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ESL III 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.

*Read a chapter from Maya Angelou's autobiography, *Wouldn't Take Nothing For My Journey Now*, which describes events from the author's childhood. Answer the questions that follow.*

Complaining by Maya Angelou

- 1 When my grandmother was raising me in Stamps, Arkansas, she had a particular routine when people who were known to be whiners entered her store. Whenever she saw a known complainer coming, she would call me from whatever I was doing and say conspiratorially, "Sister, come inside. Come." Of course I would obey.
- 2 My grandmother would ask the customer, "How are you doing today, Brother Thomas?" And the person would reply, "Not so good." There would be a distinct whine in the voice. "Not so good today, Sister Henderson. You see, it's this summer. It's this summer heat. I just hate it. Oh, I hate it so much. It just frazzles me up and frazzles me down. I just hate the heat. It's almost killing me." Then my grandmother would stand stoically, her arms folded, and mumble, "Uh-huh, uh-huh." And she would cut her eyes at me to make certain that I had heard the lamentation.
- 3 At another time a whiner would mawl, "I hate plowing. That packed-down dirt ain't got no reasoning, and mules ain't got good sense. ... Sure ain't. It's killing me. I can't never seem to get done. My feet and hands stay sore, and I get dirt in my eyes and up my nose. I just can't stand it." And my grandmother, again stoically with her arms folded, would say, "Uh-huh, uh-huh," and then look at me and nod.
- 4 As soon as the complainer was out of the store, my grandmother would call me to stand in front of her. And then she would say the same thing she had said at least a thousand times, it seemed to me. "Sister, did you hear what Brother So-and-So or Sister Much to Do complained about? You heard that?" And I would nod. Mamma would continue, "Sister, there are people who went to sleep all over the world last night, poor and rich and white and black, but never wake again. Sister, those who expected to rise did not, their beds became their cooling boards, and their blankets became their winding sheets. And those dead folks would give anything, anything at all for just five minutes of this weather or ten minutes of that plowing that person was grumbling about. So you watch yourself about complaining, Sister. What you're supposed to do when you don't like a thing is change it. If you can't change it, change the way you think about it. Don't complain."
- 5 It is said that persons have few teachable moments in their lives. Mamma seemed to have caught me at each one I had between the age of three and thirteen. Whining is not only graceless, but can be dangerous. It can alert a brute that a victim is in the neighborhood.

Spotlight On: Maya Angelou

Maya Angelou (1928-) is not only a successful writer but also an important figure in the Civil Rights Movement.

Her childhood, adolescence, and early adulthood were all difficult. She was abused at age eight, after which she didn't speak to anyone except her brother for four years. In order to scrape together a living as a young mother, Angelou took on a number of odd jobs, including waitressing, acting, singing, and dancing, all the while writing lyrics and poems.

In the 1950s, she moved to New York, where she connected with other black artists and got involved with the Civil Rights Movement. After the assassinations of both Malcolm X and Martin Luther King, both of whom she was close with, she began writing in earnest.

Her memoir and most famous book, *I Know Why the Caged Bird Sings*, was published in 1970. From there, her fame as a writer grew enormously. At President Clinton's request, she composed a poem for his presidential inauguration.

Directions: Fill in the circle for the best answer on your answer sheet.

- 1. In paragraph 1, the word “conspiratorially” is used to describe**
 - A. the known complainer.
 - B. the narrator’s behavior.
 - C. the way the grandmother spoke.
 - D. the grandmother’s sister.

- 2. According to the passage which of the following is an example of a “known complainer”?**
 - A. Mamma
 - B. Brother Thomas
 - C. kids aged 3-13
 - D. Sister Henderson

- 3. How did the grandmother treat known complainers who came into her store?**
 - A. She would listen to what they had to say.
 - B. She would ignore them.
 - C. She would kick them out of the store.
 - D. She would confront them about their complaining.

- 4. What’s the first clue that the grandmother wanted the narrator to learn a lesson about complaining?**
 - A. She compared complaining to being dead.
 - B. She would call her into the store when she saw a complainer coming.
 - C. She said “Don’t complain.”
 - D. She said whining is graceless and dangerous.

