

English II E.O.C. Review Packet

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English II E.O.C. Review Packet

**Informational Articles:
Single/Cross-Over
Open-Ended Responses**

"Why Men are in Trouble"

William J. Bennett , CNN Contributor

Editor's note: William J. Bennett, a CNN contributor, is the author of "The Book of Man: Readings on the Path to Manhood." Bennett is the Washington fellow of the Claremont Institute. He was U.S. secretary of education from 1985 to 1988 and was director of the Office of National Drug Control Policy under President George H.W. Bush.

(CNN) -- For the first time in history, women are better educated, more ambitious and arguably more successful than men.

Now, society has rightly celebrated the ascension of one sex. We said, "You go girl," and they went. We celebrate the ascension of women but what will we do about what appears to be the very real decline of the other sex?

The data does not bode well for men. In 1970, men earned 60% of all college degrees. In 1980, the figure fell to 50%, by 2006 it was 43%. Women now surpass men in college degrees by almost three to two. Women's earnings grew 44% in real dollars from 1970 to 2007, compared with 6% growth for men.

In 1950, 5% of men at the prime working age were unemployed. As of last year, 20% were not working, the highest ever recorded. Men still maintain a majority of the highest paid and most powerful occupations, but women are catching them and will soon be passing them if this trend continues.

The warning signs for men stretch far beyond their wallets. Men are more distant from a family or their children than they have ever been. The out-of-wedlock birthrate is more than 40% in America. In 1960, only 11% of children in the U.S. lived apart from their fathers. In 2010, that share had risen to 27%. Men are also less religious than ever before. According to Gallup polling, 39% of men reported attending church regularly in 2010, compared to 47% of women.

If you don't believe the numbers, just ask young women about men today. You will find them talking about prolonged adolescence and men who refuse to grow up. I've heard too many young women asking, "Where are the decent single men?" There is a maturity deficit among men out there, and men are falling behind.

This decline in founding virtues -- work, marriage, and religion -- has caught the eye of social commentators from all corners. In her seminal article, "The End of Men," Hanna Rosin unearthed the unprecedented role reversal that is taking place today. "Man has been the dominant sex since, well, the dawn of mankind. But for the first time in human history, that is changing—and with shocking speed," writes Rosin. The changes in modern labor -- from backs to brains -- have catapulted women to the top of the work force, leaving men in their dust.

Man's response has been pathetic. Today, 18-to- 34-year-old men spend more time playing video games a day than 12-to- 17-year-old boys. While women are graduating college and finding good jobs, too many men are not going to work, not getting married and not raising families. Women are beginning to take the place of men in many ways. This has led some to ask: do we even need men? So what's wrong? Increasingly, the messages to boys about what it means to be a man are confusing. The machismo of the street gang calls out with a swagger. Video games, television and music offer dubious lessons to boys who have been abandoned by their fathers. Some coaches and drill sergeants bark, "What kind of man are you?" but don't explain.

Movies are filled with stories of men who refuse to grow up and refuse to take responsibility in relationships. Men treat women as toys to be discarded when things get complicated. Through all these different and conflicting signals, our boys must decipher what it means to be a man, and for many of them it is harder to figure out.

For boys to become men, they need to be guided through advice, habit, instruction, example and correction. It is true in all ages. Someone once characterized the two essential questions Plato posed as: Who teaches the children, and what do we teach them? Each generation of men and women have an obligation to teach the younger males (and females of course) coming behind them. William Wordsworth said, "What we have loved, others will love, and we will teach them how." When they fail in that obligation, trouble surely follows.

We need to respond to this culture that sends confusing signals to young men, a culture that is agnostic about what it wants men to be, with a clear and achievable notion of manhood.

The Founding Fathers believed, and the evidence still shows, that industriousness, marriage and religion are a very important basis for male empowerment and achievement. We may need to say to a number of our twenty-something men, "Get off the video games five hours a day, get yourself together, get a challenging job and get married." It's time for men to man up.

"How to Be a Real Man"

Dan Mulhern

Editor's note: *Mulhern is married to star Democrat Jennifer Granholm, the former governor of Michigan. After reading NEWSWEEK'S April 26 cover on how the Great Recession has left many men feeling shamed and powerless, he composed this letter to his son.*

The old rules don't work—as I've learned being married to a powerful woman. Here's what I'm telling our son about modern manhood.

Dear Jack,

At your physical yesterday, the nurse measured you at 5 feet 9 inches. You have officially passed your old man. And at 13, you're not done growing.

There's never been a better time to grow into manhood, but not everyone thinks so. NEWSWEEK recently reported on the plight of the "Beached White Male." "Man down!" they're crying—and insisting we'd better man up. It got me thinking about what it means to be a man.

I always thought that I would become governor, and then I'd "be the man." But the train tracks got switched, and instead Mom pulled into that station. I came to wonder about my strength. Do you remember when I took you along to my speech about leadership to some Cisco executives in Chicago, where you ran the PowerPoint slides? During the Q&A someone asked you why your dad was a great leader. You told them that I faithfully visited the young man I mentor in the Big Brother program, even when he was frustrating and difficult. Then someone asked, "Why is your mom a great leader?" and you said, "Wow, my mom—where do I even start?" I felt my armor pierced by that contrast—Mom's obvious, overwhelming heroism, and my leadership, such as it was, smaller, humbler.

Male armor had always seemed to fit me well. As a young man I felt comfortable behind Ivy League walls, then moved easily through halls of power. When I launched my leadership consulting business, I enjoyed "eating what I killed," as the macho maxim puts it. But the choices Mom and I made to put her public service in front of my career, and for me to lead at home, left me vulnerable and caused me to rethink what it means to "be a man." It has not been a tragic end to my manhood, but a wondrous beginning. It'll get even better for you.

When your grandmothers were raised, being a woman meant being a housewife. But Mom and her generation seized new opportunities. As a prosecutor and attorney general, Mom developed extraordinary executive skills. I was proud, and learned to exult in her strengths. Her success freed me to see a man can be good—or great—without being a hero in war, sports, business, or politics. A strong man, Jack, is not threatened by others' greatness. He's comfortable with his own.

I have loved raising you and your college-age sisters. It's been a gift. I stepped out of my male armor. I now cry when I'm sad, afraid, or just overwhelmed by the beauty of a sonata or a newborn baby. I don't feel less of a man. I do feel more of a human being.

Jack, you can play all kinds of roles in your time. You can whack at someone with a lacrosse stick—or express courage as you did last week, when I watched you console your goalie while everyone else was mad at him for giving up the deciding goal. You showed me a strong man.

My dad, like so many men of his generation, could tell his wife what to do. He could tell his staff. And his boss could tell him. You and I need a more nimble strength. For example, you will have to stand

up to your woman. You will honor her when you treat her as an equal, neither unduly backing down nor asking her to give up her principles and experience. You won't have clear social roles to inherit. Instead, you'll have to talk, negotiate, sacrifice, and make it up as you go along. A modern warrior prevails not by sheer physical strength but by exercising his values with discipline.

As a modern man, you'll learn way more than if you were large and in charge. It used to be a man's world (and, in some measure, it still is). If you lead like Mom, you'll know how to persevere. You need not fear strong women, or dismiss gentle men. And if you so choose, you'll be a great stay-at-home or lead parent, giving and receiving incredible lessons and profound joy. Either way, it's a great time to be a man.

Mulhern teaches at the University of California, Berkeley's Haas School of Business and Boalt law school and is a senior adviser to the Families and Work Institute. He writes on leadership at danmulhern.com.

Citation: Mulhern, Dan. "How to Be a Real Man." *The Daily Beast*. 1 May 2011. Web. 12 Feb. 2013.
- <http://www.thedailybeast.com/newsweek/2011/05/01/how-to-be-a-real-man.html>.

Directions: Read the two articles about manhood and complete the chart below:

	<i>Why Men are in Trouble</i>	<i>How to be a Real Man</i>
WHO is the article about?		
WHAT is the article about?		
WHEN was the article written?		
WHERE was the article written?		
WHY did the author write the article?		
HOW does the author feel about manhood?		

"Why Men are In Trouble" and "How to Be a Real Man" ASSESSMENT

Directions: Use the two passages to answer the following questions.

"Why Men Are In Trouble"

1. _____ In this article, the author's attitude towards the changing status of men in modern America seems to be
 - a. concerned, and somewhat frustrated
 - b. objective—the article is merely a presentation of facts
 - c. celebratory of all men have achieved in the past 50 years
 - d. irritated and angry at women for slowing the rate of men's progress

2. _____ As support for his thesis, the author cites all of the following concerns **except** that
 - a. Both the rate of college education and earnings growth has been growing for women, while both have declined or slowed for men.
 - b. Men report feeling less satisfied with their jobs, families, and levels of physical fitness than in the past.
 - c. Men are less involved with their own families and religion than in years past.
 - d. Men's increasing "maturity deficit" is causing them to fall behind, and they're really not all that concerned about it.

3. _____ From this article, we can conclude that the author believes that
 - a. "men are in trouble" due to a wide variety of social and sociological factors out of their control, not through any fault of their own.
 - b. the status of men will continue to decline unless there's a dramatic shift in which men decide to "man up" and take responsibility for themselves and their lives.
 - c. men have become useless, unneeded in a society where work has shifted from "brawn to brains."
 - d. even with a "clear and achievable notion of manhood," today's boys have little chance of success in an increasingly female-dominated world.

4. _____ The main organizational pattern used in the selections is
 - a. a chronology of the history of the rise and fall of man in the 20th century
 - b. a comparison / contrast of strengths and weaknesses of both genders
 - c. the pointing out of a social problem, provision of evidence to support it, and proposal of a solution
 - d. a trouble-shooting-style list of questions and answers about gender differences in modern America

5. _____ Read these sentences from the middle of the article:

..."The machismo of the street gang calls out with a swagger. Video games, television and music offer dubious lessons to boys who have been abandoned by their fathers...."

The author most likely includes these sentences

- a. in order to blame gang violence, TV, and video games for fathers abandoning their sons.
- b. to help answer the question posed just before that—"Do we even need men?"
- c. as support for that paragraph's topic sentence—"Increasingly, the messages to boys about what it means to be a man are confusing."
- d. to counter the statement he has made earlier about positive effects of video games and television.

"How to Be a Real Man"

6. _____ In this article, the writer's attitude toward manhood is one of
- a. distress at the lack of definition of what "real manhood" means
 - b. frustration at powerful women like his wife who seem intent on "keeping men down."
 - c. ambivalence—while he enjoys being a man, he is concerned that the world is a different place for his son.
 - d. optimism—asserting the benefits of being a man in modern America
7. _____ Readers of this selection can conclude that the author
- a. loves his wife, and is proud of—not threatened by—her accomplishments.
 - b. is comfortable with his role as the primary parent and what that means for his manhood
 - c. is excited about the opportunities his son will have in the future, in spite of (or maybe because of) less clearly defined gender roles.
 - d. All of the above
 - e. A and B only
8. _____ In the first half of the article, the author makes reference to his "armor" or "male armor." This "armor," figuratively speaking, most likely refers to the
- a. protective clothing he had to wear because of the dangerous nature of his job.
 - b. traditional definition of "manhood" the author had grown up "wearing"
 - c. idea that the author's love and respect for his wife and family protected him from all harm
 - d. author's time in the military and sense of pride he still retains from that.
9. _____ Reread the paragraph beginning, "When your grandmothers...." Which word/phrase is most similar in meaning to the phrase "**exult in**" as its used in this paragraph?
- a. get over
 - b. resent
 - c. tolerate
 - d. take pride in
10. _____ Which of the following sentences is the best expression of the **thesis** of Mulhern's letter?
- a. "It used to be a man's world (and, in some measure, it still is).
 - b. "A modern warrior prevails not by sheer physical strength but by exercising his values with discipline."
 - c. "I have loved raising you and your college-age sisters."
 - d. "Either way, it's a great time to be a man."

1. Answer Question

2. Embed Appropriate
Quote

3. Connect Back to Question

1. Answer the question

Support

Support

3. Connect back to text

What Does It Mean to be a "Real Man"?

Short Answer Practice

Single Selection: Use the article "Why Men Are in Trouble" to answer the following question:

1. What does William Bennett, author of "Why Men are in Trouble" see as the main problem facing modern men? Be sure to support your response with *specific* evidence from the text.

