

Name: _____ Period: _____ Date: _____

English III Final Exam Semester 1 Review Packet

Directions: For each term listed below, provide the definition and an example.

	Term	Definition and Example:
Argument Terms	Ethical Appeal <i>(ethos)</i>	
	Emotional Appeal <i>(pathos)</i>	
	Logical Appeal <i>(logos)</i>	
	Tone	
	Loaded Language	
	Elevated Language	
	Parallelism	
	Repetition	
	Tone	
Argument & Literary Terms	Diction	
	Metaphor	
	Allusion	
	Simile	
Literary Terms	Conflict	
	Foil Character	
	Symbolism	
	Epiphany	
	First-Person Narration	
	Third person omniscient	
	Third person limited	
	Imagery	
	Indirect/Direct Characterization	
	Personification	
	Alliteration	

Directions: Read Selection A “Ronald Reagan’s Tribute to the *Challenger* Astronauts.” Use the text to answer questions 1-7.

Ronald Reagan’s Tribute to the *Challenger* Astronauts (1986)

We come together today to mourn the loss of seven brave Americans, to share the grief we all feel and, perhaps in that sharing, to find the strength to bear our sorrow and the courage to look for the seeds of hope.

Our nation’s loss is first a profound personal loss to the family and the friends and loved ones of our shuttle astronauts. To those they have left behind - the mothers, the fathers, the husbands and wives, brothers, sisters, and yes, especially the children - all of America stands beside you in your time of sorrow.

What we say today is only an inadequate expression of what we carry in our hearts. Words pale in the shadow of grief; they seem insufficient even to measure the brave sacrifice of those you loved and we so admired. Their truest testimony will not be in the words we speak, but in the way they led their lives and in the way they lost those lives - with dedication, honor and an unquenchable desire to explore this mysterious and beautiful universe.

The best we can do is remember our seven astronauts - our Challenger Seven - remember them as they lived, bringing life and love and joy to those who knew them and pride to a nation.

They came from all parts of this great country - from South Carolina to Washington State; Ohio to Mohawk, New York; Hawaii to North Carolina to Concord, New Hampshire. They were so different, yet in their mission, their quest, they held so much in common.

We remember Dick Scobee, the commander who spoke the last words we heard from the space shuttle Challenger. He served as a fighter pilot in Vietnam, earning many medals for bravery, and later as a test pilot of advanced aircraft before joining the space program. Danger was a familiar companion to Commander Scobee.

We remember Michael Smith, who earned enough medals as a combat pilot to cover his chest, including the Navy Distinguished Flying Cross, three Air Medals - and the Vietnamese Cross of Gallantry with Silver Star, in gratitude from a nation that he fought to keep free.

We remember Judith Resnik, known as J.R. to her friends, always smiling, always eager to make a contribution, finding beauty in the music she played on her piano in her off-hours.

We remember Ellison Onizuka, who, as a child running barefoot through the coffee fields and macadamia groves of Hawaii, dreamed of someday traveling to the Moon. Being an Eagle Scout, he said, had helped him soar to the impressive achievement of his career.

We remember Ronald McNair, who said that he learned perseverance in the cotton fields of South Carolina. His dream was to live aboard the space station, performing experiments and playing his saxophone in the weightlessness of space; Ron, we will miss your saxophone and we will build your space station.

We remember Gregory Jarvis. On that ill-fated flight he was carrying with him a flag of his university in Buffalo, New York - a small token he said, to the people who unlocked his future.

We remember Christa McAuliffe, who captured the imagination of the entire nation, inspiring us with her pluck, her restless spirit of discovery; a teacher, not just to her students, but to an entire people, instilling us all with the excitement of this journey we ride into the future.

We will always remember them, these skilled professionals, scientists and adventurers, these artists and teachers and family men and women, and we will cherish each of their stories - stories of triumph and bravery, stories of true American heroes.

On the day of the disaster, our nation held a vigil by our television sets. In one cruel moment, our exhilaration turned to horror; we waited and watched and tried to make sense of what we had seen. That night, I listened to a call-in program on

the radio: people of every age spoke of their sadness and the pride they felt in `our astronauts.` Across America, we are reaching out, holding hands, finding comfort in one another.

The sacrifice of your loved ones has stirred the soul of our nation and, through the pain, our hearts have been opened to a profound truth - the future is not free, the story of all human progress is one of a struggle against all odds. We learned again that this America, which Abraham Lincoln called the last best hope of man on Earth, was built on heroism and noble sacrifice. It was built by men and women like our seven star voyagers, who answered a call beyond duty, who gave more than was expected or required, and who gave it with little thought to worldly reward.

