

NAME: _____

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ESL I Semester 1 Final Exam Study Guide-Fall 2017

PART I: READING COMPREHENSION

DIRECTIONS: Read the following passages. Then choose the best answer for each item. Circle the letter for the correct answer.

You are going to read a folktale from Norway. It tells about a hungry bear and a fox with a string of fish. Read it and then answer the questions that follow.

Why the Bear Has a Stumpy Tail

by P.C. Asbjornsen and J. Moe

1 One winter day, the Bear met the Fox, who was slinking along with a string of fish he had stolen.

2 “Hi, stop a minute, Mr. Fox! Where did you get those fish?” demanded the Bear.

3 Now the Fox, as you know, is a sly one indeed. He didn’t want the Bear to know that he had stolen the fish. So he said, “Oh, my Lord Bruin, I’ve been out fishing and caught them.”

4 Well, the Bear was hungry and thought he would enjoy some fish. So he asked the Fox to tell him how to go about catching fish.

5 “Oh, it is quite easy,” answered the Fox, “and soon learned. You have only to go down to the river and cut a hole in the ice. Then you put your tail in the hole and keep it there as long as you can. Don’t mind if it hurts a little. That will be the fish biting. The longer you keep your tail in the hole, the more fish you will catch. Then, all at once, pull out your tail. But be sure to give a good hard pull.”

6 Well, the Bear did as the Fox said. Before long, he was very cold, and his tail really hurt. But he kept his tail in the hole until he was sure that he must have caught a great many fish.

7 Then, remembering what the Fox had said, he gave a really hard pull. But what he didn’t know was that his tail was frozen in the ice. So when he pulled, his tail snapped off short. And that is why, to this day, the Bear has a stumpy tail.

Spotlight On: Pourquoi Folktales

Pourquoi [por-kwa] means “why” in French, and for centuries, people around the world have told *pourquoi* tales as a way to explain why things are the way they are.

Directions: Answer the following multiple-choice questions by filling in the circle for the best answer on your answer sheet.

- 1. What country did this folktale come from?**
 - (A) Iceland
 - (B) Norway
 - (C) Bruinland
 - (D) not enough information to tell

- 2. Why did the Bear ask the Fox to tell him how to catch fish?**
 - (A) He thought that the Fox had stolen the fish.
 - (B) He was hungry.
 - (C) He was in the mood for a good story.
 - (D) He thought he would enjoy fishing.

- 3. Why did the Fox make up the story about how he caught the fish?**
 - (A) He thought the silly story would amuse the Bear.
 - (B) He did not want to tell the Bear that he had stolen the fish.
 - (C) He wanted the Bear to have a short tail.
 - (D) He hoped the Bear would follow his directions and catch some fish.

- 4. Think about the character of the Fox in this story. What is the most likely meaning of "slinking" in paragraph 1?**
 - (A) walking proudly
 - (B) skating on the ice
 - (C) moving in a sneaky way
 - (D) talking loudly

- 5. The MOST LIKELY reason the Bear followed the Fox's instructions is that**
 - (A) The Bear trusted the Fox.
 - (B) The Bear was bored.
 - (C) The Bear wanted a stumpy tail.
 - (D) The Bear had fished many times before.

6. Reread paragraph 6. Which answer means the same as “a great many” in the last sentence?
- (A) a good job
 - (B) a large number
 - (C) an imaginary
 - (D) a really big
7. Reread paragraph 6. Why did the Bear’s tail really hurt when he did as the Fox said?
- (A) because it had snapped off short
 - (B) because many fish were biting it
 - (C) because it was freezing in the ice
 - (D) because fishing is hard work
8. Why did the Bear’s tail break off?
- (A) It didn’t break off.
 - (B) The fish bit it off when the Bear pulled it out of the river.
 - (C) The Fox took it when the Bear ate the fish.
 - (D) It froze in the ice and broke when the Bear pulled it out of the river.
9. Reread paragraph 7. What is the best clue to the meaning of the word “stumpy”?
- (A) “the fox had said”
 - (B) “frozen in the ice”
 - (C) “snapped off short”
 - (D) “to this day”
10. Read the sidebar about *pourquoi* folktales. This story is an example of a *pourquoi* folktale because
- (A) it explains how to catch fish.
 - (B) it warns readers not to trust foxes.
 - (C) it warns readers what happens to thieves.
 - (D) it explains why bears have stumpy tails.

Have you ever heard people say “There are many ways to be smart?” Read the passage below and learn how Gonzalo finds out that there is more than one way of being smart.