Crossover: Use both articles — "Why Men are in Trouble" and "How to Be a Real Man" to answer the following question:

1. What **one** idea about modern manhood do these articles *share*? Be sure to support your response with specific evidence from *both* texts.

English II E.O.C. Review Packet

Visuals

Directions: Read the advertisement and answer the questions that follow.

Come to Camp Chippenstock!

If you're looking for happy summer memories that will last a lifetime, *Camp Chippenstock* is for you! We provide fun and meaningful activities for young people ages 12 through 17. Our campers choose from a wide variety of interesting activities, led by an enthusiastic staff, some of whom were once Chippenstock campers themselves. Because we are a day camp, *Camp Chippenstock* is more affordable than many other camps. Read on to find out how you can participate.

Camp Chippenstock is surrounded by pine trees, hills, streams, and a large lake. Counselors and aides are friendly, caring, and experienced. Each year we get letters from satisfied campers like this one from Tommy Molina:

"*Camp Chippenstock* is a great place to be in the summer. It's everything you'd expect a camp to be and then some. I had a great summer, met a lot of cool people, and learned to paddle a canoe. I am definitely coming back next summer."

ACTIVITIES OFFERED



- **Swimming:** Visualize yourself swimming or diving into a crystal clear pool. Whether you are a beginner or already swim like a fish, we'll find a class for you.



- **Team Sports:** Choose from softball, soccer, basketball, and volleyball. Fridays are game days—hot dogs and all!

- **Hiking:** See the most beautiful hiking trails in the area and learn about animal tracks, bird calls, and native plants.



- **Canoeing:** Glide across the lake or paddle up a stream. You can also take part in all-day canoe trips or weekly races.

- **Crafts:** Express your creative side by learning to work with wood, leather, and clay.



- **Photography:** Learn how to get the pictures you want and how to develop them. Taking good pictures isn't as simple as it seems, even in this magnificent setting. Bring your own camera or use one of ours.



- **The Chippenstock Times:** Everyone is encouraged to get involved by becoming a reporter or photographer for our weekly newspaper.

Imagine the fun you can have! We start each day at 9:00 A.M. and end at 5:30 P.M., Monday through Friday. Camp begins on June 22 and runs through July 24. Transportation can be arranged for those who live in the Allentown area. To receive an application, call 1-888-293-3151 or write to:

Camp Chippenstock
P.O. Box 292
Allentown, NY 10020

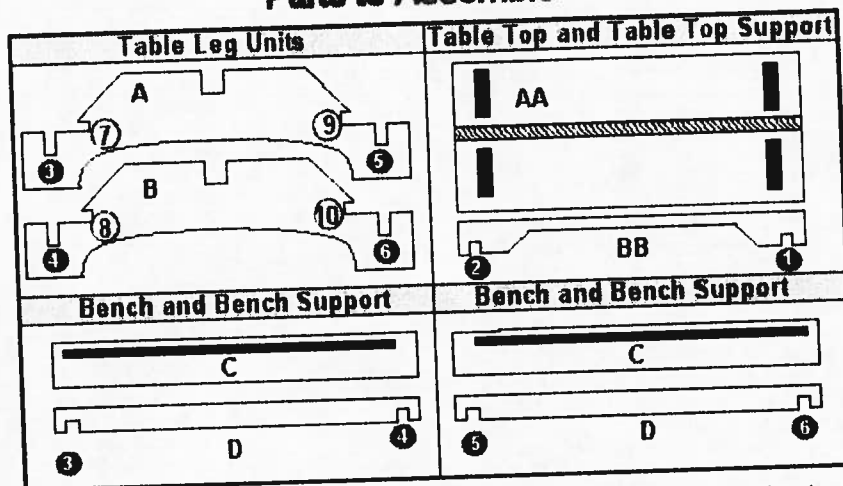
Camp Chippenstock

- Which question is answered in paragraph 2 of the flyer?
1. Do campers play sports at Camp Chippenstock?
 - A. Is Camp Chippenstock open during the month of August?
 - B. What is the setting like at Camp Chippenstock?
 - C. Does Camp Chippenstock offer creative arts activities?
 - D.
 2. The main purpose of the last paragraph of the flyer is to —
 - A. review the activities that Camp Chippenstock offers to its campers
 - B. give the reader information necessary to apply for Camp Chippenstock
 - C. persuade the reader that Camp Chippenstock is the right camp for them
 - D. tell the reader one more time how much fun campers have each summer
 3. Which statement is a *fact* expressed in the flyer?
 - A. "Camp begins on June 22 and runs through July 24."
 - B. "Taking good pictures isn't as simple as it seems . . ."
 - C. "... Camp Chippenstock is more affordable than many other camps."
 - D. "It's everything you'd expect a camp to be and then some."

Directions: Read the directions and answer the questions that follow.

Backyard Pride Plastic Picnic Table

Parts to Assemble



Your **Backyard Pride Plastic Picnic Table** is cleverly designed to be put together by joining the components by means of a series of grooves and notches. No tools are required for assembly. Just follow these simple instructions. It's as easy as 1, 2, 3.

1. Lay the table top [AA] upside down on a work table or flat surface. Using the waterproof glue provided in the kit, securely glue the four short strips of rubber trim (shown in black) across each end of the table top 3" from the edge. (These rubber strips keep the table from sliding out of place.)
2. Lay the two benches [C] upside down on the work surface. Glue a long rubber strip lengthwise on each, 3" from the edge. (This rubber strip should rest on top of the bench support in order to prevent the bench seat from sliding.)
3. You will need two people to hold the two leg units [A & B] while you drop the bench supports into each side. (Insert bench support [D] notches 3 and 4 into the corresponding leg support notches. Then insert bench support notches 5 and 6 into the corresponding leg support notches on the opposite side of the table.)
4. The two bench seats [C] can now be placed on top of the bench supports. Stability is achieved by pushing the seats forward, locking them securely into the notches on the leg pieces.
5. Slide the notches 1 and 2 of the top support [BB] down into the corresponding notches on the table legs units.
6. Rest the table top [AA] on the top support [BB] so that the groove in the underside of the table top fits over the table top support and the rubber strip on the underside of the table top rests on the top edge of the leg supports. (For more permanent uses, you can screws to fasten the table top to the table legs and table top support.)
7. Paint your table or coat it with a clear finish, if desired.

4. Which question is answered in the introduction to the assembly instructions?
- A. Are tools needed to assemble the table?
 - B. What are the dimensions of the finished table?
 - C. Is a clear finish included in the kit?
 - D. How many pieces are included in the kit?

5. In Step 4 of the instructions, the word stability means –
- A. height
 - B. steadiness
 - C. attractiveness
 - D. durability

6. From the assembly instructions, the reader could conclude that –
- A. a painted finish will last longer than a clear finish
 - B. the table is not intended to be taken apart and reconstructed
 - C. a warranty is provided in the package
 - D. the table cannot be assembled by one person

7. Which statement best summarizes this passage?
- A. The Backyard Pride Plastic Picnic Table was based on several prize-winning designs submitted as part of a painting contest.
 - B. The Backyard Pride Plastic Picnic Table can be built by following simple instructions that involve gluing all the pre-cut pieces.
 - C. The material used in the Backyard Pride Plastic Picnic Table has been tested and found to retain its shape under varying weather conditions.
 - D. The Backyard Pride Plastic Picnic Table provides a roomy place to have an outdoor lunch.

8. Which statement expresses an opinion found in the introduction to the assembly instructions?
- A. The Backyard Pride Plastic Picnic Table requires no additional tools.
 - B. The Backyard Pride Plastic Picnic Table is a great addition to any outdoor space.
 - C. The Backyard Pride Plastic Picnic Table is made of high-quality plastic.
 - D. The Backyard Pride Plastic Picnic Table is a great value for the money.

Directions: Read the job announcement and answer the questions that follow.

JOBS

Virginia Careers

Employment Opportunities
in the Commonwealth of Virginia

Keyboard Specialist

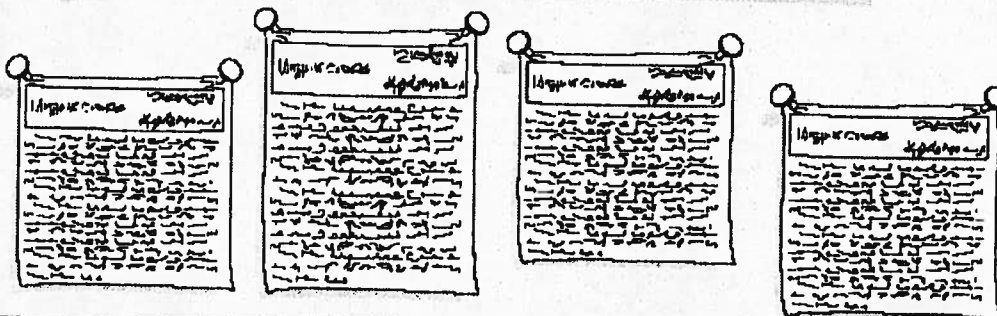
Keyboard Specialist is an entry-level position. The majority of the keyboard specialist's work involves skill in the manipulation of a standard typewriter, word processor, or computer alphanumeric keyboard. A minimum typing speed of 35 words per minute is required.

Typing of correspondence, documents, forms, and records is a key function of this position. Final copy is typed from typewritten drafts, marked copy, rough handwritten drafts, printed copy, and data from various sources. Some offices use electronic dictating equipment from which typewritten copy must be produced. Proficiency in correct layout, spelling, and punctuation, as well as basic rules of English grammar and usage, is essential. A thorough understanding of preferred rules of capitalization, hyphenation, spacing, and tabulation is needed.

Keyboard specialists are also called upon to operate other office machines such as copiers and fax machines. Opening and distributing incoming mail and maintaining alphabetic and chronological files are other routine duties. Some keyboard specialists are called upon to answer and make telephone calls and to refer visitors.

For information on job opportunities now available in this field, please contact the Virginia Department of Personnel and Training.

Beginning Salary Range - \$14,000 to \$15,500



9. The phrase "entry-level position" is intended to --
- A. show that this job primarily involves the entry of data into various computer databases
 - B. invite applicants who would like to receive free training in the skills required for the job
 - C. encourage applicants who possess the necessary skills but might not yet have job experience
 - D. persuade only those with multiple years of job experience to apply for this position
10. The job description indicates that keyboard specialists are expected to --
- A. receive training from the Virginia Department of Personnel and Training
 - B. hire office workers when additional help is needed
 - C. repair copiers and other kinds of office machines
 - D. correct the spelling and punctuation of handwritten drafts
11. Which skill is most important for a keyboard specialist to have?
- A. Planning to meet long-term goals
 - B. Making speeches to large audiences
 - C. Finding creative solutions to problems
 - D. Paying close attention to details
12. Which question is not answered in this job description?
- A. Does the job require contact with persons outside the office?
 - B. What is the telephone number for the Virginia Department of Personnel and Training?
 - C. What kind of material does a keyboard specialist type?
 - D. In what order are the files maintained?

Are you always **busy?**

Is your schedule **hectic?**

Do you sometimes forget to take time to **eat?**

If you answered "yes" to any of these questions, then you need



QUICKEATS

HEALTHY EATING THAT FITS
YOUR DAILY ROUTINE.



Vacuum-sealed meals for people on the go!
Nutritious, low-sugar, low-fat, well-balanced meals in a convenient pouch!
They don't spoil!

Are you looking for a hot meal? Or do you prefer a cold dish instead?
Hot or cold, Quickeats are delicious, and the tantalizing aroma will have you
feeling like you're eating a home-cooked meal. A variety of meals is already available at
leading grocery stores in your area.

Try our **Red Hot Quickeats!**
(Heat in a microwave for 3 minutes.)
Stew with Garden Vegetables
Barbecued Chicken and Rice
Creamy Ham and Noodles

Choose one of our **Cool Blue Quickeats!**
(Refrigerate for extra coldness, if desired.)
Yogurt with Dried Fruit and Nuts
Vegetables and Pasta Salad
Tuna Salad and Whole Wheat Crackers

Quickeats are reasonably priced and ready to eat. Take the coupon below to a
participating store to receive a free Red Hot or Cool Blue container that will fit neatly in
your backpack, briefcase, or shoulder bag, and keep your Quickeats meal hot or cold
until you're ready to eat it. Each container holds up to 4 Quickeats.

If you have questions or suggestions, please contact our national office:
Neavest Inc., P.O. Box 90210, Lexinet, VA
or call 1-888-293-3151



One FREE container for Quickeats with the purchase of one Quickeats meal.

