

## ESL II Semester I Final Exam Study Guide-Fall 2017

**PART 1: READING COMPREHENSION**

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

*When you see a hippopotamus at the zoo, you know it is large. Just how large is it? What does it eat? Does it have unusual habits? Read the article "Hippopotamus" to find out. Answer the questions that follow.*

## Hippopotamus

from The World Book Encyclopedia



**Hippopotamus**, [*HIHP uh PAHT uh muhs*], is the third-largest animal that lives on land. Only the elephant and rhinoceros are larger. A large, wild river hippopotamus may weigh as much as 5,800 pounds.

Hippopotamuses live in central, southern, and western Africa. They live close to water and spend much time in it. The word *hippopotamus* comes from two Greek words meaning *river horse*. However, the hippopotamus is more closely related to the whale than to the horse. There are two kinds of hippopotamuses: (1) the *river hippopotamus*, also called the common hippopotamus, and (2) the *pygmy hippopotamus*. The pygmy hippopotamus is much smaller than the river hippopotamus. It is also rarer.

**The body of a river hippopotamus.** The river hippopotamus has a large, barrel-shaped body; short legs; and a huge head. It generally weighs from 2,500 to 3,000 pounds and stands about 5 feet tall. It ranges from 12 to 15 feet long, not including the tail, which measures about 22 inches long. Each foot has four webbed toes.

- 4 The eyes of the river hippopotamus stick out from its head. The position of the ears, eyes, and nostrils enables the animal to hear, see, and breathe with most of its head underwater. The hippopotamus can also close its nostrils and ears when it swims or dives. Hippopotamuses have a good sense of smell, but their vision is only fair.
- 5 River hippopotamuses have thick, brownish-gray skin. They have no hair except for a few bristles on the head and tail. Special glands in the skin give off a clear, oily fluid that is either pink or red. This fluid keeps the animal's skin from getting too dry.
- 6 A hippopotamus has long, curved front teeth. Its canines (side teeth) are even longer. All the teeth grow throughout the animal's life. But they seldom become too long, because the teeth of the upper and lower jaws grind together and wear each other away. The canines of a hippopotamus may grow more than 2 feet long, but only about half of the tooth sticks out above the gum line.



- 7 **The life of a river hippopotamus.** River hippopotamuses are good swimmers and live in lakes, rivers, and streams near grasslands. They sometimes walk along the bottom of a body of water and can stay underwater for as long as six minutes. On land, they can run as fast as a human being—about 20 miles per hour.
- 8 River hippopotamuses live in herds of 5 to 30 animals. They spend the day resting in the water, eating water plants, and sunning themselves on sandbanks. At night, the herd goes on land to feed. The animals eat fruit, grass, leaves, vegetables. They sometimes wander for miles near the riverbank, grazing as they go. Each hippopotamus eats about 130 pounds of vegetable matter a day.
- 9 A female hippopotamus almost always has one baby at a time, but sometimes she bears twins. A baby hippopotamus, called a calf, weighs about 100 pounds at birth. It can swim almost immediately. It begins to eat grass at the age of 4 to 6 months. A young hippopotamus often climbs on its mother's back and suns itself as she floats on the water. On land, the mother hippopotamus keeps her calf close by.
- 10 A female hippopotamus gives birth to her first baby when she is 5 or 6 years old. Hippopotamuses live about 30 years in their natural surroundings and 50 years in a zoo.

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

1. According to this article, on which of the following continents can hippopotamuses be found?

- (A) Africa
- (B) Antarctica
- (C) Asia
- (D) Australia

2. According to paragraph 2, hippopotamus means “river horse” in Greek. Why is this not a good name for this animal?

- (A) They live near water.
- (B) They run slower than a horse.
- (C) They don't live in Greece.
- (D) They are more like a whale than a horse.

3. What is the difference between the river hippopotamus and the pygmy hippopotamus?

- (A) One is a horse, but the other is not.
- (B) One is common, but the other is rare.
- (C) One lives in the water, but the other lives on land.
- (D) One eats plants, but the other eats animals.