Gonzalo

by Paul Fleischman



- 1 The older you are, the younger you get when you move to the United States.
- 2 They don't teach you that equation in school. Big Brain, Mr. Smoltz, my eighth-grade math teacher, hasn't even heard of it. It's not in *Gateway to Algebra*. It's Garcia's Equation. I'm the Garcia.
- 3 Two years after my father and I moved here from Guatemala I could speak English. I learned it on the playground and watching lots of TV. Don't believe what people say—cartoons make you *smart*. But my father, he worked all day in a kitchen with Mexicans and Salvadorans. His English was worse than a kindergartner's. He would only buy food at the *bodega*¹ down the block. Outside of there he lowered his eyes and tried to get by on mumbles and smiles. He didn't want strangers to hear his mistakes. So he used me to make phone calls and to talk to the landlady and to buy things in stores where you had to use English. He got younger. I got older.
- 4 Then my younger brothers and mother and Tío Juan, her uncle, came north and joined us. Tío Juan was the oldest man in his *pueblo*². But here he became a little baby. He'd been a farmer, but here he couldn't work. He couldn't sit out in the *plaza*³ and talk—there *aren't* any *plazas* here, and if you sit out in public some gang driving by might use you for target practice. He couldn't understand TV. So he wandered around

Spotlight On: Seedfolks

“Gonzalo” is one of thirteen stories that make up the book *Seedfolks*, which is set in Cleveland, Ohio and focuses on a city garden which affects the lives of several people in the neighborhood.

Each chapter focuses on one person's connection to the garden. As each character's background is revealed, the reader begins to understand the characters' different perspectives and the motivations for their actions. The characters overcome their prejudices and language barriers to understand that their differences actually make their neighborhood a better place.

The author, Paul Fleischman, based his characters on people and stories that touched his life, and the character Gonzalo is based on a student he used to tutor.

¹ *bodega* — Spanish word for grocery store

² *pueblo* — Spanish word for village

³ *plaza* — Spanish word which means “a public square in a city or town”

the apartment all day, in and out of rooms, talking to himself, just like a kid in diapers.

5 One morning he wandered outside and down the street. My mother practically fainted. He doesn't speak Spanish, just an Indian language. I finally found him standing in front of the beauty parlor, staring through the glass at a woman with a drier over her head. He must have wondered what weird planet he'd moved to. I led him home, holding his hand, the way you would with a three-year-old. Since then I'm supposed to babysit him after school.

6 One afternoon I was watching TV, getting smart on *The Brady Bunch*.⁴ Suddenly I looked up. He was gone. I checked the halls on all five floors of the apartment house. I ran to the street. He wasn't in the *bodega* or the pawnshop. I called his name, imagining my mother's face when she found out he'd fallen through a manhole or been run over. I turned the corner, looking for the white straw hat he always wore. Two blocks down I spotted it. I flew down the sidewalk and found him standing in front of a vacant lot, making gestures to a man with a shovel.

7 I took his hand, but he pulled me through the trash and into the lot. I recognized the man with the shovel—he was the janitor at my old school. He had a little garden planted. Different shades of green leaves were coming up in rows. Tío Juan was smiling and trying to tell him something. The man couldn't understand him and finally went back to digging. I turned Tío Juan around and led him home.

8 That night he told my mother all about it. She was the only one who could understand him. When she got home from work the next day she asked me to take him back there. I did. He studied the sun. Then the soil. He felt it, then smelled it, then actually tasted it. He chose a spot not too far from the sidewalk. Where my mother changed busses she'd gone into a store and bought him a trowel and four packets of seeds. I cleared the trash, he turned the soil. I wished we were farther from the street and I was praying that none of my friends or girlfriends or enemies saw me. Tío Juan didn't even notice people—he was totally wrapped up in the work.

9 He showed me exactly how far apart the rows should be and how deep. He couldn't read the words on the seed packets, but he knew from the pictures what seeds were inside. He poured them into his hand and smiled. He seemed to recognize them, like old friends. Watching him carefully sprinkling them into the troughs he'd made, I realized that I didn't know anything about growing food and that he knew everything. I stared at his busy fingers, then his eyes. They were focused, not faraway or confused. He'd changed from a baby back into a man.

⁴ *The Brady Bunch* — a popular TV show in the 1970s about an American family

Directions: Answer the following multiple-choice questions by filling in the circle for the best answer on your answer sheet.