**Can be used as an assessment

1. What does the phrase "on the go" mean in this advertisement?
 - A. Hard to find
 - B. Very active
 - C. Working properly
 - D. About to leave
2. In this advertisement, tantalizing means --
 - A. tempting
 - B. common
 - C. original
 - D. frequent
3. This ad is designed to appeal to people who --
 - A. don't have much time
 - B. like home-cooked meals
 - C. want to save money
 - D. want to be like others
4. From information in this advertisement, the reader can conclude that "Neavest" is probably a --
 - A. supermarket chain
 - B. food manufacturer
 - C. government agency
 - D. consumer organization
5. Which of these is a fact presented in this advertisement?
 - A. One Quickeats meal consists of vegetables and pasta.
 - B. Quickeats are packaged in a convenient way.
 - C. Quickeats fit in people's daily routine.
 - D. Eating Quickeats is like eating homemade food.
6. Which of these questions is answered in the advertisement?
 - A. What kinds of dried fruit are included in a Cool Blue Quickeats meal with yogurt?
 - B. Is a Quickeats container small enough to fit into a backpack?
 - C. Can Red Hot Quickeats be prepared on a stove as well as in a microwave oven?
 - D. How long are Quickeats available at local stores?
7. Which of these is the best summary of this advertisement?
 - A. One Red Hot Quickeats meal is stew with garden vegetables.
 - B. People with questions or suggestions should call 1-888-293-3151.
 - C. Neavest can be contacted at P.O. Box 90210 in Lexinet, Virginia.
 - D. Quickeats are easy to prepare and come in both hot and cold varieties.

English II E.O.C. Review Packet

Poetry

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Structure and Elements of Poetry

Courtesy

by Diane Tran

To my peers, I openly profess,
Too often, I see frowns and rudeness.
What happened to civil courtesy
And smiling at the people you see?

Loud music during late midnight hours,
Cars splashing walkers in strong rain showers,
Customers demanding without a "please,"
Cashiers snapping at polite patrons' pleas.

Do you ever yield in rush hour traffic
Or refrain from using language that's graphic?
Do you ever ask for others' opinions
Or consider others in your decisions?

If your answer is "No," please hear my cry:
Please change your actions and fully embrace
Good manners, Respect, and Chivalry. Why?
To make this bitter world a better place.

1. Which stanza is different in rhyme scheme from the other stanzas?

- ☐ A. 4
- ☐ B. 2
- ☐ C. 3
- ☐ D. 1

Tichborne's Elegy

by Chidiock Tichborne

written with his own hand in the Tower before his execution

My prime of youth is but a frost of cares,
My feast of joy is but a dish of pain,
My crop of corn is but a field of tares,
And all my good is but vain hope of gain;
The day is past, and yet I saw no sun,
And now I live, and now my life is done.

My tale was heard and yet it was not told,
My fruit is fallen and yet my leaves are green,
My youth is spent and yet I am not old,
I saw the world and yet I was not seen;
My thread is cut and yet it is not spun,
And now I live, and now my life is done.

I sought my death and found it in my womb,
I looked for life and saw it was a shade,
I trod the earth and knew it was my tomb,
And now I die, and now I was but made;
My glass is full, and now my glass is _____,
And now I live, and now my life is done.

2. Based on the poem's rhyme scheme, which word **most likely** ends the second-to-last line of the poem?

- ☐ A. run
- ☐ B. gloom
- ☐ C. laid
- ☐ D. empty

The Tiger
by William Blake

Tiger Tiger burning bright,
In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?

In what distant deeps or skies.
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare seize the fire?

And what shoulder and what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? and what dread feet?

What the hammer? what the chain,
In what furnace was thy brain?
What the anvil? what dread grasp.
Dare its deadly terrors clasp?

When the stars threw down their spears
And watered heaven with their tears:
Did he smile His work to see?
Did he who made the lamb make thee?

Tiger Tiger burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?

3. Which of these **best** describes the style of this poem?

- ☐ A. a narrative because it is a satire of strength
 - ☐ B. an epic because it tells a story of a heroic figure
 - ☐ C. a lyric because it expresses the poet's feelings
 - ☐ D. a free verse because it lacks a metrical pattern
-

4. Which rhyme scheme does the poet use in the first 8 lines of the poem?

- ☐ A. a-b-c-b-d-d-e-e
 - ☐ B. a-b-c-d-e-f-g-h
 - ☐ C. a-b-a-b-c-d-c-d
 - ☐ D. a-a-b-b-c-c-d-d
-

5. Which sentence **best** states the main idea of this poem?

- ☐ A. Those who are dangerous like the tiger rule over the meek animals.
 - ☐ B. The speaker feels afraid of the immortal hand that shaped the tiger.
 - ☐ C. Those who lack imagination cannot enjoy the beauty of the earth.
 - ☐ D. The speaker is amazed by the awe-inspiring beings in the universe.
-

To a New Friend

Shall I compare you to my driving test?
 I was as nervous when I met you first.
 Although you seemed to be the friendliest,
 I felt awkward like I was unrehearsed.

I'd watched my mom and dad drive every day.
 It seemed easy to do in the back seat.
 I'd seen my siblings always find their way.
 I couldn't wait to roll around the street.

"Easier said than done," they say; it's true.
 I felt so lost behind the leather wheel.
 But practicing taught me a thing or two.
 At last, I could control automobile.

It meant a lot to have my own license
 but your friendship to me is more immense.

6. Which rhyme scheme does the poet use?

- ☐ A. a-b-c-a-b-c-d-e-f-d-e-f-a-a
- ☐ B. a-b-a-b-a-b-a-b-a-b-a-b-c-c
- ☐ C. a-a-b-b-c-c-d-d-e-e-f-f-g-g
- ☐ D. a-b-a-b-c-d-c-d-e-f-e-f-g-g

7. The poem is an example of which of these styles of poetry?

- ☐ A. rhymed verse
- ☐ B. elegy
- ☐ C. sonnet
- ☐ D. free verse

8. Why is this poem considered a lyric?

- ☐ A. because it tells a story about learning how to drive an automobile
- ☐ B. because of its set rhyme scheme and its subject matter of nature
- ☐ C. because the words of the poem read like the lyrics of a song
- ☐ D. because it expresses the poet's feelings on driving and friendship

To the East Wind

Do you flow from my home
 gently caressing the fence?
 Do you see my darling's face
 waiting for me to come?

Oh wind, what have you seen,
 can't you somehow tell me?
 Who misses me far away?
 Did you see my picture hung?

You've seen the sun, the birds,
 and felt the changing sky.
 I have all but memories
 to go on and get by.

Bring back a letter if you can,
 perhaps a song or two.
 Tell her I will return
 before the year is new.

9. This poem is an example of which of these styles of poetry?

- ☐ A. sonnet

- ☐ B. elegy
☐ C. epic
☐ D. ode

10. Why is this poem considered a lyric?

- ☐ A. because it expresses the poet's thoughts and feelings
☐ B. because it rhymes and gives a brief expression of nature
☐ C. because it tells the story of a heroic figure missing home
☐ D. because it gives a universal message of love and family

Serious Sixteen

This year, I simply do not want a cake
 Just genuine emotions—nothing fake
 I'm older now, bigger things are at stake
 And fewer are mistakes I hope to make

Almost a man, I see my future now
 I'm free to drive, responsible somehow
 Turning my dreams into reality
 Ready to fight any adversity

I have one shot; I want to do it best
 Can you help me prepare for my life's test?
 Oh friends! Just give me something meaningful

11. Choose the line that best completes the poem while also maintaining its meter.

- ☐ A. So I can lay my promise to rest
☐ B. That makes my resolution powerful
☐ C. This could be my life's big break
☐ D. An angel's blessing is beautiful

The Waiting by A. Gautam

The corridor is longer than the endless distance of my fears
 I pace back and forth
 Back

And
 Forth
 I want to leave
 Before the smell of rubbing alcohol
 Seeps into my veins

Some people are laughing far away
 Burled hiccups faintly echo—near me

Waiting is a game with an unseen opponent
 Who always wins
 The world in here does not care about the sun or the moon
 Fluorescent light slowly swallows time
 Letting it out in parts—in seconds that are longer than the hours . . .

After eons, my father appears
 His face, a shining star
 His lips stretching to form a smile
 His eyes, sparkling
 With him the room is a carnival
 His victory is my eternal festival.

12. What is the effect of the word position in this poem?

- ☐ A. It helps the reader visualize the actions inside the hospital.
- ☐ B. It shows how the father emerges as a triumphant person.
- ☐ C. It describes the environment's effect on the father.
- ☐ D. It explains the lack of hope in the narrator's heart.

13. How does the punctuation in this poem enhance its meaning?

- ☐ A. The spaces between the lines create unnecessary pauses in the poem.
- ☐ B. The lack of punctuation creates chaos and disrupts the poem's meaning.
- ☐ C. The pauses and the periods help express the narrator's anxiety.
- ☐ D. The dashes help the reader sympathize with the distraught narrator.

Resolution by A. Gautam

The new year begins on a set of old promises
I look at my list crumpled in my fist
A carefully torn page, inside a yellow page—
It is the same yellow as the year before,
Twelve things that could change my life.
I can see the cursive letters when I close my eyes.
There my past remains, here my future lies.
I resolve to make my old ambitions a refrained try.

14. Which line from the poem best illustrates the narrator's resolution?

- ☐ A. "The new year begins on a set of old promises"
- ☐ B. "I look at my list crumpled in my fist"
- ☐ C. "A carefully torn page, inside a yellow page—"
- ☐ D. "It is the same yellow as the year before"

Which line from the poem best illustrates the narrator's resolution?

- ☐ A. "The new year begins on a set of old promises"
- ☐ B. "I look at my list crumpled in my fist"
- ☐ C. "A carefully torn page, inside a yellow page—"
- ☐ D. "It is the same yellow as the year before"

16. Which line from the poem best illustrates the narrator's resolution?

- ☐ A. "The new year begins on a set of old promises"
- ☐ B. "I look at my list crumpled in my fist"
- ☐ C. "A carefully torn page, inside a yellow page—"
- ☐ D. "It is the same yellow as the year before"

17. An example of a metaphor is shown in the line

- ☐ A. "Twelve things that could change my life"
- ☐ B. "The new year begins on a set of old promises"
- ☐ C. "I look at my list crumpled in my fist"
- ☐ D. "There my past remains, here my future lies"

Overcoming by A. Gautam

Maddie slowly closed her eyes
As if the culprit was the light
She drew the longest breath
And took a forward step

As the world waited outside
The silver and ice skating ring
Maddie let her fingers glide
Then her feet began to swing

The day she fell had flashed
Once more, in her mind
The bruise was throbbing—fresh
The tears still stung—enflamed

The world stood still, her toes were curled
She swirled and twirled and oh, she spun
Her fear had lost the battle, and Maddie won.

18. Which of these lines use slant rhyme?

- ☐ A. "Maddie slowly closed her eyes / As if the culprit was the light"
 - ☐ B. "The day she fell had flashed / Once more, in her mind"
 - ☐ C. "The world stood still, her toes were curled / She swirled and twirled and oh, she spun"
 - ☐ D. "Maddie let her fingers glide / Then her feet began to swing"
-

19. Which of these lines is an example of assonance?

- ☐ A. "She drew the longest breath"
 - ☐ B. "The world stood still, her toes were curled"
 - ☐ C. "The day she fell had flashed"
 - ☐ D. "Her fear had lost the battle, and Maddie won"
-

20. Which sound device is used in the lines "She drew the longest breath / And took a forward step"?

- ☐ A. alliteration
 - ☐ B. slant rhyme
 - ☐ C. onomatopoeia
 - ☐ D. consonance
-

English II E.O.C. Review Packet

Drama

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Structure and Elements of Drama

Gym Rats

by c safos

Stage Set: Late in the evening in the Hammer House Boxing Gym, most of the regulars have left. A scattered few people still remain. In the background, a man uses a jump rope. A woman does push-ups.

(CAIN, a small boxer, sits on a bench unwrapping the protective tape off of his knuckles and wrists using his teeth. SERGIO, his sparring partner and best friend, cuts away at the tape on CAIN'S other hand.)

SERGIO: I know you've got a hand in there somewhere.

CAIN: *(spitting the tape out of his mouth)* Well, remember to stop cutting once you see bone.

(The people exercising in the background finish their workouts and move off stage, leaving the focus of the audience on CAIN and SERGIO.)