1. What rhetorical device is used in the following line: "from South Carolina to Washington State; Ohio to Mohawk, New York; Hawaii to North Carolina to Concord, New Hampshire".
 - a. Parallelism
 - b. Loaded language
 - c. Allusion
 - d. Repetition

2. What is the purpose of starting each section about each astronaut with "We remember"?
 - a. To emphasize the pain of the disaster
 - b. To emphasize that each individual will be remembered
 - c. To remember the entire group as a whole
 - d. To remember that this should never happen again

3. The following quotation is an example of what kind of appeal? "That night, I listened to a call-in program on the radio: people of every age spoke of their sadness and the pride they felt in `our astronauts.` Across America, we are reaching out, holding hands, finding comfort in one another."
 - a. Logical
 - b. Ethical
 - c. Emotional
 - d. Satirical

4. The following sentence is an example of what rhetorical device? "We learned again that this America, which Abraham Lincoln called the last best hope of man on Earth, was built on heroism and noble sacrifice."
 - a. Parallelism
 - b. Allusion
 - c. Loaded language
 - d. Repetition

5. The following line is an example of what rhetorical device? "It was built by men and women like our seven star voyagers, who answered a call beyond duty, who gave more than was expected or required, and who gave it with little thought to worldly reward."
 - a. Parallelism
 - b. Allusion
 - c. Loaded language
 - d. Repetition

6. What is the purpose of the speech?
 - a. To give thanks to the astronauts
 - b. To remember and glorify the astronauts that died
 - c. To urge the country to move on quickly
 - d. To urge the country to remain in their grief

7. What is the tone of the speech?
 - a. Reserved
 - b. Disgusted
 - c. Mournful
 - d. Passionate

Practice: Argument & Rhetoric

Directions: Read Selection B, "George W. Bush September 11th Speech." Use the text to answer questions 8-15.

George W. Bush September 11th Speech

Mr. Speaker, Mr. President Pro Tempore, members of Congress, and fellow Americans:

In the normal course of events, Presidents come to this chamber to report on the state of the Union. Tonight, no such report is needed. It has already been delivered by the American people.

We have seen it in the courage of passengers, who rushed terrorists to save others on the ground -- passengers like an exceptional man named Todd Beamer. And would you please help me to welcome his wife, Lisa Beamer, here tonight. We have seen the state of our Union in the endurance of rescuers, working past exhaustion. We've seen the unfurling of flags, the lighting of candles, the giving of blood, the saying of prayers -- in English, Hebrew, and Arabic. We have seen the decency of a loving and giving people who have made the grief of strangers their own. My fellow citizens, for the last nine days, the entire world has seen for itself the state of our Union -- and it is strong.

Tonight we are a country awakened to danger and called to defend freedom. Our grief has turned to anger, and anger to resolution. Whether we bring our enemies to justice, or bring justice to our enemies, justice will be done. I thank the Congress for its leadership at such an important time. All of America was touched on the evening of the tragedy to see Republicans and Democrats joined together on the steps of this Capitol, singing "God Bless America." And you did more than sing; you acted, by delivering 40 billion dollars to rebuild our communities and meet the needs of our military. Speaker Hastert, Minority Leader Gephardt, Majority Leader Daschle, and Senator Lott, I thank you for your friendship, for your leadership, and for your service to our country. And on behalf of the American people, I thank the world for its outpouring of support. America will never forget the sounds of our National Anthem playing at Buckingham Palace, on the streets of Paris, and at Berlin's Brandenburg Gate.

We will not forget South Korean children gathering to pray outside our embassy in Seoul, or the prayers of sympathy offered at a mosque in Cairo. We will not forget moments of silence and days of mourning in Australia and Africa and Latin America. Nor will we forget the citizens of 80 other nations who died with our own: dozens of Pakistanis; more than 130 Israelis; more than 250 citizens of India; men and women from El Salvador, Iran, Mexico, and Japan; and hundreds of British citizens. America has no truer friend than Great Britain. Once again, we are joined together in a great cause -- so honored the British Prime Minister has crossed an ocean to show his unity with America. Thank you for coming, friend.