7. According to the article, what do hippopotamuses do at night?

- (A) They lie on the sandbanks near the river.
- (B) They float on the water to rest and sleep.
- (C) They eat water plants along the bottom of the river.
- (D) They walk on land and eat the plants that grow there.

8. According to the passage, which of the following would a hippopotamus most likely eat?

- (A) grasses and plants that grow near the water
- (B) fish that swim in the ocean
- (C) a baby hippo or calf
- (D) frogs along the riverbank

4. Re-read this sentence from paragraph 5:

They have no hair except for a few bristles on the head and tail.

Which word from the sentence helps a reader know what “bristles” are?

- (A) few
- (B) hair
- (C) head
- (D) tail

5. The purpose of paragraph 6 is to

- (A) explain how hippopotamuses eat.
- (B) describe the size and shape of a hippopotamus's teeth.
- (C) describe a hippopotamus's jaw.
- (D) explain why hippopotamuses have teeth.

6. Which of the following details supports the idea that hippopotamuses are adapted to life in the water?

- (A) Their canine teeth grow two feet long.
- (B) They can close their nose and ear openings.
- (C) They can run 20 miles per hour on land.
- (D) They eat 130 pounds of vegetable matter each day.

9. What can a calf do almost immediately after being born?

- (A) eat grass
- (B) grow hair
- (C) swim
- (D) play

10. What other information about hippopotamuses would you expect to see included in an encyclopedia?

- (A) jokes and riddles about hippopotamuses
- (B) a diagram of the parts of a hippopotamus's body
- (C) a fable about a hippopotamus
- (D) a list of zoos where people can see a hippopotamus

As February 29, 2008 approaches, some people may notice something unusual about the date. Last year, there was no February 29th. In fact, there has not been a February 29th since 2004. Why does February 29th occur only once in four years? To understand this confusing arrangement, it is necessary to understand the calendar that is currently used in the United States.

Nearly all modern societies use some kind of calendar to decide on the dates and times of everything, from religious holidays to business meetings. The kind of calendar used determines what makes up a week, a month, or a year. Some societies use lunar calendars, which are based on the revolution of the moon around Earth, and others use solar calendars, which are based on the revolution of Earth around the sun. The United States, like much of the rest of the world, uses a solar calendar.

The solar calendar used by most of the world today is known as the Gregorian calendar. Named after Pope Gregory XIII, who introduced it in 1582, this modern calendar is the end result of hundreds of years of fine-tuning. It was developed from the Julian calendar, which was created in 46 BC by Julius Caesar.

The Julian calendar was also a solar calendar, based on the time it takes for Earth to travel one complete loop around the sun. In Julius Caesar's time, although astronomers believed that the sun revolved around Earth, they still managed to make fairly accurate measurements of the length of a complete cycle. A solar year, they calculated, was about 365.25 days long.

Julius Caesar, deciding that it would be difficult to add  $\frac{1}{4}$  of a day onto each year, ordered one extra day to be added every four years to the month of February, creating what would be called "leap" years. This calendar was used by the western world for over a thousand years.

Unfortunately, there was a problem with the Julian calendar. When Julius Caesar ordered a leap year every four years, he was putting in too many extra days. A solar year is not 365.25 days long, but in fact 365.24219 days. The difference between the actual length of the solar year and the approximated value is very small, but over several hundred years it began to add up. By the 1500s, spring holidays were starting to happen in the summer.

In 1582, Pope Gregory XIII came up with an idea of how to fix the problem. He realized that there were too many leap years in the Julian calendar, so he reorganized it into a more complicated system. In the new calendar, there is still a leap year almost every four years, but there is also a new rule. If the year ends in 00, it is only a leap year if the year's number can be divided by 400. For this reason, 1800 and 1900 were not leap years, but 2000 was.

The new calendar was so accurate that over the next several hundred years, it was adopted by almost every country in the world. Over 400 years after its introduction, the Gregorian calendar is currently in use world-wide.