SERGIO: Right, like you'd be able to feel it otherwise. I don't even think you have bone in there. I think you've got anvils in your hands.

CAIN: Are you kidding? I'll need more than anvils come fight night. Doerkson is a monster in the ring. To bring him down, I'll need a lead pipe and a tank if you can spare them.

(Freed from the cast of protective tape, CAIN'S hands start to violently shake. CAIN closes them into a fist until they calm.)

SERGIO: What was that?

(CAIN stands up and walks over to a nearby heavy bag and starts to throw light jabs.)

CAIN: It's nothing, just nerves. It'll calm down after the fight.

SERGIO: Have you seen a doctor?

(CAIN'S light jabs get heavier.)

CAIN: Seriously, I'm fine. Just nerves.

SERGIO: You don't get nerves. You don't get worried or stressed. I know you. What's going on?

(CAIN'S heavy jabs get heavier as the heavy bag begins to sway.)

CAIN: I'm fine. Let it go.

SERGIO: You can't stonewall me. We're going to a doctor tonight. I don't want to see you end up like Motts, stumbling around, shaking, can't even hold a spoon to eat, let alone throw hands. He took too many punches to the head, and now, his head is like a snow globe—just little flakes floating around in there. As a matter of fact . . .

(CAIN begins to pummel at the heavy bag, and the bag begins to rock violently.)

CAIN: Let it go! I'm not going to any doctors now. If I do, the athletic commission steps in. If they step in, they'll cancel the fight. They do that and I'm out of a purse. I need that money! And if you call yourself my friend, you'll keep quiet.

(SERGIO walks over and stops the swaying bag.)

SERGIO: It's your funeral.

(SERGIO walks away to the locker room. CAIN'S hands start to shake again until CAIN closes them into fists. The tremors stop.)

1. Which of the following would be an appropriate prop for the drama?

- ☐ A. a treadmill
- ☐ B. a book on boxing legends
- ☐ C. a plate of food
- ☐ D. a guitar stand

2. Read this line from the drama.

"CAIN: *(spitting the tape out of his mouth)* Well, remember to stop cutting once you see bone."

In this excerpt from the passage, the words "spitting the tape out of his mouth" that appear in parentheses are an example of

- ☐ A. stage directions.
- ☐ B. an aside.
- ☐ C. a soliloquy.
- ☐ D. realistic drama.

3. Read this section of the drama.

(Freed from the cast of protective tape, CAIN'S hands start to violently shake. CAIN closes them into a fist until they calm.)

Why is this stage direction important to the story?

- ☐ A. It shows why Cain wants to win the next fight.
 - ☐ B. It tells the actor how to speak his next lines.
 - ☐ C. It shows that the audience is supposed to laugh.
 - ☐ D. It tells the actor how to show Cain's problem.
-

4. How many people are on stage at the beginning of the play?

- ☐ A. 1
 - ☐ B. 4
 - ☐ C. 3
 - ☐ D. 2
-

5. Based on the dialogue and stage directions, the reader can tell that Sergio is

- ☐ A. scared to fight Cain.
 - ☐ B. worried about Cain.
 - ☐ C. obsessed with money.
 - ☐ D. stronger than Cain.
-

6. This passage consists mostly of

- ☐ A. a dramatic monologue.
 - ☐ B. dialogue.
 - ☐ C. asides.
 - ☐ D. a description of the setting.
-

7. Which type of costume should Sergio wear?

- ☐ A. a T-shirt and shorts
 - ☐ B. a nice suit and tie
 - ☐ C. a football uniform
 - ☐ D. a heavy overcoat
-

8. What is the best way to describe this drama?

- ☐ A. a tragedy
 - ☐ B. a monologue
 - ☐ C. a soliloquy
 - ☐ D. a comedy
-

9. How does the author build tension in the dialogue?

- ☐ A. The author has Sergio and Cain argue in the locker room about Cain's health until Cain punches Sergio in frustration.
- ☐ B. The author shows how Motts was a championship fighter but is now nothing more than a shadow of the fighter he once was.

- ☐ C. The author uses stage directions to have Cain gradually start to pummel away the heavy bag as Sergio expresses concern.
- ☐ D. The author uses the image of snowflakes in a snow globe to show just how fragile the health of a fighter can be.

10. What information does the reader know about Cain?

- ☐ A. He is out of shape.
- ☐ B. He always loses his fights.
- ☐ C. He hits very hard.
- ☐ D. He cannot see.

11. What does the dialogue reveal about Cain's character?

- ☐ A. He values money more than his health.
- ☐ B. He wants to be just like Sergio.
- ☐ C. He is considering retiring from boxing.
- ☐ D. He is too trusting of other people.

Sensing

(CHARLES and CHRISTINA sit at a long dining table. CHRISTINA, a teenage girl, sits at one end. CHARLES, an older man, sits at the other. Behind them is a large library of books. The silence between them is thick as molasses. On the table is a buffet of dinner and desserts. They look at each other for what seems like hours.)

CHRISTINA: My mother told me that the letter said we weren't supposed to talk until we received instructions, but I wanted to introduce myself. I am Christina.

CHARLES: Is someone there?

CHRISTINA: *(gets up and walks to CHARLES, then extends a hand to him)* My name is Christina.

CHARLES: I'm Charles. *(stares off down the table)* Have you been here long?

CHRISTINA: *(lowers hand)* You didn't see me come in? You were already sitting here when I arrived.

CHARLES: I'm sorry. I'm blind. I haven't seen anything in 12 years.

CHRISTINA: *(embarrassed)* Oh. Well, I know we weren't supposed to talk until we were given instructions, but I just wanted to introduce myself.

CHARLES: It's nice to meet you, Christina. Tell me, does the beef Wellington look as good as it smells?

CHRISTINA: *(shocked)* Why, yes it does. Would you like for me to serve you a piece?

(Enter BIGSBY, stage right)

BIGSBY: I would not do that, my dear. You need to know the rules before you can play the game.

CHRISTINA: What do you mean—game?

BIGSBY: You and Mr. Oliver have been asked to Stoopie Mansion to try to find Baron Leonard Stoopie's long lost fortune. However, you are not alone. There are three other teams of two searching different wings of this mansion. The team that gets the fortune first goes home wealthy. The other teams get nothing. Any questions so far?

CHARLES: What are the rules?

BIGSBY: Good question. There is only one—you must stay in your wing of the mansion. You have exactly one day to find the fortune. There are many clues in each wing. They may not be apparent at first. Also, I have your starting clue. *(reaches into jacket, produces an envelope, and gives it to CHRISTINA)* Here is your first clue. Good luck. *(exits stage left)*

CHARLES: What is the clue?

CHRISTINA: *(opens envelope and pulls out a flower that has five reddish and orange petals in a starfish shape)* It's a flower.

CHARLES: Describe it to me.

CHRISTINA: It's red and spotted with orange. It looks like a curled star.

CHARLES: Does it look like a starfish? *(stands excitedly and walks to CHRISTINA, then winces and gags)* The flower smells terrible. It's got to be a starfish flower.

CHRISTINA: *(cups the flower and inhales deeply)* I can't smell anything.

CHARLES: It has a pungent odor used to attract bugs. Unfortunately, not many scents get past me. Describe the room we're in. I know there's a table with food. What else am I missing?

CHRISTINA: We are in a dining room of some kind. There are lots and lots of books.

CHARLES: What kind of books? Are there any about flowers? Maybe it's a clue.

CHRISTINA: I'm not sure.

CHARLES: What do the titles say? Are they in a different language?

CHRISTINA: *(slinks back into chair)* I'm not sure.

CHARLES: What do you mean? Can't you read? *(pauses, then looks embarrassed)* I'm sorry. I had no idea.

CHRISTINA: I guess that makes things that much harder, huh?

adapted from "Sensing" by C. L. Jones

12. Which of the following would be an appropriate prop for the drama?

- ☐ A. a king-sized bed
- ☐ B. a noisy water heater
- ☐ C. a large flower pot
- ☐ D. a drinking goblet

13. Read this line from the play.

"CHRISTINA: *(gets up and walks to Charles, then extends a hand to him)* My name is Christina."

In this excerpt from the passage, the words "gets up and walks to Charles, then extends a hand to him" that appear in parentheses are an example of

- ☐ A. realistic drama.
- ☐ B. stage directions.
- ☐ C. an aside.
- ☐ D. a soliloquy.

14. What type of information does the reader know about Christina?

- ☐ A. She is younger than Charles.
- ☐ B. She does not have any flaws.
- ☐ C. She thinks Charles is rude.
- ☐ D. She lives in Stoopie Mansion.

15. This passage consists mostly of

- ☐ A. a dramatic monologue.
- ☐ B. dialogue.
- ☐ C. a description of the setting.
- ☐ D. asides.

16. How many characters speak on stage in this scene?

- ☐ A. 3
- ☐ B. 4
- ☐ C. 1
- ☐ D. 2

CHARACTERS:

AMOS, *the son*

JULIAN, *the father*

SHAWNEE, *the mother*

Scene 1:

Amos is playing the flute while staring off to the distance. Shawnee keeps watching him as she stands by the door. Julian storms into the room.

JULIAN: What in the world? I thought I'd told you to get ready, son. You don't even have your suit on. What kind of a traveling salesman are you? Now, hurry up.

AMOS: (*not hearing Julian's footsteps*) Father, you startled me. Is it really time to go? Ummm. You always do the talking and the selling anyway. Why should I just tag along to watch?

JULIAN: Well, who's gonna earn the bread here after I kick the bucket, son?

AMOS: (*reluctantly getting up and letting go of the flute*) Okay. Alright. You got it!

Scene 2:

Amos and Julian are sitting in their wagon. The flute is playing in the background.

JULIAN: That was bad, son. What did you do that for?

AMOS: I am sorry, Father. You know—I am just not cut out for selling.

JULIAN: But, you're my son. Our family has been doing this for generations.

AMOS: Can we just go home now?

Scene 3:

Shawnee and Julian are sitting on their glider chairs in the porch.

SHAWNEE: Do you hear that? Do you hear your son at all?

JULIAN: You mean the flute? Yes. Of course, I always hear it.

SHAWNEE: Then, why do you not listen to it?

JULIAN: What do you mean?

SHAWNEE: Your dream is not his dream, darling. Let him till the soil with his bare hands and farm crops. Let him help your parents run the farm. Let him be happy. He is old enough to live his life the way he wants to.

JULIAN: Where is he going? (*pointing at Amos who is walking dreamily toward the setting sun*) Amos! Amos!

SHAWNEE: Let him be.

(*Amos does not hear his father's calls and keeps on walking.*)

17. Which of these best describes an important motif in this play?

- ☐ A. the act of not hearing a person
- ☐ B. the crushing of a person's dreams
- ☐ C. the guilt of financial responsibility
- ☐ D. the gliding motion of the chairs

18. Is Shawnee an archetypal character in this play?

- ☐ A. Yes, because she is locked up in an isolating tower.
- ☐ B. No, because she is fatally dangerous for Julian.
- ☐ C. Yes, because she is portrayed as the understanding mother.
- ☐ D. No, because she is a trickster who contemplates evil.



from Oedipus Rex
by Sophocles

CHORUS: The oath thou profferest¹, sire, I take and swear.
I slew him not myself, nor can I name
The slayer. For the quest, 'twere well, methinks
That Phoebus, who proposed the riddle, himself
Should give the answer—who the murderer was.

OEDIPUS: Well argued; but no living man can hope
To force the gods to speak against their will.

CHORUS: May I then say what seems next best to me?

OEDIPUS: Aye, if there be a third best, tell it too.

CHORUS: My liege, if any man sees eye to eye
With our lord Phoebus, 'tis our prophet, lord
Teiresias; he of all men best might guide
A searcher of this matter to the light.

OEDIPUS: Here too my zeal has nothing lagged, for twice
At Creon's instance have I sent to fetch him,
And long I marvel why he is not here.

CHORUS: I mind me too of rumors long ago— Mere gossip.

OEDIPUS: Tell them, I would fain know all.

CHORUS: 'Twas said he fell by travelers.

OEDIPUS: So I heard, But none has seen the man who saw him fall.

CHORUS: Well, if he knows what fear is, he will quail²
And flee before the terror of thy curse.

OEDIPUS: Words scare not him who blanches³ not at deeds.