On September the 11th, enemies of freedom committed an act of war against our country. Americans have known wars -- but for the past 136 years, they have been wars on foreign soil, except for one Sunday in 1941. Americans have known the casualties of war -- but not at the center of a great city on a peaceful morning. Americans have known surprise attacks -- but never before on thousands of civilians. All of this was brought upon us in a single day -- and night fell on a different world, a world where freedom itself is under attack. Americans have many questions tonight. Americans are asking: Who attacked our country? The evidence we have gathered all points to a collection of loosely affiliated terrorist organizations known as al Qaeda. They are some of the murderers indicted for bombing American embassies in Tanzania and Kenya, and responsible for bombing the USS Cole. Al Qaeda is to terror what the mafia is to crime. But its goal is not making money; its goal is remaking the world -- and imposing its radical beliefs on people everywhere.

The terrorists practice a fringe form of Islamic extremism that has been rejected by Muslim scholars and the vast majority of Muslim clerics, a fringe movement that perverts the peaceful teachings of Islam. The terrorists' directive commands them to kill Christians and Jews, to kill all Americans, and make no distinctions among military and civilians, including women and children. This group and its leader -- a person named Usama bin Laden -- are linked to many other organizations in different countries, including the Egyptian Islamic Jihad and the Islamic Movement of Uzbekistan. There are thousands of these terrorists in more than 60 countries. They are recruited from their own nations and neighborhoods and brought to camps in places like Afghanistan, where they are trained in the tactics of terror. They are sent back to their homes or sent to hide in countries around the world to plot evil and destruction.

The leadership of al Qaeda has great influence in Afghanistan and supports the Taliban regime in controlling most of that country. In Afghanistan, we see al Qaeda's vision for the world. Afghanistan's people have been brutalized; many are

starving and many have fled. Women are not allowed to attend school. You can be jailed for owning a television. Religion can be practiced only as their leaders dictate. A man can be jailed in Afghanistan if his beard is not long enough.

The United States respects the people of Afghanistan. After all, we are currently its largest source of humanitarian aid; but we condemn the Taliban regime. It is not only repressing its own people, it is threatening people everywhere by sponsoring and sheltering and supplying terrorists. By aiding and abetting murder, the Taliban regime is committing murder.

And tonight, the United States of America makes the following demands on the Taliban: Deliver to United States authorities all the leaders of al Qaeda who hide in your land. Release all foreign nationals, including American citizens, you have unjustly imprisoned. Protect foreign journalists, diplomats, and aid workers in your country. Close immediately and permanently every terrorist training camp in Afghanistan, and hand over every terrorist, and every person in their support structure, to appropriate authorities. Give the United States full access to terrorist training camps, so we can make sure they are no longer operating. These demands are not open to negotiation or discussion. The Taliban must act, and act immediately. They will hand over the terrorists, or they will share in their fate.

8. The following line is an example of what rhetorical device? “Americans are asking: Who attacked our country?”
 - a. Parallelism
 - b. Allusion
 - c. Rhetorical question
 - d. Repetition

9. The following line is an example of what appeal? “Nor will we forget the citizens of 80 other nations who died with our own: dozens of Pakistanis; more than 130 Israelis; more than 250 citizens of India; men and women from El Salvador, Iran, Mexico, and Japan; and hundreds of British citizens.”
 - a. Logical
 - b. Ethical
 - c. Emotional
 - d. Satirical

10. The following line is an example of what appeal? “In Afghanistan, we see al Qaeda's vision for the world. **Afghanistan's people have been brutalized; many are starving and many have fled.** Women are not allowed to attend school. You can be jailed for owning a television. Religion can be practiced only as their leaders dictate. A man can be jailed in Afghanistan if his beard is not long enough.”
 - a. Logical
 - b. Ethical
 - c. Emotional
 - d. Satirical

11. In the last paragraph, it can be inferred that the United States will do what if Afghanistan does not agree to the demands?
 - a. Give them economic aid
 - b. Launch a war against the Taliban
 - c. Launch a war against Al-Qaeda
 - d. Launch economic sanctions against the Taliban

12. Paraphrase the purpose of the third paragraph.
 - a. To acknowledge the support of Congress and the world
 - b. To acknowledge the lack of support from Congress and the world
 - c. To address a divided Congress
 - d. To urge Congress to work together to solve the problem of Terrorism

13. What is the purpose of the speech?
 - a. To unite the country in a fight against terrorism
 - b. To pay respects to those who died on September 11, 2001
 - c. To threaten the Taliban in Afghanistan
 - d. To unite the country in a peaceful protest against terrorism

14. What is the tone of the speech?
 - a. Solemn yet prepared
 - b. Sad yet worried
 - c. Serious yet excited
 - d. Solemn yet resigned

15. Use both Selections A and B. Are there any parallels between Bush’s speech and Reagans? What are they?

I Hear America Singing By Walt Whitman

I hear America singing, the varied carols I hear;

