

Final Exam REVIEW: 2016-2017

English 2 Seminar / Mr. Neff

NOTE: This exam consists of 50 multiple choice questions (including two reading passages and one poem) and 2 constructed responses from a choice of 3 prompts.

Novel: John Steinbeck's *Of Mice and Men*

Matching Directions: Know the following literary terms and be able to match them to definition or example. Not all terms are used.

characterization	simile	mood	metaphor
theme	personification	theme	hyperbole
setting	exposition	irony	
symbol	climax	alliteration	
foreshadowing	resolution	onomatopoeia	

Examples:

*"His huge companion...drank with long gulps, **snorting into the water like a horse.**"

*The message or insight about life that an author communicates in a work of literature

*An object, image, color, etc. that stands for some other set of ideas (e.g. the rabbits are rabbits, but they're also representative of Lennie's big dream)

Character Matching: Directions: Choose the character who's described in each of the following examples.

Know these characters:

*George
*Lennie
*Slim
*Candy
*Curley
*Curley's Wife
*Crooks

Examples:

*"...a huge man, shapeless of face, with large, pale eyes, with wide, sloping shoulders, and he walked heavily, dragging his feet a little, the way a bear drags his paws."

*"...a proud, aloof man. He kept his distance and demanded that other people kept theirs. His body was bent over to the left by his crooked spine, and his eyes...because of their depth, seemed to glitter with intensity."

***(Who's speaking here?):** "[I met a guy and] He says he was gonna put me in the movies. Says I was a natural. Soon's he got back to Hollywood he was gonna write to me about it."

Reading Passage: Poetry

Directions: Read the poem and use it to answer the questions that follow.

Before reading this poem, consider that during the Civil Rights Movement, Birmingham, Alabama was one of the central locations of peaceful protests for equality of African-Americans in our country. Tragically though, in 1963, white supremacists bombed the 16th Street Baptist church and caused the death of four young girls. Poet Dudley Randall wrote this poem in response to that tragedy.

Ballad of Birmingham

by Dudley Randall

(On the bombing of a church in Birmingham, Alabama, 1963)

"Mother dear, may I go downtown
Instead of out to play,
And march the streets of Birmingham
In a Freedom March today?"

"No, baby, no, you may not go,
For the dogs are fierce and wild,
And clubs and hoses, guns and jails
Aren't good for a little child."

"But, mother, I won't be alone.

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Other children will go with me,
And march the streets of Birmingham
To make our country free.”

“No, baby, no, you may not go,
For I fear those guns will fire.
But you may go to church instead
And sing in the children’s choir.”

She has combed and brushed her night-dark hair,
And bathed rose petal sweet,
And drawn white gloves on her small brown hands,
And white shoes on her feet.

The mother smiled to know her child
Was in the sacred place,
But that smile was the last smile
To come upon her face.

For when she heard the explosion,
Her eyes grew wet and wild.
She raced through the streets of Birmingham
Calling for her child.

She clawed through bits of glass and brick,
Then lifted out a shoe.
“O, here’s the shoe my baby wore,
But, baby, where are you?”

Example questions:

*What's the relationship of the poem's setting to its central conflict?

*Read the lines from the poem:

"No, baby, no, you may not go, / For the dogs are fierce and wild, / And clubs and hoses, guns and jails / Aren't good for a little child."

Who is the speaker in these lines?

*Which stanza from the poem most clearly conveys a tragic mood?

*Read the sixth stanza.

Which literary device is used in this stanza?

*What is the author's purpose in writing the poem?

Reading Passage: Nonfiction

Directions: Read the article and use it to answer the questions that follow.

Secrets of the Most Successful College Students

By Annie Murphy Paul March 13, 2013

From *Time* magazine

College-admission letters go out this month, and most recipients (and their parents) will place great importance on which universities said yes and which said no. A growing body of evidence, however, suggests that the most significant thing about college is not *where* you go, but *what* you do once you get there. Historian and educator Ken Bain has written a book on this subject, *What the Best College Students Do*, that draws a road map for how students can get the most out of college, no matter where they go.