¹offer

²shrink with fear

³quail

19. Read these lines by the Chorus.

CHORUS: The oath thou profferest¹, sire, I take and swear.
I slew him not myself, nor can I name
The slayer. For the quest, 'twere well, methinks
That Phoebus, who proposed the riddle, himself
Should give the answer—who the murderer was.

¹offer

What is the importance of these lines in the play?

- ☐ A. They prepare the audience for the thoughts of the playwright.
- ☐ B. They provide the character a chance to respond to Phoebus.
- ☐ C. They give the actor a break so he can change his costume.
- ☐ D. They give background information of the play for the audience.

20. Which of these **best** shows that the chorus served to advise the characters in Greek tragedies?

- ☐ A. 'Twas said he fell by travelers.
 - ☐ B. Words scare not him who blanches not at deeds.
 - ☐ C. May I then say what seems next best to me?
 - ☐ D. Here too my zeal has nothing lagged, for twice
-

English II E.O.C. Review Packet

Connotation/Denotation

Connotation and Denotation

Denotation is the literal dictionary meaning of a word. Connotation, however, is the emotional suggestion of a word.

Words express more than just their dictionary definitions, also known as **denotation**. Words can bring up pictures or stir feelings in the reader. Authors use **connotation** to influence their readers and support their point of view. For example, look at these two words below that have the denotation "different from the ordinary."

bizarre

eccentric

Which word has a positive connotation? Which one has a negative connotation? If your sister asked you how she looked with her new hairstyle and new outfit and you did not want to hurt her feelings, would you say that she looks **eccentric** or that she looks **bizarre**.



Although the two words mean the same thing, **bizarre** has a negative connotation. Therefore, your sister may not take **bizarre** as a compliment. Below are more examples of positive and negative connotation:



Negative:	Uncle Pete's floral shop is disorganized .
Positive:	Uncle Pete's floral shop is eclectic .

Negative:	Fiona always tells people what she really thinks. She is tactless .
Positive:	Fiona always tells people what she really thinks. She is straightforward .

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Connotation and Denotation

"Jordan!" Misty screamed across the hall as she ran towards her friend. "Can you believe this? After three months of rehearsals, opening night is finally here!"

"It is pretty cool!" Jordan replied. She sneaked a peek through the closed curtains and said, "The set is so Hollywood. Getting help from Mrs. Kramer's art class was one of the best ideas Ms. Jones had this year." Misty nodded her head in approval. "This is going to be the best production of *The Sound of Music* ever!" Jordan exclaimed.

Misty turned on her heels and shouted as she walked away, "I better go and review my lines one more time before curtain call."

"Break a leg, Misty. I'll be in the sound booth working my magic," Jordan said.

1.

The set is so Hollywood.

In this sentence from the passage, the word Hollywood refers to

- ☐ A. the name of the production.
- ☐ B. a setting in southern California.
- ☐ C. a motion-picture film background.
- ☐ D. the professional look of the set.

2.

"It is pretty cool!" Jordan replied.

In this sentence, pretty cool suggests Jordan is

- ☐ A. excited.
- ☐ B. slightly cold.
- ☐ C. indifferent.
- ☐ D. releasing heat.

Lisa had always had a strange feeling about Lauren. Something about her didn't sit well with Lisa. She wondered if Lauren was trustworthy. Lauren seemed to be too good to be true, but they had so many friends in common that Lisa thought maybe it was just her imagination.

There's no way all of these people could like her if she's that bad. I'll give her a shot, Lisa thought. As time went on, the two girls had much in common and developed a friendship. With no sight of shady dealings from Lauren, Lisa was convinced she had been wrong all along.

Over time the girls developed a friendship, and other than a couple of incidents where Lauren said one thing and did another, Lisa considered her to be a great friend.

"Hey Lisa, would you like to come to visit for the National Arts Festival next month? We could stay at my parents' house, and I'm sure we'd have a great time," Lauren asked one day via phone.

"Sure, Lauren," Lisa said. "I'd really like that."

"Okay. Make sure you get your plane ticket as soon as possible. I'll let my mom know to expect us."

After that conversation, Lisa found it harder and harder to get in contact with Lauren to discuss their trip plans. Something told her that Lauren's inclination to say one thing and do another was becoming more apparent with each unreturned phone call and email.

Two days before the trip was scheduled, Lauren finally called Lisa back.

"I'm so sorry, Lisa," Lauren said. "I'm not going to be able to come to the Arts Festival after all."

"Well, it's two days before the festival so I won't be able to get my money back for my plane ticket or anything," Lisa replied.

"I will pay for half of your ticket. Again, I'm so sorry. I just found something better to do. Are you angry with me?"

"I had hoped you wouldn't disappoint me, but I can't say that I'm surprised," Lisa said. "I'm sorry, Lauren, but I think this is the end of our friendship."

"I never imagined you would be so intolerant of my mistake," Lauren said.

"Let's just say it's been a long time coming. Don't worry about the plane ticket," Lisa replied before she hung up the phone. She was so happy she had the foresight to contact another friend for a place to stay during the Arts Festival.

3. "I never imagined you would be so intolerant," Lauren said.

The reader can tell that in this sentence intolerant means

- ☐ A. impartial.

- ☐ B. prejudiced.
 - ☐ C. unable to endure.
 - ☐ D. overly conservative.
-

4. Lauren's inclination to say one thing and do another was becoming more apparent with each unreturned phone call and email.

In this sentence from the passage, inclination means

- ☐ A. attraction.
 - ☐ B. tendency.
 - ☐ C. angle.
 - ☐ D. slant.
-

5. With no sight of shady dealings from Lauren, Lisa was convinced she had been wrong all along.

In this sentence, the word shady means

- ☐ A. covered.
 - ☐ B. dishonest.
 - ☐ C. discomfort.
 - ☐ D. dark.
-

6. Lisa was so happy she'd had the foresight to contact another friend for a place to stay.

The words caution, carefulness, and foresight have similar denotations. The reader can tell that in this sentence from the passage the word foresight most closely means

- ☐ A. anger.
 - ☐ B. wisdom.
 - ☐ C. ignorance.
 - ☐ D. recollection.
-

7. The words loyal, faithful, unwavering, and firm all have similar meanings. Which of these words has a similar denotation?

- ☐ A. staunch
 - ☐ B. superficial
 - ☐ C. malicious
 - ☐ D. indecisive
-

8.

The delicious strawberry shortcake you made for dessert tantalized our taste buds.

Which of these words has the most similar connotation to tantalized?

- ☐ A. tortured
 - ☐ B. annoyed
 - ☐ C. worried
 - ☐ D. teased
-

9. Which pair of words has the same denotative meaning but different connotative meanings?

- ☐ A. wayward, disobedient

- ☐ B. extravagant, spendthrift
- ☐ C. illegal, unlawful
- ☐ D. warning, reprimand

10. In which of these does the underlined word suggest the **least negative** connotation?

- ☐ A. The boy and his mother were broke before she started a new job.
- ☐ B. The boy and his mother were penniless before she started a new job.
- ☐ C. The boy and his mother were destitute before she started a new job.
- ☐ D. The boy and his mother were impoverished before she started a new job.

11.

Konstantin faced an epic battle against time in order to finish his research paper, drop off his library books, and make it to his part-time job.

What is the connotative meaning of the word "epic" as used in this sentence?

- ☐ A. unusual
- ☐ B. disordered
- ☐ C. difficult
- ☐ D. lengthy

12. Which of the following words meaning "clever" has a negative connotation?

- ☐ A. shrewd
- ☐ B. ingenious
- ☐ C. devious
- ☐ D. witty

13. The words courageous, valiant, reckless, and daring all have similar meanings. Which word would an author use to express a negative opinion about a person?

- ☐ A. valiant
- ☐ B. reckless
- ☐ C. daring
- ☐ D. courageous

Caught!
by Marcie Roper

Not long after midnight, we crept to the front of the house, shrouded in dark clothes and the darkness of the cloudy sky. The three of us had been cramped in the back of a parked van outside for hours, waiting for the lights to be turned off, and then we waited longer to be certain that no one would be awake. The porch light cast a pool of yellow glow around the door mat that we cautiously side-stepped. Reaching up with gloved hands, I felt for the spare key that was most likely hidden above the door. Once found, I pulled off a single glove, feeling the cool metal in my hands as I turned it in the lock. I gently put the key back before my accomplices eased the door open. With barely a creak, we had managed to slip in the house, supplies in hand, and closed the door behind us. There was no turning back now.

We turned to each other, our eyes looking from one friend to the next, and nodded as if we had shared a silent conversation. Then we sat about to our separate tasks. I carefully unpacked the sacks I had brought in, and headed towards the couch. Perching myself on the arm of the couch, I reached up for the ceiling. I found I was just slightly short of where I wanted to reach. I repositioned my feet, carefully balancing between the arm and the back of the couch. Still just out of reach. I pushed up on tip toes. Almost there. I could feel a bead of sweat beginning to form on my brow as I extended my fingertips as far as they would go. Got it! I held steady while reaching one hand down for the tape I had managed to hook to my belt loop. With one quick rip, I pulled a piece, but the sound! My friends' heads turned sharply as the sound had started them from their own work. I winced, holding my breath as if that would make the sound disappear from the past.

As I was about to release my breath and continue my work, the light flickered on. Caught! I slowly turned around in shame. The little old woman stood by the wall, her face twisting from bold anger to confusion.

"Surprise!" the three of us quickly shouted. "Happy birthday, Grandma!" She laughed as we pointed out the decorations, food, and

party favors we had brought that were now spilled all over the floor. Grandma's eyes welled up with tears as a wide smile took over her face. The three of us looked at each other with pride, happy to see our grandmother so moved by our gesture.

"What rascals!" she laughed as she pulled my cousins and me into her arms to punish us with hugs and kisses.

14. What is implied with the phrase "shrouded in dark clothes and the darkness of the cloudy sky" in the passage above?

- ☐ A. They cannot see a single thing that is near to them.
 - ☐ B. They want to be seen by as many people as possible.
 - ☐ C. They are trying to stay in the light, but it is too dark.
 - ☐ D. They were hidden by dark clothes and a dark night.
-

15. Why did the kids' surprise "move" Grandma to tears?

- ☐ A. They were willing to brave the possibility of going to jail.
 - ☐ B. Their hand-made decorations looked so beautiful.
 - ☐ C. They worked hard to give her a great birthday celebration.
 - ☐ D. Their break-in made her worried about their morals.
-

16. What does the sentence "We turned to each other, our eyes looking from one friend to the next, and nodded as if we had shared a silent conversation" indicate in the passage above?

- ☐ A. They explain why they are breaking into a house.
 - ☐ B. They express their individual thoughts to the reader.
 - ☐ C. They have an argument about the decorations.
 - ☐ D. They made an agreement without saying a word.
-

Ally stood in the hallway and looked at the curious poster taped to the theater door. It was black with stark white printing that read, "Tryouts today at 12:30." There was no information about which play students would be trying out for.

"Hi, Ai," said Betsy as she walked up to her friend. "Whoa, what is that? What tryouts?"

"I have no idea," Ally replied. "I guess all I can do is go inside and find out." Suddenly, Kalista Moon pushed past the two girls and stared up at the poster. She flicked her long black hair over one shoulder and pointedly ignored Ally and Betsy as she disappeared into the theater.

"Oh, great," groaned Ally. "If Kalista is trying out, we haven't got a chance! That girl is pure Hollywood."

"Who cares what she looks like?" exclaimed Betsy. "Kalista is also rude, stuck up, and as dull as a butter knife. I can't imagine that anyone would choose her over you. You have a great personality, you're nice to everybody, and you've been starring in plays since you were old enough to walk." Ally smiled at her friend's encouraging words.

"Will you go with me? I'm always braver when I see you in the audience," she said to Betsy.

"Of course, girl," Betsy agreed happily. "Just remember your best friend when you're handing out invitations to the Academy Awards someday."

17. What does the sentence "That girl is pure Hollywood" connote about Kalista Moon in this passage?

- ☐ A. She was born in the Hollywood district.
 - ☐ B. She is the president of the drama club.
 - ☐ C. She looks as glamorous as a movie star.
 - ☐ D. She currently earns her living as an actress.
-

18. Read the following sentence from the passage.

"Ally stood in the hallway and looked at the curious poster taped to the theater door."

What is the connotative meaning of "curious" in this sentence?

- ☐ A. inquisitive
 - ☐ B. nosy
 - ☐ C. unusual
 - ☐ D. demanding
-

19. Read the following sentence from the passage.

"Kalista is also rude, stuck up, and as dull as a butter knife."