- 5. How did the narrator’s grandmother feel about people like Brother Thomas?**
 - A. disapproving
 - B. sympathetic
 - C. stoic
 - D. puzzled

6. In paragraph 4, the references to “cooling boards” and “winding sheets” are the grandmother’s way of saying that the people she is talking about are
- A. waiting.
 - B. frazzled.
 - C. sleeping.
 - D. dead.
7. What does the grandmother believe the author should do when she doesn’t like something?
- A. complain about it
 - B. change it
 - C. find others who feel the same way
 - D. talk to someone about it
8. The last paragraph gives this warning: “Whining is not only graceless, but can be dangerous.” What does the author mean by this?
- A. Complaining can cause people who might otherwise like you to avoid you.
 - B. If you complain too much, you will not get much done.
 - C. Complaining suggests weakness, so people might mistreat you.
 - D. If you complain too much, you will not live very long.
9. What is the author’s attitude toward her grandmother and the lesson about complaining?
- A. disrespectful
 - B. appreciative
 - C. resentful
 - D. cautionary
10. What is the author’s purpose in writing this passage?
- A. to show how her grandmother taught her a valuable lesson
 - B. to warn kids about the dangers of complaining
 - C. to show how her grandmother disliked complainers
 - D. to describe what it was like to work in her grandmother’s store

Sometimes even the most special kind of day can be ruined by something unexpected. Read the following story in which Sandra Cisneros describes such a day in the life of a girl named Rachel.

Eleven

From *WOMAN HOLLERING CREEK* by Sandra Cisneros

- 1 What they don't understand about birthdays and what they never tell you is that when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three and two and one. And when you wake up on your eleventh birthday you expect to feel eleven, but you don't. You open your eyes and everything's just like yesterday, only it's today. And you don't feel eleven at all. You feel like you're still ten. And you are—underneath the year that makes you eleven.
- 2 Like some days you might say something stupid, and that's the part of you that's still ten. Or maybe some days you might need to sit on your mama's lap because you're scared, and that's the part of you that's five. And maybe one day when you're all grown up maybe you will need to cry like you're three, and that's okay. That's what I tell Mama when she's sad and needs to cry. Maybe she's feeling three.
- 3 Because the way you grow old is kind of like an onion or like the rings inside a tree trunk or like my little wooden dolls that fit one inside the other, each year inside the next one. That's how being eleven years old is.
- 4 You don't feel eleven. Not right away. It takes a few days, weeks even, sometimes even months before you say Eleven when they ask you. And you don't feel smart eleven, not until you're almost twelve. That's the way it is.
- 5 Only today I wish I didn't have only eleven years rattling inside me like pennies in a tin Band-Aid box. Today I wish I was one hundred and two instead of eleven because if I was one hundred and two I'd have known what to say when Mrs. Price put the red sweater on my desk. I would've known how to tell her it wasn't mine instead of just sitting there with that look on my face and nothing coming out of my mouth.
- 6 "Whose is this?" Mrs. Price says, and she holds the red sweater up in the air for all the class to see. "Whose? It's been sitting in the coatroom for a month."
- 7 "Not mine," says everybody. "Not me."
- 8 "It has to belong to somebody," Mrs. Price keeps saying, but nobody can remember. It's an ugly sweater with red plastic buttons and a collar and sleeves all stretched out like you could use it for a jump rope. It's maybe a thousand years old and even if it belonged to me I wouldn't say so.

Spotlight On: Sandra Cisneros

Sandra Cisneros was born in 1954 and raised on Chicago's South Side, the only daughter in a family with six sons. The family traveled often between Chicago and her father's hometown in Mexico.

While studying writing at the University of Iowa Writers' Workshop in 1978, Cisneros realized that perspectives of Chicanas (Mexican-American women) were not represented in mainstream American literature.

She began to explore the cultural conflicts, the challenges of growing up poor, and issues of alienation in her first and most popular books, *Woman Hollering Creek* and *The House on Mango Street*.

The story continues on the next page.