**1. Which is the name of the calendar currently used in the United States?**

- a. the Gregorian calendar
- b. the Julian calendar
- c. the Lunar calendar
- d. the Pope's calendar

**2. How many days are there in a solar year?**

- a. 365
- b. 365.25
- c. 366
- d. 365.24219

**3. When were leap years first used?**

- a. 46 BC
- b. 1592
- c. 1700
- d. 1582

**4. Which best describes the kind of calendar used today in the United States?**

- a. a solar calendar, based on the revolution of the moon around Earth
- b. a lunar calendar, based on the revolution of the moon around Earth
- c. a solar calendar, based on the revolution of Earth around the sun
- d. a lunar calendar, based on the revolution of the moon around the sun

**5. By our modern calendar, which of the following years WILL be a leap year?**

- a. 2100
- b. 2500
- c. 2200
- d. 2800

**6. Which of the following best describes the reason for creating leap years?**

- a. The Earth revolves around the sun.
- b. The solar year does not divide into an even number of days, and it would be difficult to add  $\frac{1}{4}$  of a day onto each year.
- c. Astronomers calculated the approximate length of a solar year.
- d. Pope Gregory XIII saw the problem with the Julian calendar.

**7. Which statement best describes the problem with the Julian calendar?**

- a. Pope Gregory XIII did not like the Julian calendar.
- b. The actual solar year was slightly shorter than the year calculated for the Julian calendar, so there were too many leap years.
- c. The actual solar year was slightly longer than the year calculated for the Julian calendar, so there were not enough leap years.
- d. The Julian calendar did not have leap years.

Do you know the difference between a submarine and a submersible? A submarine is a watercraft that is capable of independent operation under the sea. Submarines do not require support ships because submarines can renew their air and power supplies independently. Submersibles also submerge and operate underwater, but they need the support of a larger vessel. Submersibles cannot renew their air and power supplies without support. For this reason submersibles are usually smaller and cannot spend as much time underwater as submarines. The first documented submersible was constructed in 1620 by Cornelius Drebbel. It was powered by rowing oars underwater. Though this craft was originally designed for underwater exploration, it did not take long for inventors and makers of war to recognize the military potential of the submersible. In 1648 Bishop John Wilkins wrote, "It may be of great advantages against a Navy of enemies, who by this may be undermined in the water and blown up." Over one-hundred years later, the first military submarine was ready to be deployed. The *Turtle* was the world's first submarine used in combat. Designed by David Bushnell in 1775, it was deployed by the Continental Army during the American Revolutionary War. Though the *Turtle* did utilize a support ship in combat, it was fully capable of renewing its air and power supplies independently; therefore, the *Turtle* is considered to have been a submarine and not a submersible. The *Turtle* was powered by hand-cranked propellers and was named as such because it resembled a turtle. It held a single person, moved about three miles per hour in calm water, and contained enough air to stay submerged for about thirty minutes. General Washington authorized an attack using the *Turtle* on a British flagship blockading New York Harbor. Sgt. Ezra Lee operated the *Turtle* and attempted to affix underwater explosives to the British ship, but he failed. The *Turtle* was later destroyed by the British. Despite this failure, the *Turtle* is still remembered as the first submarine used offensively during war.

Another notable submarine originally designed for war was Julius H. Kroehl's *Sub Marine Explorer*. Built between 1863 and 1866, this submarine was created for the North during the American Civil War but the war ended before it went into use. After the war it was used commercially to harvest pearls in Panamanian waters during the late 1860s. Unfortunately, the dangers of decompression sickness (a condition that occurs when divers rise to the water's surface too quickly) were not understood. While experimenting with the *Sub Marine Explorer* in 1867, Kroehl himself perished from decompression sickness. In 1869 a new engineer put the *Sub Marine Explorer* back to the task of harvesting pearls. Tragically, use of the *Sub Marine Explorer* was discontinued after the entire crew died from decompression sickness. Submarine use increased greatly during World War I. Due to innovations in engineering, such as a dual power system using both diesel and electric sources, submarines had finally developed into effective war machines. One watercraft called the U-Boat was put to great effect by the Germans. Some argue that the U-Boat was more of a submersible, since U-Boats operated primarily on the surface using diesel engines and submerged only occasionally to attack using battery power, but the effectiveness of the U-Boat in combat is certain. During World War I more than 5,000 Allied ships were sunk by U-Boats, including the *Lusitania*, which is often cited as a reason why America entered the war.