What does the author suggest with the phrase "as dull as a butter knife"?

- ☐ A. Kalista has an uninteresting personality.
 - ☐ B. Kalista has a hard time using kitchen utensils.
 - ☐ C. Kalista's hair shines like a butter knife.
 - ☐ D. Kalista's features are as bland as butter.
-

My Baby Sister

by A. Gautam

Fresh like morning dew
On a new leaf that has just sprung
After the longest winter
She rests on the leaf of the blanket
—pink as her soft cheeks
And blossoms in her sleep
Unaware of the world that has turned
Upside down because of her
And only for her

20. Read the following line from the poem.

"Fresh like morning dew"

The speaker uses the connotative meaning of "fresh" to mean

- ☐ A. not decayed.
 - ☐ B. newly arrived.
 - ☐ C. highly fashionable.
 - ☐ D. full of attitude.
-

English II E.O.C. Review Packet

Analogies

Analogyes

An **analogy** is a relationship between two things. Analogies can show similarities or differences between objects, ideas, or situations. The purpose of an analogy is to make something clearer to the reader. Determining the type of relationship is the key to understanding an analogy.

Common Analogy Relationships		
Relationship	Definition	Example
Shared quality	synonyms	benevolent: altruistic
Lack of quality	antonyms	frivolous: mature
Degree	greater to lesser or lesser to greater	genius: smart/ messy: dilapidated
Part to whole or Whole to part	one word in the pair is a part, the other is the whole	button: shirt / continent: country
Kind	specific to general or general to specific	German wasp: insect/ literature: memoir
Sequence	first to last or last to first	engagement: marriage
Location or proximity	how close one thing is to another	Texas: Mexico
Device or association	object to user or user to object	microphone: singer
Cause/Effect	one thing causes another	torrential rain: flooding

Analogies in passages often use **similes** and **metaphors** to draw a comparison. You may recall that a **simile** is a comparison that uses "like" or "as." A **metaphor** is a comparison where the writer is saying one thing IS another thing.

Example:

The arts have an essential and unique place in educational curriculum. If education is a feast or smorgasbord, the arts should be a main course instead of a side dish. Studies have already shown the importance of the arts in preparing students to learn other subjects better. But I argue that just as some students have a propensity toward math, science, or other subjects that are considered core areas, many students have gifts and talents in the arts that must be

nurtured and developed. Educating the next relativity theorist is just as important as enlightening the next music theorist. Neither child should go neglected. Stop treating artistic students like the proverbial red headed stepchildren.

This passage uses two analogies. The first one compares education to a feast. The metaphor used compares arts education to a main course in a feast. The writer wants the reader to associate the arts with something that is essential to life: food.

The second comparison requests that educators stop treating artistic students like "red headed stepchildren." The writer draws on a common expression to show how unwanted and unimportant the arts have been treated.

You may also be presented with analogies in sentence form:

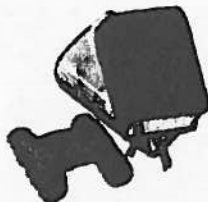
The baseball player leapt into the air like a ballerina dances on opening night.

This analogy uses two completely unlike things: a baseball player and a ballerina and links them together by describing something they have in common: leaping. The simile used here helps the reader visualize the grace of the ball player's leap.

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Analogies

**Field Guide to High School**
by J. Robbins

I walked into the cafeteria of my new high school and began my observations. As the daughter of two highly trained naturalists, I knew how to make careful observations of my surroundings. Today, I would begin using my skills on the unknown—and possibly hostile—wilderness of Flanders High School. My happiness for the next two years depended on how well I could adapt to my new environment. I opened my notebook and began to make notes.

Across from me, a group of students lounged languidly around a lunch table. Their feathered blond hair, tanned skin, and sharp eyes made them look like a group of brown lions. As each person passed by their table, these predatory students would size them up as if they were prey. "Dangerous" was the word I scribbled in my notebook.

I could see another group of students sitting by the cafeteria door. These students were throwing food at each person who walked in the lunch room. Their howls of laughter bounced around the room. I even saw one student scratch his head like a chimpanzee. A pretty girl walked by, and the students began to shout "hoo-hoo" at her. I made a note to myself to avoid these ape-like students.

Out of the corner of my eye, I noticed that three teachers were circling the room with watchful, hungry eyes. Whenever students would fall away from a group, the teachers would grab them with claw-like hands and pester them with questions about their friends' misbehavior. It was as if the teachers could smell weakness from across the room. I carefully marked "Scavengers" in my book.

The table nearest to me was full of students talking and laughing happily. Their friendly calls sounded like birds' chirping, and their fashionable clothing resembled brightly-colored feathers. Everyone seemed to be welcome at their table, and their flock grew and grew during the lunch hour. One of the students noticed me watching them, and after a minute or two, he waved an invitation. I scribbled "Possible New Friends" as I closed my notebook and went to sit down at their table.

1. The author of this passage uses an analogy to

- ☐ A. compare life in high school to the animal kingdom.
- ☐ B. compare being young to being a trained scientist.
- ☐ C. compare high school students to cruel zoo keepers.
- ☐ D. compare the school cafeteria to a dangerous prison.

2. The author uses the analogy in the third paragraph to

- ☐ A. show how dangerous school gangs can be to new students.
- ☐ B. show that all the pretty girls at the school are ape-like.
- ☐ C. show the immaturity of the students' ape-like behavior.
- ☐ D. show the reader that students should wear school uniforms.

3. Which analogy best describes the behavior of the teachers in this passage?

- ☐ A. The teachers are like parents caring for children.
- ☐ B. The teachers are like bees flying in the room.
- ☐ C. The teachers are like vultures circling the room.
- ☐ D. The teachers are like snakes slithering in circles.

4. Which analogy does the author use in the last paragraph?

- ☐ A. a boy who is friendly is like a chimpanzee
- ☐ B. a school cafeteria is like a brightly colored bird
- ☐ C. a group of students is like a flock of birds
- ☐ D. a pretty girl walking by is like a scared bird

5. Which sentence in this passage contains an analogy?

- ☐ A. "My happiness for the next two years depended on how well I could adapt to my new environment."
- ☐ B. "I scribbled "Possible New Friends" as I closed my notebook and went to sit down at their table."
- ☐ C. "Their feathered blond hair, tanned skin, and sharp eyes made them look like a group of brown lions."
- ☐ D. "One of the students noticed me watching them, and after a minute or two, he waved an invitation."

Brady could see his breath form in the cold air as he stood in middle of the football field by himself. He shook and quivered like a tree withstanding an avalanche. The frigid cold touched the very core of his body and made every bone in his body ache. *Where is everyone?* Brady thought. *They should definitely be here by now.*

Brady moved to zip up his jacket even though it was zipped as high as it could go. He didn't know what else to do but stand there like a target and wait for the other members of the football team. There was a strict rule about never missing a team meeting, and Brady had never missed a single one. However, the bitter cold was going to win.

No, I am not going to go. I have worked so hard to maintain this perfect attendance that I will not give even if I am frozen to the bone, Brady resolved to himself.

Brady pulled his jacket in tighter and hugged his body tightly. He looked like a lone reed at the mercy of fast-moving water. Chattering teeth overtook Brady, and then, his entire body began to shake, which almost brought him to his feet. There was nothing he could do to block himself from the cold. Finally, as the sun began to set, Brady could not withstand the cold any longer. He began to trudge through the snow on the field toward the exit as a weary soldier finds his way home alone.

On his way out, Brady discovered his football teammates filing out of a doorway. "Where have you been, Brady? You missed your first meeting ever," Drake, the quarterback, asked.

Brady just gave Drake a blank stare.

6. Read the following sentence from the passage.

He looked like a lone reed at the mercy of fast-moving water.

The analogy in this sentence implies that

- ☐ A. Brady is vulnerable to the cold as he stands on the field.
- ☐ B. Brady's body is completely upright as he stands alone.
- ☐ C. Brady is standing in the middle of quickly melting snow.
- ☐ D. Brady is pleading with himself to withstand the cold.

7. Which of the following is an analogy the author draws in the second paragraph?

- ☐ A. The author compares the strict football rule to the bitter cold.
- ☐ B. The author compares Brady's jacket to the football team meeting.
- ☐ C. The author compares missing a team meeting to standing alone.
- ☐ D. The author compares Brady's position on the field to a target.

8. Which of the following is an analogy the writer draws in the first paragraph?

- ☐ A. Brady trembles like a tree in the midst of an avalanche.
- ☐ B. Brady's cold breath is like standing alone in a field.
- ☐ C. The bitter cold is like the aching inside of Brady's body.
- ☐ D. Being alone is like wondering where others have gone.

9. Which sentence in this passage contains an analogy?

- ☐ A. Brady could see his breath form in the cold air as he stood in middle of the football field by himself.
- ☐ B. Chattering teeth overtook Brady, and then, his entire body began to shake, which almost brought him to his feet.
- ☐ C. There was a strict rule about never missing a team meeting, and Brady had never missed a single one.
- ☐ D. He began to trudge through the snow on the field toward the exit as a weary soldier finds his way home alone.

The processional officially began when the band began to play "Pomp and Circumstance," and Clearview High School students began to file out of the sides of the events center. They were like ants marching out of their nest—focused and cautious. Family and friends watched proudly as the music played on until the very last student had reached his seat.

"Ahem. Welcome students, family, and friends. We are all here to celebrate a momentous occasion," boomed Principal Simpson on the loud speaker like echoing thunder.

All of the students stared stonily on the stage ahead, not wanting to make a mistake. Principal Simpson continued his introductory speech, and a whirlwind of other speeches was said. Throughout all of this, none of the students stirred; they were as still as an undisturbed night deep within a forest. Suddenly, a row of students stood up and marched toward the stage, breaking everyone's concentration. Eyes were widened because the moment was finally here. They were all going to be high school graduates at long last.

10. Which of the following is an analogy the writer draws in the first paragraph?

- ☐ A. The band plays "Pomp and Circumstance" like high school students.
- ☐ B. The family and friends watched the students like very careful ants.
- ☐ C. The very last student reaches his seat like the last musical note played.
- ☐ D. The students walk in a single line like ants filing out of their nest.

11. Read the following sentence from the passage.

"Ahem. Welcome students, family, and friends. We are all here to celebrate a momentous occasion," boomed Principal Simpson on the loud speaker like echoing thunder.

The analogy in this sentence implies that

- ☐ A. Principal Simpson stresses certain words.
- ☐ B. Principal Simpson's mood is explosive.
- ☐ C. Principal Simpson's voice is rumbling.
- ☐ D. Principal Simpson can predict the weather.

12. Which sentence in this passage contains an analogy?

- ☐ A. Throughout all of this, none of the students stirred; they were as still as an undisturbed night deep within a forest.
- ☐ B. Principal Simpson continued his introductory speech, and a whirlwind of other speeches was said.
- ☐ C. Suddenly, a row of students stood up and marched toward the stage, breaking everyone's concentration.
- ☐ D. Family and friends watched proudly as the music played on until the very last student had reached his seat.

Of all the diners and restaurants in the culturally diverse city of Chicago, I keep coming back to Chez Fleur de Lis. Chez has a distinct character that transforms it from an ordinary bistro to a world-class restaurant. From its interior to its food, Chez promotes an environment where its patrons can truly enjoy food.

What I find spectacular about Chez is its incredible attention to detail. This is evident in its interior, which is as elegant as any fine Parisian or Chicagoan restaurant. The restaurant finds the perfect balance between American and European cultures in its décor, place settings, and atmosphere. The rich curtains envelope the room in shades of glimmering greens while the chairs welcome guests to sit and eat for hours on end. Dining in Chez is like stepping into a whole new world.

The most important element of Chez (and the main reason I keep coming back) is its amazing evolving menu. Its menu, though heavily influenced by French cuisine, has touches of Chicago-style cooking. Each item on the menu is a work of pristine art of Chef Francois Peck. Chef Peck's menu is based upon the availability of the freshest ingredients grown and raised locally. He is dedicated to finding fresh produce, just as a poet is committed to finding the perfect rhyme. This fresh direction allows him to support local growers and translates well in his dishes because it heightens the flavors. There is nothing quite like dining experience at Chez Fleur de Lis.

