

Final Exam Study Guide

Literary Terms to Know

Define and provide examples of each of the following terms.

1. Exposition
2. Rising Action
3. Climax
4. Falling Action
5. Resolution/denouement
6. Alliteration
7. Allusion
8. Antagonist
9. Assonance
10. Characterization
11. Conflict
12. Figurative Language
13. Foreshadowing
14. Genre
15. Hyperbole
16. Imagery
17. Irony
18. Metaphor
19. Motif
20. Onomatopoeia
21. Oxymoron
22. Personification
23. Protagonist
24. Rhyme Scheme
25. Simile
26. Stanza
27. Symbol
28. Symbolism
29. Theme

Read the following sonnet and excerpt from a novel. Then answer questions based off of these texts.

Sonnet 29

by William Shakespeare

When, in disgrace with fortune and men's eyes,

I all alone beweepe my outcast state
And trouble deaf heaven with my bootless cries
And look upon myself and curse my fate,
Wishing me like to one more rich in hope,
Featured like him, like him with friends possess'd,
Desiring this man's art and that man's scope,[1]
With what I most enjoy contented least;
Yet in these thoughts myself almost despising,
Haply I think on thee, and then my state,
Like to the lark at break of day arising
From sullen earth, sings hymns at heaven's gate;
For thy sweet love remember'd such wealth brings
That then I scorn to change my state with kings.

[1] a person's future or outlook on life

Notes:

Read the novel excerpt and the sonnet. Then answer the questions that follow.

from *Brave and Bold*
by Horatio Alger, Jr.

There was a thumping of feet, mingled with a clapping of hands, as the professor closed his speech, and a moment later a boy of sixteen, occupying one of the front seats, rose, and, advancing with easy self-possession, drew from his pocket a gold pencil case, containing a pencil and pen, and spoke as follows:

"Professor Granville, the members of your writing class, desirous of testifying their appreciation of your services as teacher, have contributed to buy this gold pencil case, which, in their name, I have great pleasure in presenting to you. Will you receive it with our best wishes for your continued success as a teacher of penmanship?" With these words, he handed the pencil case to the professor and returned to his seat. The applause that ensued was terrific, causing the dust to rise from the floor where it had lain undisturbed till the violent attack of two hundred feet raised it in clouds, through which the figure of the professor was still visible, with his right arm again extended.

"Ladies and gentlemen," he commenced, "I cannot give fitting utterance to the emotions that fill my heart at this most unexpected tribute of regard and mark of appreciation of my humble services. Believe me, I shall always cherish it as a most valued possession, and the sight of it will recall the pleasant, and, I hope, profitable hours which we have passed together this winter. To you, in particular, Mr. Rushton, I express my thanks for the touching and eloquent manner in which you have made the presentation, and, in parting with you all, I echo your own good wishes, and shall hope that you may be favored with an abundant measure of health and prosperity."

This speech was also vociferously applauded. It was generally considered impromptu, but was, in truth, as stereotyped as the other. Professor Granville had on previous occasions been the recipient of similar testimonials, and he had found it convenient to have a set form of acknowledgment. He was wise in this, for it is a hard thing on the spur of the moment suitably to offer thanks for an unexpected gift.

"The professor made a bully[1] speech," said more than one after the exercises were over.

"So did Bob Rushton," said Edward Kent.

"I didn't see anything extraordinary in what he said," sneered Halbert Davis. "It seemed to me very commonplace."

"Perhaps you could do better yourself, Halbert," said Kent.

"Probably I could," said Halbert, haughtily.

"Why didn't you volunteer, then?"

"I didn't care to have anything to do with it," returned Halbert, scornfully.

"That's lucky," remarked Edward, "as there was no chance of your getting appointed."

"Do you mean to insult me?" demanded Halbert, angrily.

"No, I was only telling the truth."

Halbert turned away, too disgusted to make any reply. He was a boy of sixteen, of slender form and sallow[2] complexion, dressed with more pretension than taste. Probably there was no boy present whose suit was of such fine material as his. But something more than fine clothes is needed to give a fine appearance, and Halbert's mean and insignificant features were far from rendering him attractive, and despite the testimony of his glass, Halbert considered himself a young man of distinguished appearance, and was utterly blind to his personal defects.

What contributed to feed his vanity was his position as the son of the richest man in Millville. Indeed, his father was superintendent^[3], and part owner, of the great brick factory on the banks of the river, in which hundreds found employment.

Halbert found plenty to fawn upon him, and was in the habit of strutting about the village, swinging a light cane, neither a useful nor an ornamental member of the community.

After his brief altercation with Edward Kent, he drew on a pair of kid gloves, and looked about the room for Hester Paine, the lawyer's daughter, the reigning belle among the girls of her age in Millville. The fact was that Halbert was rather smitten with Hester, and had made up his mind to escort her home on this particular evening, never doubting that his escort would be thankfully accepted.

But he was not quick enough. Robert Rushton had already approached Hester, and said, "Miss Hester, will you allow me to see you home?"

"I shall be very glad to have your company, Robert," said Hester.