8. For what purpose were submersibles originally designed?
- Transporting passengers underwater without the threat of storms
  - Exploring under the sea
  - Smuggling weapons and outlawed materials
  - Attacking ships on the surface of the water
9. Why was the *Sub Marine Explorer* originally created?
- To assist the North in the Civil War
  - To harvest pearls
  - To explore undersea
  - To experiment with decompression sickness
10. Which is *most likely* to limit the how long a modern submarine can remain submerged?
- The amount of fuel in the submarine
  - The air supply in the submarine
  - The amount of food and water aboard the submarine
  - There is no limit to the amount of time a modern submarine can remain submerged
11. How were U-Boats powered?
- Hand crank
  - Diesel
  - Battery
  - Both B & C
  - None of these
  - All of these
12. Which of the following statements best describes the *Turtle* according to the text?
- The *Turtle* was the first submarine used during war to destroy another ship.
  - The *Turtle* was the first submersible used during war to attack another ship.
  - The *Turtle* was the first submersible used during war to destroy another ship.
  - The *Turtle* was the first submarine used during war to attack another ship.
  - The *Turtle* is the biggest and fastest watercraft in all of human history.
13. Which of the following best describes why the author *most likely* wrote this text?
- To entertain his audience with stories about submarines
  - To educate his readers about how submarines work
  - To inform his readers about the evolution of submarines
  - To convince his audience to purchase a submarine
14. Which is the *most likely* reason why the author wrote the **first** paragraph?
- To explain a concept that would be referenced throughout the text
  - To introduce the main idea of the text
  - To get the reader's attention with startling information
  - To amuse the reader with an interesting historical anecdote
15. Which does **not** describe a way in which submersibles are different from submarines?
- Submersibles are usually smaller than submarines.
  - Submersibles are not capable of independent operation.
  - Submersibles can usually spend more time underwater than submarines.
  - Submersibles cannot independently renew their air and power supplies.
16. Which of the following *best* describes how the text is structured in the **first paragraph**?
- Compare and Contrast
  - Chronological
  - Problem and Solution
  - Sequence / Process
  - Order of Importance

17. Which of these events happened **first**?

- a. The *Turtle* was destroyed.
- b. Bishop John Wilkins recognized the military potential of submersibles.
- c. The *Sub Marine Explorer* was used to harvest pearls.
- d. Radar and Sonar were invented.

18. Which *most likely* explains why U.S. submarines survived the attack on Pearl Harbor?

- a. Because the Japanese did not value the submarines as worthy targets
- b. Because the submarines were much smaller than all of the other boats in the U.S. Navy
- c. Because the Japanese were targeting U.S. submersibles instead
- d. Because the submarines were submerged and difficult to strike

19. Which of the following statements is entirely true?

- a. Sgt. Ezra Lee invented the *Turtle*; Cornelius Drebbel invented the first submersible;
- b. Bishop John Wilkins invented the first submersible; David Bushnell invented the *Turtle*;
- c. David Bushnell invented the *Turtle*; Julius H. Kroehl invented the *Sub Marine Explorer*
- d. Julius H. Kroehl invented the *Sub Marine Explorer*; John Wilkins invented the U-Boat

20. Which of these events happened **last**?

- a. U.S. submarines survived the attack on Pearl Harbor.
- b. Sgt. Ezra Lee attempted to blow up a British flagship using a submarine.
- c. U-Boats sank the *Lusitania*.
- d. Julius H. Kroehl's developed the *Sub Marine Explorer*