As Bain details, there are three types of learners: surface, who do as little as possible to get by; strategic, who aim for top grades rather than true understanding; and deep learners, who leave college with a real, rich education. Bain then introduces us to a host of real-life deep learners:

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young and old, scientific and artistic, famous or still getting there. Although they each have their own insights, Bain identifies common patterns in their stories:

Pursue passion, not A's. When he was in college, says the eminent astrophysicist Neil deGrasse Tyson, he was “moved by curiosity, interest and fascination, not by making the highest scores on a test.” As an adult, he points out, “no one ever asks you what your grades were. Grades become irrelevant.” In his experience as a student and a professor, says Tyson, “ambition and innovation trump grades every time.”

Get comfortable with failure. When he was still a college student, comedian Stephen Colbert began working with an improvisational theater in Chicago. “That really opened me up in ways I hadn’t expected,” he tells Bain. “You must be O.K. with bombing. You have to love it.” Colbert adds, “Improvisation is a great educator when it comes to failing. There’s no way you are going to get it right every time.”

Make a personal connection to your studies. In her sophomore year in college, Eliza Noh, now a professor of Asian-American studies at California State University at Fullerton, took a class on power in society: who has it, how it’s used. “It really opened my eyes. For the first time in my life, I realized that learning could be about me and my interests, about who I was,” Noh tells Bain. “I didn’t just listen to lectures, but began to use my own experiences as a jumping-off point for asking questions and wanting to pursue certain concepts.”

Read and think actively. Dean Baker, one of the few economists to predict the economic collapse of 2008, became fascinated in college by the way economic forces shape people’s lives. His studies led him to reflect on “what he believed and why, integrating and questioning,” Bain notes. Baker says: “I was always looking for arguments in something I read, and then pinpointing the evidence to see how it was used.”

Ask big questions. Jeff Hawkins, an engineer who created the first mobile computing device, organized his college studies around four profound questions he wanted to explore: Why does anything exist? Given that a universe does exist, why do we have the particular laws of physics that we do? Why do we have life, and what is its nature? And given that life exists, what’s the nature of intelligence? For many of the subjects he pursued, Bain notes, “there was no place to ‘look it up,’ no simple answer.”

Cultivate empathy for others. Reyna Grande, author of the novels *Across a Hundred Mountains* and *Dancing with Butterflies*, started writing seriously in her junior year in college. “Writing fiction taught Reyna to empathize with the people who populated her stories, an ability that she transferred to her life,” Bain notes: “As a writer, I have to understand what motivates a character, and I see other people as characters in the story of life,” Grande says. “When someone makes mistakes, I always look at what made them act the way they do.”

Set goals and make them real. Tia Fuller, who later became an accomplished saxophone player, began planning her future in college, envisioning the successful completion of her projects. “I would keep focused on the light at the end of the tunnel, and what that accomplishment would mean,” she tells Bain. “That would help me develop a crystalized vision.”

Find a way to contribute. Joel Feinman, now a lawyer who provides legal services to the poor, was set on his career path by a book he read in college: *The Massacre at El Mozote*, an account of a 1981 slaughter of villagers in El Salvador. After writing and staging a campus play about the massacre, and traveling to El Salvador, Feinman “decided that I wanted to do something to help people and bring a little justice to the world.”

*What’s the correct MLA Works Cited citation for this source?

*What’s the correct MLA in-text citation for a quote from this article?

*What are the “three types of learners” that the article discusses?

*Make an inference: which of these learners does the author believe is the most successful learner: the most likely to receive a complete education?

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Reading Passage: Nonfiction

Directions: Read the excerpt and use it to answer the questions that follow.

excerpt from **John F. Kennedy Speech**

In this 1962 speech given at Rice University in Houston, Texas, President John F. Kennedy reaffirmed America's commitment to landing a man on the moon before the end of the 1960s. The President spoke in philosophical terms about the need to solve the mysteries of space and also defended the enormous expense of the space program.

President Pitzer, Mr. Vice President, Governor, Congressman Thomas, Senator Wiley, Congressman Miller, Mr. Webb, Mr. Bell, scientists, distinguished guests, and ladies and gentlemen:

William Bradford, speaking in 1630 of the founding of the Plymouth Bay Colony, said that all great and honorable actions are accompanied with great difficulties, and both must be enterprised and overcome with answerable courage.