Robert was a general favorite. He had a bright, attractive face, strong and resolute when there was occasion, frank and earnest at all times. His clothes were neat and clean, but of a coarse, mixed cloth, evidently of low price, suiting his circumstances, for he was poor, and his mother and himself depended mainly upon his earnings in the factory for the necessaries of life. Hester

Paine, being the daughter of a well-to-do lawyer, belonged to the village aristocracy, and so far as worldly wealth was concerned, was far above Robert Rushton. But such considerations never entered her mind, as she frankly, and with real pleasure, accepted the escort of the poor factory boy.

Scarcely had she done so when Halbert Davis approached, smoothing his kid gloves and pulling at his necktie.

"Miss Hester," he said, consequently, "I shall have great pleasure in escorting you home."

"Thank you," said Hester, "but I am engaged^[4]."

"Engaged!" repeated Halbert. "And to whom?"

"Robert Rushton has kindly offered to take me home."

"Robert Rushton!" said Halbert, disdainfully. "Never mind. I will relieve him of his duty."

"Thank you, Halbert," said Robert, who was standing by, "I won't trouble you. I will see Miss Paine home."

"Your escort was accepted because you were the first to offer it," said Halbert.

"Miss Hester," said Robert, "I will resign in favor of Halbert, if you desire it."

"I don't desire it," said the young girl, promptly. "Come, Robert, I am ready if you are."

With a careless nod to Halbert, she took Robert's arm and left the schoolhouse. Mortified and angry, Halbert looked after

them, muttering, "I'll teach the factory boy a lesson. He'll be sorry for his impudence yet."

[1] excellent

[2] sickly, yellowish color

[3] manager

[4] have accepted someone else's offer but not of marriage

Notes:

Part A

The author of the excerpt sets up a contrast between two young men, Halbert Davis and Robert Rushton. Identify examples from the text that best capture the differences between these two characters. Consider their physical differences, as well as their background and actions. For each character, highlight three lines from the text and drop them into the appropriate spaces below.

Lines from the text that best capture Halbert Davis

1:

2:

3:

Lines from the text that best capture Robert Rushton

1:

2:

3:

Part B

By setting up this contrast, what does the author seem to be saying about wealth?

Part A

Read the paraphrase of the first four lines of Shakespeare’s “Sonnet 29.”

When I have lost my money and social status, I am truly all alone.

Although I pray for help, my cries go unanswered, and I feel hopeless.

Select the best paraphrase for lines 5 through 8.

A. If I resembled a man who had hope and friendship, and if I had his talents and a bright future, I would be happy.

B. I am like someone rich and hopeful, with fine features and many friends. I do not desire art or a better future because I am already happy.

C. Even if I had more money, hope, better looks, and more friends, I would still not be happy.

D. It is not hope, friendship, talent, or one’s future that decides happiness, it is contentment with what you have.

Part B

Paraphrase the rest of the poem, lines 9 through 14, and write your paraphrase below.

Part C

Identify two central ideas presented in the sonnet, and briefly explain how these ideas are related.

Both the novel excerpt from *The Brave and Bold* and the poem “Sonnet 29” explore ideas of “wealth.” In a well developed multi paragraph essay, analyze each author’s understanding of wealth and how each author conveys that understanding through the structure of the text

A fused sentence, on the other hand, contains two main clauses illegally run together with no punctuation whatsoever. The problem looks like this:



main clause + Ø + main clause = .

A comma splice, remember, is two complete sentences incorrectly joined with a comma.

A fused sentence occurs when a writer incorrectly runs together two complete sentences with absolutely no punctuation.

Directions: Read the sentences below. Then answer the questions that follow.

1. Julie is a real hypochondriac when her stomach hurts, she is certain that she has a bleeding ulcer, and if she has a backache, she believes that she has torn a muscle near the spine.
2. My cat Buster loves to nap on warm appliances when he sleeps on top of the television, his tail swipes the screen like a windshield wiper.
3. During English class, Anthony kept flirting with Lilly because his behavior was keeping Sara from understanding the lecture, Sara whacked him over the head with her heavy dictionary.

Are these sentences comma splices? Or are they fused sentences?

Directions: Read the sentence below. Choose the underlined part where a comma splice or fused sentence occurs and circle it.

1. Hoping to relax after a busy week at work and school, Cheryl smoothed on some sunscreen, settled onto her pool raft, and opened her new Stephen King novel, then her neighbor cranked up the lawnmower, ruining the quiet.
2. Derek wanted a ferocious pit bull terrier to scare off burglars, but his apartment complex did not allow dogs as a result, Derek had to settle for naming his goldfish Mr. Jaws and installing additional door locks.
3. Sylvia carefully ironed her one good suit to wear to the bank interview the next day all the while, Buster, her hairy white cat, waited for her to lay the dark gray skirt on the bed so that he would have a warm spot to nap.

Sentence Fragments and rules/notes

A fragment resembles a sentence in a number of ways. Both are groups of words that begin with a capital letter and conclude with an end mark—usually a period [.] but sometimes a question mark [?] or an exclamation point [!].

Directions: Read the passage below. Choose the part that is a fragment and underline it.

1. Maria wasn't watching her plate of barbecue very carefully. So Santana, the family eagle, snatched a chicken leg hanging over the edge. As baked beans and potato salad slid onto Maria's new sandals.
2. Ever since Andre peaked at Melissa's paper during the biology exam. Guilt has consumed him. Even the blueberries floating in his cereal bowl seem like the accusing eyes of Dr. Gregory, his biology instructor.