?
  - Everyone already knows it.
  - The report is on the band.
  - It is the main idea of the paragraph.
  - It is not a main idea.

**Part 8: The Novel: *Of Mice and Men* by John Steinbeck**

**Directions:** Fill-in a brief description about each character, place, or event and why s/he is significant to the plot.

<b>Time Period:</b>	<b>What state or place:</b>	<b>“We’ll live off the fat of the land.”:</b>	<b>Cave:</b>
<b>Salinas River:</b>	<b>“I got you to look after me, and you got me to look after you.”:</b>	<b>Puppy:</b>	<b>The Dream:</b>
<b>Candy’s dog death:</b>	<b>Loneliness:</b>	<b>Candy:</b>	<b>Curley:</b>
<b>The lie about Curley’s hand:</b>	<b>Curley’s wife death:</b>	<b>Slim:</b>	<b>George and Lennie:</b>

### Part 9: Poetry

**Directions:** Look up these terms on pages 552-553 in Literature Book. Write brief definitions. You will have to be able to match each term with their definition on the exam.

<b>Poetry:</b>	<b>Stanza:</b>	<b>Couplets:</b>
<b>Quatrains:</b>	<b>Figurative language:</b>	<b>Metaphors:</b>
<b>Similes:</b>	<b>Personification:</b>	<b>Onomatopoeia:</b>
<b>Imagery:</b>	<b>Rhythm:</b>	<b>Rhyme:</b>
<b>Rhyme scheme:</b>	<b>Sound devices:</b>	<b>Alliteration:</b>
<b>Assonance:</b>	<b>Consonance:</b>	<b>Narrative poetry:</b>
<b>Epic poem:</b>	<b>Dramatic poem:</b>	<b>Lyric poetry:</b>

## Literary Analysis: Narrative Poetry

### Assess

- A** Read the following lines from the narrative poem "Paul Revere's Ride" by Henry Wadsworth Longfellow. Then, answer the questions.

Listen, my children, and you shall hear  
 Of the midnight ride of Paul Revere,  
 On the eighteenth of April, in Seventy-five;  
 Hardly a man is now alive

- 5 Who remembers that famous day and year.  
 He said to his friend, "If the British march  
 By land or sea from the town tonight,  
 Hang a lantern aloft in the belfry arch  
 Of the North Church tower as a signal light,—  
 10 One, if by land, and two, if by sea;  
 And I on the opposite shore will be,  
 Ready to ride and spread the alarm  
 Through every Middlesex village and farm,  
 For the country folk to be up and to arm."

1. Write the line that names the main character of the narrative poem.

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2. Write the date and the place that tell the setting of the narrative poem.

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3. Based on these lines, what is the plot of the narrative poem?

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- B** Describe in your own words the mood or feeling of these lines of "Paul Revere's Ride."

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## Part 10: Academic Vocabulary: *Tuesday* TERMS

**Directions:** Look up these terms using Weekly Bell Ringers or dictionary. Write synonym and antonym for each word. You will have to choose the letter that best answers each sentence on the exam.

<b>Tirade:</b>	<b>Laud:</b>	<b>Meticulous:</b>
<b>Thwart:</b>	<b>Pristine:</b>	<b>Debunk:</b>
<b>Poignant:</b>	<b>Hiatus:</b>	<b>Tangible:</b>
<b>Genial:</b>	<b>Blighted:</b>	<b>Hasten:</b>
<b>Tedious:</b>	<b>Credulous:</b>	<b>Abstruse:</b>
<b>Pliable:</b>	<b>Accolade:</b>	<b>Bedlam:</b>
<b>Ephemeral:</b>	<b>Cryptic:</b>	<b>Lampoon:</b>

### Recommended Study Activities:

- Complete this study guide using handouts and/ or my Weebly
- Go to the following webpage:
  - <http://jmcbrideabhs.weebly.com>
- Go to the following webpage to review stories and play:
  - <http://nutteranchorbay.weebly.com/english-final-exam-practice.html>
- Take practice the Quizlets
  - Join mine @: [Ollie1425](#)
- Go to the following web page:
  - <http://www.chompchomp.com/terms.htm>

Due: Tuesday June 11<sup>th</sup> for **50 POINTS**  
 Turn into **RED bin** thereafter for **25 POINTS**  
 Answers will be posted on my website on Tuesday, June 11th after school.