13. Which analogy best describes Chef Francois Peck's dedication to freshness in this passage?

- ☐ A. His dedication is like a creative direction that no Chicago restaurant has taken.
- ☐ B. His dedication is like a poet's commitment to finding the right rhyming words.
- ☐ C. His dedication is like enhancing the flavors of fresh ingredients grown locally.
- ☐ D. His dedication is like a meticulously chosen menu influenced by two cultures.

14. Read the following sentence from the passage.

Dining in Chez is like stepping into a whole new world.

The analogy in this sentence implies that

- ☐ A. the restaurant creates an unforgettable experience.

- ☐ B. the restaurant is located on the outskirts of Chicago.
- ☐ C. the restaurant's site requires special transportation.
- ☐ D. the restaurant mixes successfully two unlike cultures.

15. Which of the following is an analogy the writer draws in the last paragraph?

- ☐ A. The dishes in the restaurant are like pieces of artwork.
- ☐ B. Enhanced flavors in dishes are like fresh ingredients.
- ☐ C. French cuisine is cooked like Americans-style food.
- ☐ D. A changing menu is like a good dining experience.

16. Which sentence in this passage contains an analogy?

- ☐ A. From its interior to its food, Chez promotes an environment where its patrons can truly enjoy food.
- ☐ B. This is evident in its interior which is as elegant as any fine Parisian or Chicagoan restaurant.
- ☐ C. The most important element of Chez (and the main reason I keep coming back) is its amazing evolving menu.
- ☐ D. Of all the diners and restaurants in the culturally diverse city of Chicago, I keep coming back to Chez Fleur de Lis.

Clothes were flung in every direction and strewn on every piece of furniture within the bedroom. The bedroom was the scene of disarray and ever-rising panic. Vicky had a sinking feeling as she rifled through the contents of her room like a ravenous animal. She had done the unthinkable and had misplaced or had lost her precious day planner. It contained her life. In actuality, it was her life. From day one, Vicky had meticulously added each and every event that had come her way.

Now, those little fragments of her life were all gone. Nothing was left to remind her to do what had to be done. Nothing. Vicky sat on the edge of her cluttered bed and tried to keep herself from falling into a fit of tears. She curled herself into a ball and rocked steadily back and forth like the ebb and the flow of the ocean.

"Ahem," came from the doorway.

Vicky turned around quickly and saw her brother with a mocking smirk standing near the door.

"Yes, Adam, what do you need?" Vicky asked half-heartedly, in between sniffles.

Adam continued to look at her with a smile as infuriating as a Cheshire cat's grin. He chose to not say a word.

"Adam! What do you need?" Vicky shouted, exasperated by everything.

From behind his back, Adam produced the day planner that Vicky had turned her whole room upside down in order to find. Adam recklessly swung the planner back and forth in between his forefinger and thumb. Vicky stared at him with a look of horror because he was the tornado that ripped through her world.

17. Which sentence in this passage contains an analogy?

- ☐ A. Adam recklessly swung the planner back and forth in between his forefinger and thumb.
- ☐ B. Adam continued to look at her with a smile as infuriating as a Cheshire cat's grin.
- ☐ C. From day one, Vicky had meticulously added each and every event that had come her way.
- ☐ D. Clothes were flung in every direction and strewn on every piece of furniture within the bedroom.

18. Which of the following is an analogy the author draws in the second paragraph?

- ☐ A. The author compares Vicky's cluttered bed to uncontrollable crying.
- ☐ B. The author compares the events in Vicky's planner to vast emptiness.
- ☐ C. The author compares Vicky's rocking motion to the flow of the ocean.
- ☐ D. The author compares the nothingness inside of Vicky to a rolling ball.

19. The author uses the analogy in the last paragraph to

- ☐ A. express how Vicky needs to clean her room.
- ☐ B. explain that Adam always had Vicky's planner.
- ☐ C. convey that Vicky is careless with her things.
- ☐ D. show how Adam has wrecked Vicky's world.

20. What analogy does the author use in the first paragraph?

- ☐ A. Writing down every event is like being misplaced inside a bedroom.
 - ☐ B. Vicky's search in her room is like a hungry creature looking for food.
 - ☐ C. Vicky's messy bedroom is like the chaos and panic growing inside her.
 - ☐ D. The loss of the day planner is like losing something extremely precious.
-

English II E.O.C. Review Packet

Narration/Tone

3. The tone Farquar uses when talking to his bandmates reveals that he is

- ☐ A. short-tempered.
- ☐ B. manipulative.
- ☐ C. courageous.
- ☐ D. insecure.

4. Which character demonstrates an arrogant tone?

- ☐ A. Helgita
- ☐ B. Mazurka
- ☐ C. Farquar
- ☐ D. Tiresias

5. Which statement from the passage demonstrates a supportive tone?

- ☐ A. "As fast as he was running, he could be halfway to California by now!"
- ☐ B. "This is probably just a practical joke."
- ☐ C. "The looks on your faces were priceless."
- ☐ D. "Evil Robot Theory is a better band because of your talent."

6. Which sentence contributes most to the suspenseful tone of the passage?

- ☐ A. Twisting shadows and eerie echoes seemed to surround them.
- ☐ B. Their goal was to raise money to support the local children's hospital. . . .
- ☐ C. The band was scheduled to play a charity concert that evening.
- ☐ D. . . . they were expecting to see a full auditorium.

7. After Tiresias runs out of the building, Lo-Dam's tone changes from skeptical to

- ☐ A. outraged.
- ☐ B. contemptuous.
- ☐ C. modest.
- ☐ D. admiring.

"Do you guys think Sabatini will be on time for once?" wondered Flannery as she adjusted her toolbelt and put on a pair of safety goggles. "I think it will take all four of us to get my grandmother's house cleaned out by the end of the day."

"It's already 100 degrees out here," Wilkie whined. He was lounging on a cooler full of cold sodas and wishing he had stayed home in bed. "This is going to be pure torture."

"You said the same thing about the 5K race to raise money for multiple sclerosis," Fyodor reminded Wilkie. "Then you had a great time in spite of all your complaining. When we work together as a team, there is nothing too difficult for us."

"I think we should begin by cleaning out the garage," Flannery mused. "My grandmother showed me where to put all the boxes and furniture."

"Let's get busy!" exclaimed Fyodor with a whoop. He tossed a pair of gloves to Wilkie, and they started moving furniture at Flannery's direction. She was carrying boxes to the curb when a car pulled up beside her.

"Sorry I'm late," Sabatini told Flannery. "I totally forgot that you guys needed my help until this morning. Do you think I can leave early? I'd like to get to GameBug as early as possible to buy a new video game." Flannery dropped the boxes she was carrying and turned to face her friend.

"I'm surprised at you, Sab," she said sadly. "My grandmother has to sell her house and move into a nursing home. I asked you guys to help me move her stuff because it will really help her out. If you'd rather go buy video games than help my grandmother, then I don't want you here. I just thought you were a better person than that." Sabatini's face fell at Flannery's words.

"I'm sorry," he replied. "I didn't realize how important this is to you. I'll stay as long as it takes, I promise."

"Thanks," said Flannery with a smile. "You can help me move these boxes."

"Now that Sabatini is here, we're all set," Fyodor yelled from inside the garage. "Today will be the greatest housecleaning event in history!"

"This isn't as bad as I thought it would be," admitted Wilkie as he easily picked up one end of a sofa. "It's a great feeling to help your grandmother. She's the nicest woman I know."

"Well, aren't you sweet!" said a voice from inside the house. "Just for that compliment, I'm going to bake one of my famous chocolate cakes for you all to eat after lunch." Regina, Flannery's grandmother, entered the garage and smiled at her granddaughter's friends.

"Thanks, Mrs. O'Connor," Sabatini replied. "We're happy to help, though, even without chocolate cake."

"Speak for yourself!" protested Fyodor and Wilkie.
 "I appreciate this more than I can say," Regina told her granddaughter. "You have wonderful friends." Flannery watched with pride as her friends carried furniture and hauled boxes.
 "I sure do," she agreed happily and went back to work.

8. What impact does Flannery's disappointed tone have on Sabatini?

- ☐ A. It causes him to leave in disgust.
- ☐ B. It inspires him to work hard.
- ☐ C. It damages his self-esteem.
- ☐ D. It makes him jealous of Fyodor.

9. Which character demonstrates a grateful tone?

- ☐ A. Regina
- ☐ B. Fyodor
- ☐ C. Wilkie
- ☐ D. Flannery

10. The overall tone of the passage is

- ☐ A. ironic
- ☐ B. sarcastic
- ☐ C. inspired
- ☐ D. grateful

11. The author's tone in the passage is primarily

- ☐ A. critical
- ☐ B. sympathetic
- ☐ C. objective
- ☐ D. humorous

12. The author's tone in the passage is

- ☐ A. appreciative
- ☐ B. skeptical
- ☐ C. grateful
- ☐ D. pessimistic

Dear Customer,

I bought the CleanPro vacuum cleaner based on your false advertising of its effectiveness. When I received the unit, it was not as good as I expected. When I saw that it did not perform on the standard I expected. The unit was not as good as I expected. Furthermore, the unit broke (I heard it snap). After just three uses, the unit broke. I have seen that hundreds of other customers have complained about the CleanPro vacuum cleaner. I am sure that your company even knows how to make vacuum cleaners. I am sure that your company even knows how to make vacuum cleaners.

Your former customer,

Trish Jennings

13. Read this sentence from the letter.

I'm wondering if your company even knows how to make vacuum cleaners.

This sentence is meant to be

- ☐ A. proud.
- ☐ B. sarcastic.
- ☐ C. passive.
- ☐ D. mysterious.

14. Why does the author use an indignant tone in this letter?

- ☐ A. to show her superior knowledge about vacuum cleaners
- ☐ B. to make the customer service representative laugh
- ☐ C. to express her displeasure with the vacuum cleaner
- ☐ D. to demonstrate respect for the CleanPro company

Are you tired of furiously scribbling notes in your classes as the teacher talks a mile a minute? Aren't you afraid that you'll miss writing something down—something important that will get you on the final exam? My friends, you need to change the way you take notes in class. Today, I'm going to show you the PenCam, a cool, new camera that sits on the end of your pencil. Forget writing everything down. This powerful little camera can capture every moment of every lecture for you. You can just kick back and relax during your classes. Let the PenCam do all the work for you.

15. Why does the author use an informal tone?

- ☐ A. to show that the PenCam is important technology
- ☐ B. to make a friendly connection with the audience
- ☐ C. to demonstrate his or her credibility and reliability
- ☐ D. to ignite passionate emotions from the audience

16. Which phrase contributes to the informal tone?

- ☐ A. furiously scribbling notes
- ☐ B. you need to change
- ☐ C. a cool, new camera
- ☐ D. capture every moment

New Things

Philip bought a brand new boat.
Now I have to hear him gloat.

Ray took a trip to the West Coast.
Now I have to hear him boast.

Roger drives a sporty Jag.
Now I have to hear him brag.

Mike got the cell phone that I want.
Now I have to watch him flaunt.

I never get anything new.
Why can't I get the cool stuff too?

17. The tone of the poem is

- ☐ A. loving.
- ☐ B. proud.
- ☐ C. giddy.
- ☐ D. envious.

From the Editor's Desk

by Gerfith Jones

I have been editor of the *Harcourt High Gazette* since my freshman year. I'm sure you, my fellow students, have learned by now

that I refuse to sit by the sidelines in the face of injustice. I can't hesitate any longer to address an issue that is crucial to the life of our school. For the past three years, the Students with Disabilities Organization has attempted to convince the school administration to modify the student theater to allow wheelchair access. Their request has been repeatedly denied, and no reason has been given to explain the administration's refusal to act.

Fellow Harpcourt students, this situation is intolerable. Our school has always prided itself on valuing all students. In fact, our school motto is "Every student is a star." I wonder how hollow those words sound to students who are unable to enter the school theater because there are no ramps. The administration may have been ultimately responsible for denying wheelchair access, but each student in this school shares responsibility as well. We have allowed Principal Longstaff, teachers and staff, and administrators to believe that it is okay to deny some students equal access to school facilities. This is so uncool, and it makes me ashamed to be a student here, okay?

You may be asking what you can do about this situation. I am asking each student in this school to boycott Friday's pep rally and to attend a protest led by the Students with Disabilities Organization instead. If we unite together as one student body, then the administration will know that Harpcourt students support each other in the face of discrimination. We will truly be standing behind our motto and proclaiming proudly that "Every student is a star." Join me this Friday in the south parking lot to make your voice heard and show your support for your fellow students.