- 9 Maybe because I'm skinny, maybe because she doesn't like me, that stupid Sylvia Saldivar says, "I think it belongs to Rachel." An ugly sweater like that, all raggedy and old, but Mrs. Price believes her. Mrs. Price takes the sweater and puts it right on my desk, but when I open my mouth nothing comes out.
- 10 "That's not, I don't, you're not...Not mine," I finally say in a little voice that was maybe me when I was four.
- 11 "Of course it's yours," Mrs. Price says. "I remember you wearing it once." Because she's older and the teacher, she's right and I'm not.
- 12 Not mine, not mine, not mine, but Mrs. Price is already turning to page thirty-two, and math problem number four. I don't know why but all of a sudden I'm feeling sick inside, like the part of me that's three wants to come out of my eyes, only I squeeze them shut tight and bite down on my teeth real hard and try to remember that today I am eleven, eleven. Mama is making a cake for me tonight, and when Papa comes home everybody will sing Happy birthday, happy birthday to you.
- 13 But when the sick feeling goes away and I open my eyes, the red sweater's still sitting there like a big red mountain. I move the red sweater to the corner of my desk with my ruler. I move my pencil and books and eraser as far from it as possible. I even move my chair a little to the right. Not mine, not mine, not mine.
- 14 In my head I'm thinking how long till lunch-time, how long till I can take the red sweater and throw it over the schoolyard fence, or leave it hanging on a parking meter, or bunch it up into a little ball and toss it across the alley. Except when math period ends Mrs. Price says loud and in front of everybody, "Now, Rachel, that's enough," because she sees that I've showed the red sweater to the tippy-tip corner of my desk and it's hanging all over the edge like a waterfall, but I don't care.
- 15 "Rachel," Mrs. Price says. She says it like she's getting mad. "You put that sweater on right now and no more nonsense."
- 16 "But it's not—"
- 17 "Now!" Mrs. Price says.
- 18 This is when I wish I wasn't eleven, because all the years inside of me—ten, nine, eight, seven, six, five, four, three, two, and one—are pushing at the back of my eyes when I put one arm through one sleeve of the sweater that smells like cottage cheese, and then the other arm through the other and stand there with my arms apart like if the sweater hurts me and it does, all itchy and full of germs that aren't even mine.
- 19 That's when everything I've been holding in since this morning, since when Mrs. Price put the sweater on my desk, finally lets go, and all of a sudden I'm crying in front of everybody. I wish I was invisible but I'm not. I'm eleven and it's my birthday today and I'm crying like I'm three in front of everybody. I put my head down on the desk and bury my face in my stupid clown-sweater arms. My face all hot and spit coming out of my mouth because I can't stop the little animal noises from coming out of me, until there aren't any more tears left in my eyes, and it's just my body shaking like when you have the hiccups, and my whole head hurts like when you drink milk too fast.
- 20 But the worst part is right before the bell rings for lunch. That stupid Phyllis Lopez, who is even dumber than Sylvia Saldivar, says she remembers the red sweater is hers! I take it off right away and give to her, only Mrs. Price pretends like everything's okay.
- 21 Today I'm eleven. There's a cake Mama's making for tonight, and when Papa comes home from work we'll eat it. There'll be candles and presents and everybody will sing Happy birthday, happy birthday to you, Rachel, only it's too late.
- 22 I'm eleven today. I'm eleven, ten, nine, eight, seven, six, five, four, three, two, and one, but I wish I was one hundred and two. I wish I was anything but eleven, because I want today to be far away already, far away like a runaway balloon, like a tiny *o* in the sky, so tiny-tiny you have to close your eyes to see it.

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

1. In the story, Rachel thinks of herself as being ages ten, nine, eight, and so on. What does this suggest to the reader about Rachel?
 - A. She makes excuses for her poor behavior.
 - B. She is the product of everything that has happened to her.
 - C. She distracts herself when she feels unhappy.
 - D. She knows why birthdays are such joyful occasions.
2. According to Rachel, "the part of you that's five" sometimes needs to
 - A. feel smart.
 - B. sit on your mama's lap.
 - C. feel sad and cry.
 - D. suck your thumb.
3. In paragraph 5, why does Rachel say that she wishes she was "one hundred and two instead of eleven"?
 - A. She does not want to go to school anymore.
 - B. She wants to be a teacher when she grows up.
 - C. She is not allowed to do things that adults can do.
 - D. She wishes she had more life experience.
4. Rachel compares "growing old" to
 - A. a tin Band-Aid box.
 - B. a red sweater.
 - C. a big red mountain.
 - D. rings inside a tree trunk.
5. Rachel's words in paragraph 10 contain an ellipsis (. . .). What is the author probably trying to show?
 - A. Rachel has some doubt about whether the sweater is hers.
 - B. Rachel is waiting for someone to claim the sweater.
 - C. Rachel is remembering something that happened long ago.
 - D. Rachel is unable to express herself to Mrs. Price.

6. Read the sentence from paragraph 13 in the box below.

But when the sick feeling goes away and I open my eyes, the red sweater's still sitting there like a big red mountain.

What does Rachel most likely mean by this statement?