21. Which of the following would be the *best* title for this reading passage?

- a. How Submarines Work
- b. A Short History of Submarines
- c. *Turtle*: The First Combat Submarine
- d. The Differences Between Submarines and Submersibles

## **PART 2: COMPOSTION**

**DIRECTIONS:** Answer the following questions regarding the formal writing process.

22. What should the first sentence of one's writing be?

- a. thesis statement
- b. attention getter
- c. clincher
- d. summary

23. Explain what the purpose of the **thesis** should be.

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24. What are some examples of **transitions** if you were to explain something in order?

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25. What goes in the **body paragraphs**?

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26. What should the last sentence of one's writing be?

- a. thesis statement
- b. attention getter
- c. clincher
- d. summary

27. Identify the parts of a good conclusion:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**PART 3: LITERARY DEVICES-PLOT**

**DIRECTIONS:** Answer the following questions regarding plot elements and structure. Then, complete the plot diagram using what you know about a text read in class.

**The five elements of plot = *rising action, resolution, falling action, climax, and exposition***

28. Arrange the five **elements of plot** in correct order (#1-5)

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

29. Explain the purpose of the **exposition** of a story.

\_\_\_\_\_

30. Give an example of a sentence that is written in **first person**:

\_\_\_\_\_

31. Give an example of a sentence that is written in **second person**:

\_\_\_\_\_

32. Give an example of a sentence that is written in **third person**:

\_\_\_\_\_

33. Explain the term **setting**.

\_\_\_\_\_

34. Explain the term **theme**.

\_\_\_\_\_



35. Define and give an example of a **simile**.

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36. Define and give an example of a **metaphor**.

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37. Define **symbolism**.

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38. Define and provide an example of **figurative language**.

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39. Define and provide an example of **personification**.

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40. Define and give examples of the five types of **sensory imagery**.

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1.

2.

3.

4.

5.

41. Explain the term **characterization**.

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42. Define the 4 **types of conflict**.