The exploration of space will go ahead, whether we join in it or not, and it is one of the great adventures of all time, and no nation which expects to be the leader of other nations can expect to stay behind in this race for space.

Those who came before us made certain that this country rode the first waves of the industrial revolution, the first waves of modern invention, and the first wave of nuclear power, and this generation does not intend to founder in the backwash of the coming age of space. We mean to be a part of it—we mean to lead it.

Yet the vows of this Nation can only be fulfilled if we in this Nation are first, and, therefore, we intend to be first. In short, our leadership in science and industry, our hopes for peace and security, our obligations to ourselves as well as others, all require us to make this effort, to solve these mysteries, to solve them for the good of all men, and to become the world's leading space-faring nation.

We set sail on this new sea because there is new knowledge to be gained, and new rights to be won, and they must be won and used for the progress of all people.

We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too.

It is for these reasons that I regard the decision last year to shift our efforts in space from low to high gear as among the most important decisions that will be made during my incumbency in the office of the Presidency.

In the last 24 hours we have seen facilities now being created for the greatest and most complex exploration in man's history. We have felt the ground shake and the air shattered by the testing of a Saturn C-1 booster rocket, many times as powerful as the Atlas which launched John Glenn, generating power equivalent to 10,000 automobiles with their accelerators on the floor. We have seen the site where five F-1 rocket engines, each one as powerful as all eight engines of the Saturn combined, will be clustered together to make the advanced Saturn missile, assembled in a new building to be built at Cape Canaveral as tall as a 48-story structure, as wide as a city block, and as long as two lengths of this field.

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Within these last 19 months at least 45 satellites have circled the earth. Some 40 of them were made in the United States of America, and they were far more sophisticated and supplied far more knowledge to the people of the world than those of the Soviet Union.

The Mariner spacecraft now on its way to Venus is the most intricate instrument in the history of space science. The accuracy of that shot is comparable to firing a missile from Cape Canaveral and dropping it in this stadium between the 40-yard lines.

Transit satellites are helping our ships at sea to steer a safer course. Tiros satellites have given us unprecedented warnings of hurricanes and storms, and will do the same for forest fires and icebergs.

We have had our failures, but so have others, even if they do not admit them. And they may be less public.

To be sure, we are behind, and will be behind for some time in manned flight. But we do not intend to stay behind, and in this decade, we shall make up and move ahead.

The growth of our science and education will be enriched by new knowledge of our universe and environment, by new techniques of learning and mapping and observation, by new tools and computers for industry, medicine, the home as well as the school. Technical institutions, such as Rice, will reap the harvest of these gains.

And finally, the space effort itself, while still in its infancy, has already created a great number of new companies, and tens of thousands of new jobs. Space and related industries are generating new demands in investment and skilled personnel, and this city and this state, and this region, will share greatly in this growth. What was once the furthest outpost on the old frontier of the West will be the furthest outpost on the new frontier of science and space. Houston, your city of Houston, with its Manned Spacecraft Center, will become the heart of a large scientific and engineering community.

To be sure, all this costs us all a good deal of money. This year's space budget is three times what it was in January 1961, and it is greater than the space budget of the previous eight years combined. That budget now stands at \$5,400,000,000 a year—a staggering sum. Space expenditures will soon rise some more, from 40 cents per person per week to more than 50 cents a week for every man, woman and child in the United States, for we have given this program a high national priority—even though I realize that this is in some measure an act of faith and vision, for we do not now know what benefits await us.

However, I think we're going to do it, and I think that we must pay what needs to be paid. I don't think we ought to waste any money, but I think we ought to do the job. And this will be done in the decade of the Sixties.

And I am delighted that this university is playing a part in putting a man on the moon as part of a great national effort of the United States of America.

Many years ago the great British explorer George Mallory, who was to die on Mount Everest, was asked why did he want to climb it. He said, "Because it is there."

Well, space is there, and we're going to climb it, and the moon and the planets are there, and new hopes for knowledge and peace are there.

Thank you.

John F. Kennedy – September 12, 1962

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*What is the author's main purpose in writing the speech?

*What does the word **comparable** mean as used in the speech?

*Read the sentence from the speech:

"We set sail on this new sea because there is new knowledge to be gained, and new rights to be won, and they must be won and used for the progress of all people."