18. How does the tone of this article contribute to the author's purpose in writing?

- ☐ A. The pessimistic tone shows the author's belief that nothing changes.
- ☐ B. The judgmental tone indicts students who disagree with the author.
- ☐ C. The indignant tone persuades students to boycott the pep rally.
- ☐ D. The satiric tone suggests that the author is mocking others.

19. Which sentence is inconsistent with the formal tone of the article?

- ☐ A. I can't hesitate any longer to address an issue that is crucial to the life of our school.
- ☐ B. We will truly be standing behind our motto and proclaiming proudly that "Every student is a star."
- ☐ C. Our school has always prided itself on valuing all students.
- ☐ D. This is so uncool, and it makes me ashamed to be a student here, okay?

Lunchtime Revelations

by J. Robbins

"I hope our food arrives quickly because I'm starving," moaned Franc as he threw himself into a chair at the restaurant table. His friends rolled their eyes as they joined him.

"You are always hungry," Lira reminded him as she rolled her wheelchair up to the table. "Your parents must pay a fortune in grocery bills."

"Nah," said Yen with a wink. "They just buy food in bulk and toss it in his room. It's like feeding time at the zoo in there!"

"Keep your voices down," Rupee told her friends with a frown. "This is a fancy restaurant. They don't want people raising their voices." She glanced at the menu, and her jaw dropped in surprise.

"Wow, this must be a fancy restaurant," said Franc. "These entrees cost as much as my car payment!" Yen nodded in silent agreement.

"Don't worry about it, guys," Lira told her friends. "Today's lunch is on me. After all, we're celebrating the end of another great school year together. Next year will be even better, I know it."

"Good afternoon," said a waiter as he approached the table. He could barely conceal his disdain as he looked down at the four friends. "I will take your order as soon as you are ready."

"I'll have the seafood platter with a side salad," Lira announced with a smile. She passed her menu to the waiter, who held it between his fingers as though it were a dirty diaper.

"I think . . . I mean, the fried chicken plate sounds kind of good," stuttered Rupee. "But would it be possible . . . I mean, can I maybe substitute a salad for the french fries?" The waiter sighed and frowned at Rupee, who cowered under his stare.

"Perhaps the young lady would feel more comfortable ordering from the children's menu?" he asked. "Substitutions aren't something we generally allow from the regular menu." Lira's face darkened with anger, and she pulled her wheelchair out from under the table and rolled up to the waiter.

"Excuse me," she said with a fierce but polite smile. "I think you'd better watch your attitude. I happen to know firsthand that the management of this restaurant encourages its patrons to order whatever they'd like. I also know that disrespect for customers isn't tolerated from any of the waitstaff. I would hate to have to report your behavior to Mr. Bickensnoot."

"And how exactly would the young lady know any of this information?" the waiter asked coldly.

"Because my name is Miss Bickensnoot," replied Lira. "My father owns this restaurant. I'm sure you remember seeing his name on the paychecks you receive each week." The waiter gulped and turned pale.

"Of course, the young lady is right," he managed to say through his embarrassment. "All substitutions are welcome from our customers." The waiter took Franc and Yen's orders as quickly as he could and sped back to the kitchen. Lira smiled as she returned to her place at the table.

"You never told us that your father owned this restaurant," Franc said to Lira. "I can't believe I never knew that about you."

"Well, I don't want to sound like I'm bragging," she responded. "My father has worked very hard to become successful and I'm proud of him, but it's something I like to keep to myself until I know people better."

"I guess that makes sense," said Yen with a grin. "You certainly aren't a snooty rich snob like the people on *Lifestyles of the Rich and Famous*. But we are definitely taking you up on your offer to pay for lunch. In fact, I'm even going to order dessert." Lira laughed and playfully punched her friend on the arm.

20. How does the waiter's condescending tone impact the plot of the passage?

- ☐ A. The waiter's condescension causes the four friends to leave and find another place to eat lunch.
 - ☐ B. The waiter's condescension reveals the restaurant's discrimination against persons with disabilities.
 - ☐ C. The waiter's condescension causes Lira to reveal something she had kept hidden from her friends.
 - ☐ D. The waiter's condescension shows that the four friends are too immature to eat in a nice restaurant.
-

English II E.O.C. Review Packet

Foreign Words and Phrases

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Foreign Words and Phrases

1. One battle practice among the Native Americans of the Great Plains was counting coup. A coup involved rushing up to and striking an enemy in battle with one's hand or coup stick without injuring oneself or killing the enemy. The deed was considered an extreme act of bravery because it is more difficult to escape from a live enemy than to kill one. Depending on the degree of difficulty and the danger involved, warriors were rewarded by receiving notches in their coup stick or feathers in their headdress.

In the paragraph above, the word coup most likely comes from which of these origins?

- ☐ A. Latin *copula*, a bond
 - ☐ B. Greek *kopis*, a knife
 - ☐ C. Old French *colp*, a blow
 - ☐ D. Spanish *copa*, a goblet
-

2. Madonna is considered a skilled reader of the *zeitgeist*. She is one of the most influential figures in contemporary music who is continuously reinventing both her music and image to fit the spirit of the age.

What is the meaning of *zeitgeist* (pronounced zite'guyst)?

- ☐ A. popular music
 - ☐ B. spirit of the time
 - ☐ C. reinventing art
 - ☐ D. artistic talent
-

3. Regions that have not been mapped or documented were not always called *terra incognita*. The usage first occurred in the sixteenth century. Some claim that some cartographers labeled such regions as "Here be dragons" because they believed mythical beasts and dragons lived there.

Which of these does the Latin phrase *terra incognita* most likely mean?

- ☐ A. mythical creatures
 - ☐ B. unknown territory
 - ☐ C. troubled land
 - ☐ D. regional maps
-

4. Although Solzhenitsin despised the extra load of work the teacher assigned, he was off when he described the classroom as a *gulag*. He was unaware of the prisoners who lived in harsh conditions in these camps and colonies and worked to death.

What does the Russian word *gulag* (pronounced goo-lag) mean?

- ☐ A. death sentence
 - ☐ B. detention
 - ☐ C. labor camp
 - ☐ D. extra credit
-

5. Reportedly, Alcuin wrote to Charlemagne that the riotousness of the crowd is always close to madness. Alcuin advised that the people who keep saying *vox populi* is the voice of God should not be listened to.

Identify the meaning of the Latin phrase *vox populi* (pronounced voks pop'yoo-lie).

- ☐ A. the sound of madness
 - ☐ B. voice of the people
 - ☐ C. the echo of the divine
 - ☐ D. vocal nature of crowd
-

6. Culs-de-sac have appeared in plans of towns and cities before automobiles filled the streets in 20th century. The earliest example of cul-de-sac was unearthed in El-Lahun, Egypt. The streets in El-Lahun are laid out straight and intersect at right angles with 15 narrow and short dead-end streets.

What does French phrase cul-de-sac stand for?

- ☐ A. dead-end
- ☐ B. straight street
- ☐ C. intersections
- ☐ D. city planning

7. Hitler intended his troops to use rapid and massive attacks, especially air raids, with the *Blitzkrieg* move. When Germany invaded Poland in 1939, Blitzkrieg operations were effective in defeating the enemy with sudden and overpowering attacks.

What is the meaning of Blitzkrieg (pronounced blitz-kreeg)?

- ☐ A. defeat
- ☐ B. invasion
- ☐ C. lightning war
- ☐ D. aerial weapons

8. Apartheid was evident in the rural school where students of different races sat apart from each other in the classrooms. The outdated school policy of segregating groups needed to be urgently addressed.

What does Apartheid (pronounced a-par-tight) mean?

- ☐ A. rural
- ☐ B. neglected
- ☐ C. apartness
- ☐ D. ignorance

9. It is believed that the powerful French finance minister Jean-Baptiste Colbert reportedly heard the phrase *laissez-faire* from a French businessman M. Le Gendre. Mr. Gendre was representing a group of businessmen who wanted to conduct business in their own fashion instead of using interference from the French state.

What does laissez-faire mean?

- ☐ A. make unfair demands
- ☐ B. group opinion
- ☐ C. let the people do
- ☐ D. business affair

10. "Let them eat cake" is a phrase commonly attributed to Queen Marie Antoinette. Although, the recorded utterance of recommending bread to the *hoi polloi* appears in Jean-Jacques Rousseau's *Confessions*. The author mentions a princess who said that the peasants who had no bread could eat *brioche*, a luxury bread.

What does the Greek term hoi polloi (pronounced hoy-puh-loy) most likely mean?

- ☐ A. enriched bread
- ☐ B. the common people
- ☐ C. recommendation
- ☐ D. the royal menu

11. Although the year 1666 was beset by great calamity for England, poet John Dryden used the phrase *annus mirabilis* to describe it as miraculous. Because some people expected the year to be even more disastrous, Dryden chose to interpret the lack of calamity in positive terms.

Identify the meaning of the Latin phrase annus mirabilis (pronounced an'us muh-ra'buh-lis).

- ☐ A. impending calamity
 - ☐ B. miraculous life
 - ☐ C. wonderful year
 - ☐ D. lack of hope
-

12.

After learning that she did not get the part she had auditioned for in the school play, Nicole just shrugged and said, "C'est la vie."

What is the meaning of the phrase C'est la vie?

- ☐ A. cost of a vice
 - ☐ B. such is life
 - ☐ C. shame on you
 - ☐ D. your loss
-

13.

When the council members saw that traffic near the ballpark was increasing, they formed an ad hoc transit committee.

Based on the context of this sentence, which of these is the most likely meaning of ad hoc?

- ☐ A. commerce team
 - ☐ B. parking lot influx
 - ☐ C. in the vicinity
 - ☐ D. for this purpose
-

14.

I have a couple of goals I would like to accomplish by the time I am twenty five: id est, I would like to earn a master's degree and purchase my first home.

What is the meaning of the phrase id est?

- ☐ A. that is
 - ☐ B. after all
 - ☐ C. next
 - ☐ D. maybe
-

15. Which of these would be useful to Tedashii if he is one of 1,000 people auditioning to become an on-air personality?

- ☐ A. je ne sais quoi
 - ☐ B. mea culpa
 - ☐ C. prima donna
 - ☐ D. haute couture
-

16. Which one of these would be useful to the crew of the Underwood, lost at sea for more than a month with no hope of reaching home?

- ☐ A. terra firma
- ☐ B. mea culpa
- ☐ C. joie de vivre

D. bon voyage

17.

"We are high school seniors. Of course our team will win."

This statement is an example of

- ☐ A. enfant terrible.
- ☐ B. non sequitur.
- ☐ C. savoir faire.
- ☐ D. alpha and omega.

Rhonda knew that she had made a huge mistake, but she and Leslie had been friends since kindergarten. Rhonda thought Leslie would accept her apology. However, when Rhonda walked into the office and saw Leslie's face, she knew the chances of that happening were slim to none.

"Quite frankly, I'm not sure whether we want you in our club anymore," Leslie said, leaning back in her chair and placing her hands on the mahogany desk in front of her. "You were the enfant terrible of the spring formal. That act you pulled ruined any chance we had at finding sponsors."

"Leslie, I know. And I have also received notice that I am officially persona non grata at the country club," Rhonda said. "But I—"

Leslie continued talking as if Rhonda hadn't said a word. "I mean, there I was in my haute couture evening gown, and you dumped an entire bowl of punch over my head. The nerve!"

"If I could take it back I would. But don't act like I didn't have a reason to be upset about you stealing the club presidency and my boyfriend!" Rhonda said. After she realized how forcefully she'd said the last statement, she tried to calm down. "I would like for us to put this past us. I'm sorry."

"Oh, so now you're sorry? Hmm. Well, quid pro quo has always been your favorite legal term, right? It's only fair I pay you back for all you've done to me. Consider yourself dismissed. Please turn your membership card in at the front desk."

18. What is the meaning of enfant terrible?

- ☐ A. embarrassing
- ☐ B. untrustworthy
- ☐ C. unruly child
- ☐ D. terrible gown

19. Which phrase would best replace I'm sorry in this passage?

- ☐ A. ad nauseam
- ☐ B. faux pas
- ☐ C. femme fatale
- ☐ D. mea culpa

20. Which phrase from the passage helps readers understand the meaning of the phrase haute couture?

- ☐ A. evening gown
- ☐ B. finding sponsors
- ☐ C. the nerve
- ☐ D. club presidency