1. Man vs. Man : \_\_\_\_\_

2. Man vs. Nature: \_\_\_\_\_

3. Man vs. Self: \_\_\_\_\_

4. Man vs. Society: \_\_\_\_\_

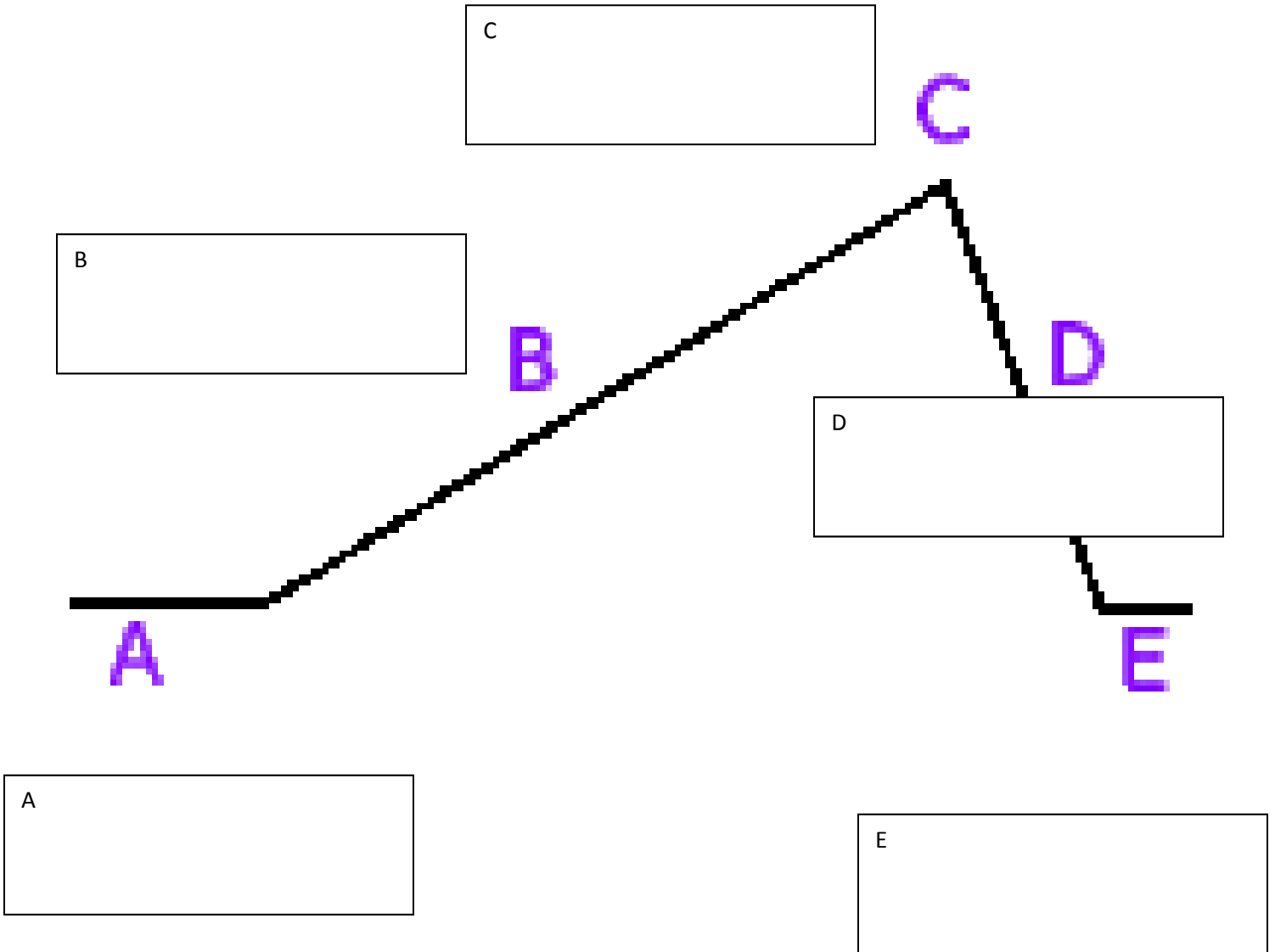
43. Define the term **protagonist** and give an example from a piece of literature we have read this semester.

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44. Define the term **antagonist** and give an example from a piece of literature we have read this semester.

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45. Take a look at the following plot diagram. Put the appropriate element of a plot in the boxes of the plot diagram. Then write the definition/explanation of that part of plot.

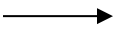


## PART 4-PARTS/STRUCTURE OF A PARAGRAPH

**DIRECTIONS:** Read through the following paragraph. Answer the questions regarding parts and structure

The town of Wheaton is famous for several amazing natural features admired by the public. First, it is noted for the Wheaton River. According to the Wheaton Historical Society Encyclopedia, "The Wheaton River is very wide and beautiful spanning a distance of 1000 yards and providing a habitat to more than 100 different species of wildflowers, This river attracts thousands of tourists each year during the spring season" (Edwards 5). The fact that the Wheaton River spans such an incredible distance and has such attractive wildlife proves that it is one of the most amazing natural features of Wheaton. It is due to these features that the river is considered such a treasured natural beauty and brings such large numbers of people to the town. Another wonderful natural feature of the town is Wheaton Hill. The Historical Society Encyclopedia mentions some of the hill's unusual features, "Wheaton Hill's extremely steep incline of 70 degrees creates a beautiful sight for miles around. This steep incline also intrigues mountain climbers from all over the world" (Edwards 37). Due to the intense and rare degree of incline of Wheaton Hill, this natural landmark is truly an amazing aspect of the town. The steepness of the hill provides a remarkable sight for tourists to view. Also, it provides adventure lovers a challenging workout. These two landmarks are truly amazing in their natural beauty and structure; thus, they make the town of Wheaton famous place enjoyed by many people.

