**ENGLISH 1201: 2016 MIDTERM EXAM REVIEW**

**Section A:**

Review each of the following short stories from your Nelson textbook. Take all notes, model questions, and the test into consideration as you prepare for the following potential questions.

* “Ashes”
* “Scars”
* “The Trickster”
* “Tomorrow, Summer”
* “Accident”

***Analytical Essay Prompts (these are not all inclusive, nor are they necessarily the only options for this question):***

***\*\*\*Below prompts are possible questions (sent from the Department of Education) that can be adapted to various selections. Elements/devices can be changed in accordance to the specific texts***.\*\*\*

1. Decisions often have far-reaching consequences. Using ONE of the following, show how this theme is developed:

a) Conflict

b) Relationships with others

c) Character development

1. Analyze how a character’s response to conflict reveals his/her true nature.
2. Writers often develop characters through a variety of literary techniques. Discuss how **three elements from the chart below are used to** develop character in one of the prose pieces above.
3. Writers often develop conflict through a variety of literary techniques. Discuss how **three elements from the chart below are used to** develop conflict in one of the prose pieces above.
4. In the excerpt provided from the short story “\_\_\_\_\_\_\_\_\_”, examine how imagery is used effectively to create **mood**, **stereotype**, and **suspense**.
5. Identify the message of the piece and discuss how it is developed through the use of any **three** of the following.
6. **Informal language style**
7. **Symbolism**
8. **Irony**
9. **Flashback**
10. **Point of view**

**Possible terms applicable to analytical essay prompts! These may be used individually or in conjunction with one another.**

|  |  |  |
| --- | --- | --- |
| Figurative Language (metaphor, simile, personification, hyperbole) | Symbol | Imagery |
| Relationships, consequences, decisions… | Purpose | Irony |
| Character/Characterization | Conflict | Juxtaposition |
| Emphatic Devices | Diction | Mood |
| Theme | Epiphany/realization | Motif |
| Point of View (1st, 3rd limited, 3rd Omniscent) | Flashback | Paradox |
| Dialogue | Foreshadowing | Tone |
| Anecdote | Suspense | Stereotype |

**Formal essay format includes:**

* Strong introduction which includes:
	+ A thesis statement addressing the question at hand
	+ 3-4 sentences addressing what your main paragraph topics will include
* **Multiple** body paragraphs (2-3 are standard for high school depending on what is asked for in the question). Each body paragraph must include:
	+ A topic sentence addressing what your paragraph is about
	+ Multiple examples/quotes (**at least 2 per paragraph**) from the text to support your argument
	+ Explanations addressing how each example supports your argument
* Conclusion
	+ Wrap up your argument by revisiting your main points
	+ Make a final statement addressing something that is learned as a result of your argument
	+ DO NOT PRESENT NEW INFORMATION HERE!

**Section B:**

**Poetry Terminology**

**Abstract language/imagery** – words or phrases that refer to ideas/concepts that cannot be seen, heard, touched, smelled, or tasted

**Connotation** – the associations (ideas or feelings that a word or phrase evokes, in addition to its literal or primary dictionary meaning. (‘heart’ by its dictionary definition is that organ of the body responsible for pumping blood, the connotations of the word include the ideas of love, warmth, affection, goodness, etc.)

**Lyric poetry** – a poem which expresses thoughts, feelings, and personal imaginings.

**Free verse** - poetry without any pattern at all (no rhyme or rhythm)

**Blank verse** – poetry in iambic feet in which the lines do not rhyme

**Narrative** – poetry telling a story (beginning middle end; conflict)

**Sonnet** – 14 line poem written in iambic pentameter; can be either Elizabethan or Italian

**Simile** – comparison of two unlike things using ‘like’ or ‘as’

**Metaphor** – comparison of two unlike things, not using ‘like’ or ‘as’

**Personification** – a figure of speech in which animals, objects, or abstract ideas are given human form, actions, or qualities (“Death lays his icy hands on kings.”)