1. According to the selection, where is the Garcia family from?
 - A. Ecuador
 - B. Guatemala
 - C. Mexico
 - D. Spain
 2. Based on the clues in paragraph 2, what could *Gateway to Algebra* be?
 - A. a textbook
 - B. a t.v. show
 - C. a video game
 - D. a store
 3. The last two sentences of paragraph three are very short. What is the effect of these short sentences?
 - A. They make clear the difference between Gonzalo and his father.
 - B. They make a point about Mr. Garcia's poor writing skills.
 - C. They show how much Gonzalo's father and uncle are alike.
 - D. They prepare the reader for the next paragraph.
 4. The word "bodega" means "grocery store" in what language?
 - A. Vietnamese
 - B. English
 - C. Indian
 - D. Spanish
 5. According to the selection, what kind of work did Tio Juan do in his pueblo?
 - A. kitchen work
 - B. janitorial work
 - C. farming
 - D. doctoring
 6. According to the passage, what helped Gonzalo "get smart?"
 - A. Mr. Smoltz and algebra class
 - B. Tio Juan and the garden
 - C. His mom and dad
 - D. Cartoons and The Brady Bunch
- Continue answering questions on the next page*

7. According to the selection, what is the **FIRST** clue that finding the garden is important to Tío Juan?

- A. Tío Juan always wears his white straw hat.
- B. Tío Juan turns around and follows Gonzalo home.
- C. Tío Juan wanders from room to room in the apartment.
- D. Tío Juan smiles and tries to tell the man with the shovel something.

8. Read the sentence about Tío Juan and the seeds in the box below.

What does this sentence from the story

He seemed to recognize them, like old friends.
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mean?

- A. Tío Juan thinks the seeds look old.
- B. Tío Juan is very familiar with growing seeds.
- C. Tío Juan remembers that his friends like to plant seeds.
- D. Tío Juan gives seeds to people he likes.

9. Which of the following is a clue that Gonzalo's attitude toward Tío Juan changes in paragraph 9?

- A. Tío Juan watched Gonzalo pour the seeds in his hand.
- B. Gonzalo becomes frustrated with his uncle and leaves.
- C. Tío Juan knew what kind of seeds were inside the packets.
- D. Gonzalo realizes that he doesn't know anything about gardening but Tío Juan knew a lot.

10. What is the **MAIN** theme of this selection?

- A. Old people should take care of themselves.
- B. Different kinds of knowledge are valuable in different situations.
- C. Too much knowledge can become a dangerous thing.
- D. Gardening is more important for children than watching television.

PART 2: LITERARY DEVICES

DIRECTIONS: Identify the correct definition or example for each of the literary terms.

1. _____ Words like are pronounced the way they sound- *CRACK*
2. _____ People or animals that are in a story.
3. _____ *She looked like a ghost.*
4. _____ The voice that tells the story.
5. _____ *The American flag represents freedom.*
6. _____ *Character vs. Self*
7. _____ Events of story- beginning, middle, and end
8. _____ *You are my world.*
9. _____ The time and place a story is written.
10. _____ *Love conquers all*

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| <p>A. Setting</p> <p>B. Narrator</p> <p>C. Character</p> <p>D. Conflict</p> <p>E. Theme</p> <p>F. Plot</p> <p>G. Symbolism</p> <p>H. Metaphor</p> <p>I. Simile</p> <p>J. Onomatopoeia</p> |
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PART 3: GRAMMAR-8 PARTS OF SPEECH

DIRECTIONS: Read the following sentences and choose the correct answer that correctly identify the correct part of speech of the bolded terms.

1. The dog **chased** the cat down the street.
 - A. Noun
 - B. Verb
 - C. Pronoun
 - D. Adjective
2. The ducks stopped in the middle of the **busy** intersection.
 - A. Verb
 - B. Noun
 - C. Adjective
 - D. Pronoun
3. Later that summer, she asked herself, “What was **I** thinking of?”
 - A. Pronoun
 - B. Adjective
 - C. Adverb
 - D. Noun

4. Frankenstein **is** the name of the scientist, not the monster.
- A. Conjunction
 - B. Adjective
 - C. Preposition
 - D. Verb
5. Small **children** often want to do things by themselves.
- A. Noun
 - B. Preposition
 - C. Conjunction
 - D. Verb

PART 4: GRAMMAR-VERB TENSES

DIRECTIONS: Choose the correct form of the verb from the given alternatives.

6. I _____ Tokyo last summer.
- A. Visited
 - B. Visit
 - C. Visits
7. I _____ to college to meet the principal.
- A. Went
 - B. Go
 - C. had went
8. My brother _____ tomorrow.
- A. will arrive
 - B. arrived
 - C. arrive
9. Every morning I _____ the paper.
- A. will read
 - B. reads
 - C. read
10. If you _____ hard, you would pass.
- A. Work
 - B. Worked
 - C. Will works

PART 5: WRITING

DIRECTIONS: Read the following prompt and complete the pre-writing and writing sections.

PROMPT: You going to go to an event at your high school- dance, play, game, etc. Write a formal invitation inviting friends to come with include specific details about the event.

1. ***Pre-Writing Questions:*** Fill out the following information about an event you plan to go to.

a. Name of Friend- _____

b. Name of Event- _____

c. Location of Event- _____

d. Time of Event- _____

e. Other Information: _____



WRITE YOUR PARAGRAPH ON THE NEXT PAGE