- A. The sweater is too large for her to wear.
 - B. She sees the situation with the sweater as an exciting challenge.
 - C. The situation with the sweater makes her feel small and powerless.
 - D. All of her thoughts focus on how special the sweater is to her.
7. In paragraph 19, Rachel starts to cry because she is overwhelmed by feelings of
- A. embarrassment.
 - B. anger.
 - C. sadness.
 - D. joy.
8. For Rachel, the worst part of her day is when
- A. Mrs. Price puts the sweater on her desk.
 - B. Mrs. Price makes her wear the sweater.
 - C. The bell rings for lunch.
 - D. Mrs. Price pretends like everything is okay.
9. What effect do sensory details and figurative language have on the story?
- A. They add suspense to the story.
 - B. They help the reader understand Rachel's feelings.
 - C. They warn the reader not to believe everything Rachel says.
 - D. They give the story a lighthearted and casual tone.
10. Which of the following lines expresses the story's irony?
- A. "And when you wake up on your eleventh birthday you expect to feel eleven, but you don't." (paragraph 1)
 - B. "I even move my chair a little to the right." (paragraph 13)
 - C. "... it's like hanging all over the edge like a waterfall, but I don't care." (paragraph 14)
 - D. "... I put one arm through one sleeve of the sweater that smells like cottage cheese ..." (paragraph 18)

PART 2: LITERARY DEVICES

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

1. _____ Descriptive language that creates word pictures for readers is called.
2. _____ The sequence of connected events in a story.
3. _____ *James was a messy unorganized person.*
4. _____ The central idea or message of a literary work.
5. _____ *I nearly died from laughter.*
6. _____ *The night was dark and stormy.*
7. _____ Reference to something that happened earlier in a story.
8. _____ *The flame of the candle danced in the dark.*
9. _____ *She swims like a fish*
10. _____ *Life is one long scary roller coaster.*

- A.** flashback
- B.** hyperbole
- C.** characterization
- D.** theme
- E.** mood
- F.** metaphor
- G.** simile
- H.** plot
- I.** personification
- J.** imagery

PART 3: GRAMMAR-PRE-FIXES & SUFFIXES

DIRECTIONS: Choose the best answer for each item.

1. In the words, invisible and unknown, the prefix **-in** or **-un** means
 - A. not
 - B. again
 - C. with
 - D. for

2. When added to a word, the _____ "er" means a person that does the action of the verb. Strong becomes stronger
 - A. synonym
 - B. prefix
 - C. antonym
 - D. suffix

3. Which word can form a new word with the prefix **under-**?
 - A. rational

- B. ancient
- C. developed
- D. billionaire

4. Which word can form a new word with the prefix **re-**?

- A. skill
- B. brick
- C. walk
- D. pay

5. Which word can form a new word with the prefix **re-**?

- A. listen
- B. talk
- C. feel
- D. write

PART 4: GRAMMAR-8 PARTS OF SPEECH

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

1. I bought a **beautiful** dress at the mall. _____
2. **He** loves to read. _____
3. The dog is **enormous**. _____
4. The students **walked** a lot in P. E. today. _____
5. I left my shoes **under** the kitchen table. _____
6. I am sure I have **met** your girlfriend before. _____
7. **Maria** went to the store. _____
8. **Yes!** I received an A on my history exam! _____
9. I went to Target **and** Kohl's yesterday to buy Christmas gifts. _____
10. My favorite subject in school **is** history. _____
11. **Everyone** in my class went to the dance last night. _____

PART 5: GRAMMAR-PUNCTUATION

DIRECTIONS: Add the missing punctuation to the following sentences.

1. Dinner was delicious__
2. What time is it__

3. Watch out for that tree__

4. Mary __listen to me_

PART 6: GRAMMAR-CAPITALIZATION

DIRECTIONS: Circle the words that need capitalization.

1. genghis khan quickly became the most powerful man in asia.

2. last year we read the book, of mice and men.

PART 7: COMPOSITION

DIRECTIONS: Give examples of the following parts of the writing process.

1. List the 3 parts of an introduction in order.

a. _____

b. _____

c. _____

2. List the 3 parts of a body paragraph in order.

a. _____

b. _____

c. _____

3. List the parts of a conclusion paragraph.

a. _____

b. _____

4. List 4 transition words that show order.

a. _____

b. _____

c. _____

d. _____

PART 8: WRITING

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

***Prompt:** The school board of Plainfield School District 202 would like to implement year-round school next year, but families in the district have argued against year-round school. Write a letter to Plainfield School District 202 stating your position and supporting it with convincing reasons.*

51. ***Pre-Writing Questions:*** List and describe 2-3 reasons about year-round school.

a. What are the advantages of year-round school?

i. _____

ii. _____

iii. _____

b. What are the disadvantages of year-round school?

i. _____

ii. _____

iii. _____