Those of mechanics-each one singing his, as it should be, blithe and strong;

The carpenter singing his, as he measures his plank or beam,

The mason singing his, as he makes ready for work, or leaves off work;

The boatman singing what belongs to him in his boat-the deckhand singing on the steamboat deck;

The shoemaker singing as he sits on his bench-the hatter singing as he stands;

The wood-cutter's song-the ploughboy's, on his way in the morning, or at noon intermission, or at sundown;

The delicious singing of the mother-or the young wife at work-or of the girl sewing or washing-Each singing what belongs to him or her and to none else;

The day what belongs to the day-At night the party of young fellows, robust, friendly,

Singing, with open mouths, their strong melodious songs

16. Which sentence tells the main idea of "I Hear America Singing"?
 - a. In America, it is important to have a good job.
 - b. Americans love to sing.
 - c. All different kinds of people come together to make America what it is.
 - d. Young people like to have parties at night.
17. Read the lines from "'I Hear America Singing.'" "The day what belongs to the day-At night, the party of young fellows, robust, friendly, /Singing, with open mouths, their strong melodious songs."
What does the word robust mean?
 - a. dirty
 - b. full of health
 - c. artistic
 - d. mean
18. What is most likely the poet's purpose for writing "I Hear America Singing"?
 - a. to persuade people to find jobs in America
 - b. to inform the reader about different kinds of jobs in America
 - c. to teach the reader how to be a good American
 - d. to give a lively description of people working in America
19. Read the line from "I Hear America Singing:" "I hear America singing, the varied carols I hear." This is an example of
 - a. simile.
 - b. alliteration.
 - c. personification.
 - d. metaphor
20. Read the line from "I Hear America Singing:" "The carpenter singing his, as he measure his plank or beam"
The word beam in this sentence means
 - a. a ray of light
 - b. a piece of wood used in construction.
 - c. a steel tube.
 - d. to smile.

21. In “I Hear America Singing,” the poet probably described people at work because
- people often sing at work.
 - he saw America as a poor country.
 - he liked working more than doing other activities.
 - he saw America as a country that was prospering.
22. Which of the following best describes the tone of Whitman’s poem?
- Hopeful
 - Distraught
 - Discouraging
 - Unchanging

Grammar

Commas (,)

- Use a comma with a coordinating conjunction (FANBOYS) to separate independent clauses. (I like dogs, **but** I hate cats.)
- Use a comma to separate elements that introduce and modify a sentence. (**On the way to class**, I saw Ted.)
- Use commas before and after a parenthetical expression. (The new park, **of course**, is very popular.)
- Use a comma to separate an appositive from a clause. (My brother, **a well-respected scientist**, made a discovery.)
- Use commas to set off interjections. (**Well**, it’s about time!)
- Use commas to separate coordinate adjectives. (We walked the **long, dusty** road.)
- Use commas to separate items in a series. (Jill bought a leash, a collar, and a water dish for the dog.)
- Use commas before a quote. (John replied, “So where are we exactly?”)

Semi-colons (;)

- Use a semicolon to join closely related independent clauses (complete sentences). (I like dogs; I hate cats.)
- Use semicolons in a series to separate elements containing commas. (I have been to Denver, Colorado; Phoenix, Arizona; and Chicago, Illinois.)
- Use semicolons to separate coordinate clauses when they are joined by transition words or phrases. (My sister and I enjoyed the play; afterwards, we stopped for ice cream.)

Colons (:)

- Use a colon before a list. (We need the following items from the store: eggs, milk, and bread.)
- Use a colon after an independent clause (complete sentence) that is followed by information that directly modifies or adds to the clause. (My sister suggested a great location: the park down the street from our house.)
- Colons can be used before direct quotations, after salutations, and between titles and subtitles. (Captain John Paul Jones said: “I have not yet begun to fight.”) (*Blaze: A Story of Courage*)

Ellipses (...)

Use ellipses to indicate the removal of a piece of text. Use three periods, and place them where the removed text would be. (“Mary had a little lamb... white as snow”)

Apostrophes

- Use an apostrophe with s to show possession and for words that do not end in s. (The dog’s bone) (children’s choir)
- Use an apostrophe on the outside of the s to show possession for words that end in s. (Mr. Jones’ house) (All the boys’ toys).
- Its = singular possession for “it” It’s= contraction for “it is” Its’ = not a thing (their)

Quotation Marks

- Place punctuation on the inside of a quotation. (“Should we buy that horse?” he asked.)