**Let's search for the pieces of a proper paragraph in the example above!**

1.  Place an arrow next to the indentation
  2. **UNDERLINE** the **TOPIC SENTENCE**. Write the TOPIC SENTENCE below:
- 


The sentences after the topic sentence are called **supporting sentences**. They are called "supporting" because they "support," or explain, the idea expressed in the topic sentence. Supporting sentences include lead-ins, quotations/evidence, and analysis of the evidence.

3.  Place a STAR next to the LEAD-IN. Write the LEAD-IN below:
- 

4. Place a **SQUIGGLY LINE** under the **TEXTUAL EVIDENCE**.

5. **CIRCLE** the **MLA CITATION**

After the textual evidence, an author must **ANALYZE** by providing a link between the evidence used and the claim made. author must explain how the evidence relates back and proves the point he or she is trying to make.

6. Place a **BOX** around the **ANALYSIS** of the textual evidence
7.  **UNDERLINE** and place a **SMILEY FACE** next to the **CONCLUDING SENTENCE**

In formal paragraphs you will see a sentence at the end of the paragraph which summarizes the information that has been presented. This is the concluding sentence. You can think of a concluding sentence as a sort of topic sentence in reverse. Notice how the concluding sentence summarizes the information in the paragraph. The concluding sentence is similar to, but not exactly the same as, the topic sentence.

## PART 5: GRAMMAR-8 PARTS OF SPEECH

**DIRECTIONS:** For each underlined word in the following sentences, identify and then write the part of speech on the line next to the number.

Noun – N  
Pronoun – PRO  
Verb – V  
Adjective – ADJ

Adverb – ADV  
Preposition - PREP  
Conjunction - CONJ  
Interjection – INT

1. \_\_\_\_\_ I would like to go, but I have to help my sister.
2. \_\_\_\_\_ Can he please drive more slowly?
3. \_\_\_\_\_ He is our legislator.
4. \_\_\_\_\_ The students are very intelligent.
5. \_\_\_\_\_ Wow! Are we there already?
6. \_\_\_\_\_ The pictures fell on the table.
7. \_\_\_\_\_ They can certainly use your help during the ordeal.
8. \_\_\_\_\_ This nice home is overpriced even for today's market.
9. \_\_\_\_\_ Mom and Dad just returned from Charlotte, North Carolina.
10. \_\_\_\_\_ Diplomacy is the best tactic.
11. \_\_\_\_\_ They think that their dog will like it.
12. \_\_\_\_\_ The dog is very smart.
13. \_\_\_\_\_ Surprisingly, the cubicles of the public restrooms are clean.
14. \_\_\_\_\_ We will probably hinder the process if we try to help them.
15. \_\_\_\_\_ Helene cautiously approached the dog.
16. \_\_\_\_\_ Can you help with the moving?
17. \_\_\_\_\_ The man is tall.
18. \_\_\_\_\_ He is not hungry.
19. \_\_\_\_\_ This is a very pretty school.
20. \_\_\_\_\_ I drive slowly through the construction zone.

**PART 6: WRITING**

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

**PROMPT:** Writing Situation:

Many experts believe that fast-food restaurants are contributing to teen's obesity. They point to high-calorie meals that can be quickly ordered and consumed. They say that these restaurants deliberately target teens in their advertising. Many even offer prizes and toys.

**Pre-Writing:**

**Directions for Writing:**

Before you begin writing, fill in the following paragraph outline with details about fast-food restaurants and their impact on teens.

1.

a. GETTER: \_\_\_\_\_

\_\_\_\_\_

b. CLAIM: \_\_\_\_\_

\_\_\_\_\_

c. SUPPORTING EVIDENCE #1- \_\_\_\_\_

\_\_\_\_\_

d. SUPPORTING EVIDENCE #1- \_\_\_\_\_

\_\_\_\_\_

e. CONCLUDING SENTENCE: \_\_\_\_\_

\_\_\_\_\_



**WRITE YOUR PARAGRAPH ON THE NEXT PAGE**