**Imagery** – words or phrases used to evoke mental pictures or sensory impressions (appeals to the 5 senses: visual/sight, auditory/sound, gustation/taste, olfactory/smell, tactile/touch)

**Onomatopoeia** - a device in which the sound of a word reflects its meaning (“bang”)

**Denotation** – the dictionary meaning of a word

**Diction** – the choice of words or phrases in speech or writing

**Hyperbole** – extreme exaggeration used for effect.

**Figurative language** – language used in a way that is different from the usual, literal meaning in order to create a particular mental image

**Alliteration** – repetition of the same letter or sound at the beginning of nearby or closely connected words (On the bold street breaks the blank day)

**Allusion** – reference to a literary, historical, or religious person or event (i.e. Dickens, Shakespeare)

**Apostrophe -** a reference to someone who is absent from a scene or dead

**Concrete language/imagery** – words or phrases denoting material objects that can be seen, heard, touched, smelled or tasted

**Figure of speech** – a way of using language to convey or suggest a meaning beyond the literal meaning of the words. **Metaphors, similes,** and **personification** are all examples of figures of speech.

**Rhyme Scheme** – pattern of rhyme found at the ends of the lines of a poem

**Juxtaposition** –two images placed side by side for contrast

**Stanzas** – groups of lines in a poem

**Symbol** – a thing that represents, typifies, or recalls something else

**Theme** – the main idea of a piece of literature

**Mood** – the main emotion or feeling that is associated with a piece of literature

**Some overarching questions to keep in mind when analysing poetry:**

1. What is the overall mood? How is it being created? Is there an evident change in mood?
2. What is the main message/theme of the poem?
3. What literary devices are being used throughout the poem?
4. Is there a major symbol? What is it? What does it symbolize?
5. Identify imagery throughout the poem. Suggest how it is effective.
6. Discuss the significance of the title.
7. How are emphatic devices used effectively?

**Section C: Visuals**

**asymmetry**

when two sides of an image cannot be reflected on one another

**background**

the area of scenery behind the focal point

**balance**

creates harmony; visual is ‘even’; two

**boarder**

lines or images around the edge of the page that help frame the visual

**colour**

composed of hue, value, intensity; can be emotionally symbolic

**composition**

layout of elements in a visual

**contrast**

showing difference between elements of a visual (color, size, shape)

**emphatic devices**

effective use of font, underline, size, color, etc. to draw the audience’s attention

**focal point**

image that draws the most attention

**foreground**

the part of the visual closest to the observer

**target audience**

the demographic of people the visual is meant to whom the message applies

**line**

straight lines = order

curvy lines = softness

angular lines = tension

**Juxtaposition**

Images placed close together to allow for contrast

**perspective**

creation of height, width, and depth in a visual

**proportion**

the comparative relationship between parts in a visual

**scale**

size of an object in relationship to a clear set of measurement

**shadow**

a dark area or shape caused by an object interrupting a light source

**symbol**

an object/image that represents something else

**symmetry**

balance in the layout of images; equality in the images; sides of an image can be reflected on one another

**message**

the idea being conveyed by the image (theme)

**blank space**

area of a visual that has no image

**Common Constructed Response Questions**

1. What is the focal point in this visual? How is it created? Explain your answer using reference to **two** visual elements.

2. What is the mood created in this visual? Explain your answer with two references to the visual.

3. What is the main message of this piece? Discuss using two references to the visual.

4. Discuss how the use of color is effective in the visual.

5. Who is the target audience? Defend your answer with two references to the visual.

6. Create a title for this visual. Use at least **two** visual elements to show how this title is appropriate.

7. Show how one symbol used in this visual helps to develop the message.

8. Using **two** specific references, explain how the artist has used both visual and textual elements effectively to convey message.

9. Discuss how the use of **two** visual elements in this image are particularly effective.

**Section D: PERSONAL RESPONSE**

1. Written as multi-paragraph responses

2. Don’t write about trivial experiences that happened when you were a child (choose meaningful experiences)

3. Intro is often built into the first true body paragraph OR it is shorter than one that would be in a demand essay.

4. Conclusion is often some broad observation on the topic at hand as it ties to your experience.

5. Can be prompted with a quote or a phrase that leads your to discuss a greater thematic idea.

Here are some examples of personal response prompts. Try taking each one and relating it to your own life story/experiences, to the lives/experiences of others around you, and/or situations in the world at large.

1. It takes courage to grow up and turn out to be ok with who you really are.
2. Friendship is measured by quality, not by quantity.
3. In diversity there is beauty and there is strength; we just need to be willing to embrace it.
4. You never really understand a person until you consider things from his/her point of view…until you climb into his/her skin and walk around in it.
5. You may choose to look the other way, but you can never say again that you did not know.
6. The greatest threat to our planet is believing that someone else will save it.
7. True happiness comes from finding balance in one’s life.