Underlining/ Quoting Titles

- Underline items that are complete (usually long), like books, newspapers, magazines, plays, and movies. (Brave New World, Jurassic Park)
- Use quotation marks around shorter items that are often contained in larger ones, like songs, poems, speeches, short stories, and articles. (“The Most Dangerous Game,” “The Gettysburg Address”)
- Italics* can replace either underlining or quoting, but you cannot do both.

Use the paragraph below to answer 23- 27.

(1)35th President of the United States John F. Kennedy is known for making a pledge. To get America moving again. (2) He was born in Massachusetts, and was the first Roman Catholic President. (3) Kennedy had many other occupations before becoming president, and he was in the Navy, a Democratic Congressman, and a member of the Senate. (4) He is known for being the youngest president elected to office, the youngest to die in office. For his memorable speeches. (5) Kennedy accomplished a lot during his short time in office; he was driven by a passion toward equal rights and establishing peace around the world.

23. Line 1 is best written as
- 35th President of the United States John F. Kennedy is known for making a pledge; to get America moving again
 - 35th President of the United States, John F. Kennedy, is known for making a pledge to get America moving again.
 - 35th President of the United States, John F. Kennedy, is known for making a pledge. To get America moving again.
 - Correct as is
24. Line 2 is best written as
- He was born in Massachusetts and he was the first Roman Catholic President.
 - He was born in Massachusetts. He was the first Roman Catholic President.
 - He was born in Massachusetts, but he was the first Roman Catholic President
 - Correct as is
25. Line 3 is best written as
- Kennedy had many other occupations before becoming president. In the Navy, a Democratic Congressman, and a member of the Senate.
 - Kennedy had many other occupations before becoming president. He was in the navy, a Democratic Congressman, and a member of the Senate.
 - Kennedy had many other occupations before becoming president; in the Navy, a Democratic Congressman, and a member of the Senate.
 - Correct as is
26. Line 4 is best written as
- He is known for being the youngest president elected to office, the youngest to die in office, and for his memorable speeches.
 - He is known for being the youngest president elected to office, the youngest to die in office; for his memorable speeches.
 - He is known for being the youngest president elected to office, and the youngest to die in office for his memorable speeches.
 - Correct as is
27. Line 5 is best written as
- Kennedy accomplished a lot during his short time in office, he was driven by a passion toward equal rights and establishing peace around the world.
 - Kennedy accomplished a lot during his short time in office he was driven by a passion toward equal rights, and establishing peace around the world.
 - Kennedy accomplished a lot during his short time in office he was driven. By a passion toward equal rights and establishing peace around the world.
 - Correct as is
28. The boys face turned red as a tomato.
- The boys' face turned red as a tomato.
 - The boy's face turned red as a tomato.
 - The boys face's turned red as a tomato.
 - The boys faces' turned red as a tomato.

29. Its about time that the caterpillar rises out of its cocoon and emerges as its evolved form: a butterfly.
- It's about time that the caterpillar rises out of it's cocoon and emerges as it's evolved form: a butterfly.
 - Its about time that the caterpillar rises out of it's cocoon and emerges as it's evolved form: a butterfly.
 - Its about time that the caterpillar rises out of its cocoon and emerges as it's evolved form: a butterfly.
 - It's about time that the caterpillar rises out of its cocoon and emerges as its evolved form: a butterfly.
30. Which sentence correctly uses an ellipses?
- "Twinkle twinkle little star...like a diamond in the sky" (Taylor).
 - "Twinkle twinkle...little star like a diamond in the sky" (Taylor).
 - "Twinkle twinkle little star like...a diamond in the sky" (Taylor).
 - Twinkle twinkle little star..." (Taylor).
31. The short story Harrison Bergeron should be written like...
- Harrison Bergeron
 - Harrison Bergeron*
 - Harrison Bergeron
 - "Harrison Bergeron"
32. Which sentence uses quotation marks correctly?
- "Did you do well on the final?" he asked.
 - "Did you do well on the final?" he asked.
 - Did you do well on the final? He asked
 - "Did you do well on the final? He asked"

Directions: Commas, semicolons, and colons are three punctuation marks that are often incorrectly interchanged. For questions 33-37, Choose the best punctuation mark listed below to complete each of the blanks:

A. comma B. semicolon C. colon

Many students dread studying ____ (33) they particularly dread studying for finals. Students everywhere put off studying as long as they possibly can and resort to procrastination. However ____ (34) the truth is this ____ (35) studying for finals is important and can be easy.

Today ____ (36) students can download apps such as Quizlet or Kahoot that allow them to study and play games right from their phone. This makes studying convenient. It also provides one factor that staring at notes does not ____ (37) fun.