What does President Kennedy imply with this statement?

*What statement from the speech best supports the generalization made by William Bradford that "**all great and honorable actions are accompanied with great difficulties**"?

*What is the effect of the first person plural point of view in the speech (i.e. Kennedy's continued use of "We...")?

*"Those who came before us made certain that this country rode the first waves of the industrial revolution, the first waves of modern invention, and the first wave of nuclear power, and this generation does not intend to founder in the backwash of the coming age of space."

What is the speaker's intended purpose with this statement?

Grammar: Parts of the Sentence, Verbals, and Clauses

Directions: Identify the **underlined and bolded parts of the sentence** called for in each sentence.

*Penn State gave Ruben **funding** for his research project.

*Brandy left the hotel **staff** a gracious thank-you note.

*Vicky usually cooks her dinner guests some impressive **meals**.

*Near her front porch swing, Ms. Woodard keeps an extra key **concealed** under a flower pot.

***Running** in the park is one of my favorite things to do on a beautiful day.

*Our new pitcher continues **to exceed** expectations and win games we'd lose without him.

***After a lightning bolt passes through the air**, the compression and rapid expansion of air molecules produces the sound of thunder.

*After a lightning bolt passes through the air, **the compression and rapid expansion of air molecules produces the sound of thunder**.

***While the telephone connected fifty-million people within seventy-five years of its inception**, the internet accomplished the same feat in only four years.

*While the telephone connected fifty-million people within seventy-five years of its inception, **the internet accomplished the same feat in only four years**.

Constructed Response Essay

Directions:

Choose TWO of the prompts below and write a constructed response essay in response to each prompt. Write the # of the prompt at the top of your paper along with your name.

Regardless of which prompts you choose, remember to APE it (see after the prompts for reminders on how to write it).

#1: Constructed Response to Fiction: *Of Mice and Men*

- Do George's actions at the end of the novella make him a **murderer**, or was he actually acting as Lennie's **guardian**?

Present your answer, provide at least two pieces of evidence from the story to support it, and explain how your evidence supports your answer.

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#2: Constructed Response to a Poem: "Ballad of Birmingham"

- Refer to the poem "**Ballad of Birmingham.**" Note that during the Civil Rights Movement, Birmingham, Alabama was one of the central locations of peaceful protests for equality of African-Americans in our country. Tragically though, in 1963, white supremacists bombed the 16th Street Baptist church and caused the death of four young girls.

Reread the lines from stanza 6 and stanza 7: write a constructed response that explains the significance of these lines to the overall meaning of the poem. Provide examples from the poem to support your response.

#3: Constructed Response to Nonfiction

- Refer to the article "**Secrets of the Most Successful College Students.**" Identify what the author's purpose is for writing the passage, and explain how she achieves it. Provide examples from the article to support your response.

Reminders for Writing a Constructed Response

- **Answer** the prompt
 - Mention the author, title, and part of the prompt in your answer.
- **Provide** evidence (*examples*) from the text to support your answer.
 - ("For example; one example; another reason; in addition; furthermore; next...")
- **Explain** how your examples support your answer.
 - ("This example shows that; This quote from the story shows that...")
- (Repeat **P** and **E** to add more support to your answer).

Scoring Guide for Written Response

(4) = 25 points

- Writer provides a **clear, focused answer to the prompt**
- supports this answer with a **variety of strong, relevant evidence/examples**, and
- connects examples to answer with **complex, insightful explanation and analysis**.
- Response contains **no or minimal grammatical errors** that do not detract from written voice.

(3) = 20 points

- Writer provides a **clear answer to prompt**
- supports this answer with **mostly relevant evidence/examples**, some of which **may be repetitious**, and
- connects most examples to answer with **adequate explanation and analysis**.
- Response may contain **minor grammatical errors**.

(2) = 15 points

- **One aspect of content is limited or underdeveloped** (answer; evidence; analysis).
- Response **may contain grammatical errors** that detract from written voice.

(1) = 10 points

- **Two aspects of content are limited or underdeveloped** (answer; evidence; analysis).
- Response **may contain significant grammatical errors**.

(0) = 0 points

- **Content of response is lacking or underdeveloped**
- and/or **significant grammatical errors**.