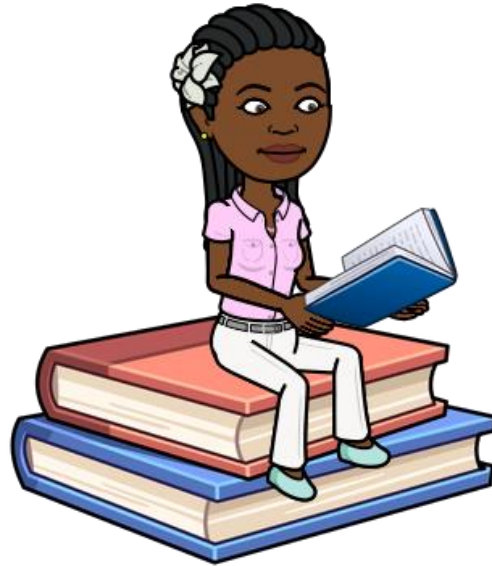


Language Arts
Unit 2 Short Stories Test
Open and Closed Book Test Study Guide



Reminders

- 1.) Complete the Unit 2 Review (found in Unit 2 – Lesson 18) and take notes while you complete it!
- 2.) Study notes with a family member or friend. I am giving you permission to use your notes on the closed book portion and the open book portion.
- 3.) Go back and re-learn, take notes, and study anything in previous lessons you are confused on from the unit review.



Closed Book Test

- 16 multiple choice questions
- 2 short answer questions
 - Each short answer question is worth 4 points, which means you need to write a paragraph of at least 3-4 sentences to get full points
- Use your book, notes, the attachments, and any other resources to help you answer the test questions.

Types of Nouns (Question 1)

- **Common noun**

- A common noun is a noun that refers to people or things in general, e.g. *boy, country, bridge, city, birth, day, happiness*.

- **Proper noun**

- A proper noun is a name that identifies a particular person, place, or thing, e.g. *Steven, Africa, London, Monday*. In written English, proper nouns begin with capital letters.

- **Concrete noun**

- A concrete noun is a noun which refers to people and to things that exist physically and can be seen, touched, smelled, heard, or tasted. Examples include *dog, building, coffee, tree, rain, beach, tune*.

- **Abstract noun**

- An abstract noun is a noun which refers to ideas, qualities, and conditions - things that cannot be seen or touched and things which have no physical reality, e.g. *truth, danger, happiness, time, friendship, humour*.

Possessive Nouns (Question 2)

The possessive form is used with nouns referring to people, groups of people, countries, and animals. It shows a relationship of belonging between one thing and another. To form the possessive, add apostrophe + s to the noun. If the noun is plural, or already ends in s, just add an apostrophe after the s.

- John owns a car. = It is **John's car**.
- The companies have some gold reserves. = They are the **companies' gold reserves**.

- **EXAMPLES**

- the car of John = **John's car**
- the room of the girls = **the girls' room**
- clothes for men = **men's clothes**
- the boat of the sailors = **the sailors' boat**

4 Principal Parts of Verbs (Question 3)

- Main verbs appear in four different forms:
 - 1. infinitive 2. finite 3. present participle 4. past participle
- 1. Infinitive Verb:** In the raw, base-verb state, each verb has an **infinitive form**. The infinitive is the base verb preceded by the preposition to, as in “to win” the game or “to run” around the bases.
- 2. Finite Verb:** When you use a verb to form a sentence, you use it in its finite form or its conjugated form. Verb conjugation shows tense, person, number, and mood.
 - Examples: She won the game (past tense, third person, singular). They will run around the bases (future tense, third person, plural).
- 3. Present Participle:** every verb has a form called the **present participle**, which you create the same way for all verbs- **just add “-ing”**.
 - Example: She was winning the game. He will be running around the bases.
- 4. Past Participle:** for many verbs you form the **past participle** by **adding “-ed”**. Verbs that form their past tense and past participle the same way are called **regular verbs**. Verbs that do not form their past participles and past tense the same way (usually by adding -ed) are called **irregular verbs**.
 - Example (regular): The court has decided this issue before. The issue was decided by the court.
 - Example (irregular): We have built our house already. Our house was built next to the freeway.

Prediction and Autobiographical Narrative (Questions 4-6)

- Making **predictions** is a strategy in which **readers** use information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next).
- **Autobiographical (or Personal) Narrative-** An **autobiographical narrative** is a life experience written from the perspective of the writer. Usually the subject is an important or key event or incident within the writer's childhood or adolescence.

Closed Book Test: Reading Passage (For Questions 1-7)

(1) Everything I know about gardening I learned from my good friend Sandy herself. (2) When I first moved into my new home in Georgia last May, I tried planting a vegetable garden right away. (3) As I happily weeded the ground I thought to myself, “My garden’s produce will be here in a few weeks! I am going to be eating homegrown food in no time!” (4) A few weeks later, when I was digging up seeds that had not even sprouted yet, Sandy came over to introduce herself and offer me some gardening tips. (5) I took one look at her big, healthy vegetable garden and decided to listen hard. (6) Sandy explained that I should first call the water district office to have my water and soil tested. (7) Then she herself taught me how to cultivate rich and healthy soil and helped me identify which types of plants are best for the environment in my yard. (8) A full twelve months later, this year’s garden is looking so much better than the scraggly patch of dirt I had last year. (9) Of course, I myself am still new to gardening, so I don’t have a very big garden yet. (10) I don’t want to get ahead of myself, but I have big dreams. (11) My dream is that one day my garden will be just as beautiful and productive as Sandy’s!

Subordinating Conjunction (Question 7)

- A **subordinating conjunction** is a word that connects an **independent clause** to a **dependent clause**.
- An independent **clause** can stand alone as a sentence.
- For example, "because she didn't study" is not a complete sentence. However, combine the two clauses: "**The student failed the test because she didn't study.**"

Closed Book Test: Reading Passage

(For Questions 7, 8 and 9)

- (1) Sal looked at the map one more time. (2) She knew that the whole troop was depending on her. (3) Sal couldn't decide if the trail was to the east or to the west. (4) The map was confusing. (5) Sal was tired. (6) She needed to make a decision.

Vivid Description and Suspense

(Questions 8 and 9)

- **Vivid description** is writing which makes you feel as if you are standing there, right there where the author has just described something. You use **vivid description** when you describe something
- Imagery is the use of **vivid description**, usually rich in sensory words, to create pictures, or images, in the reader's mind. **Vivid description** appeals to the senses — sight, touch, sound, smell, and taste.
- **Suspense** is a **literary** device in which uncertainty about an outcome is created for the reader. It basically leaves the reader holding their breath and wanting more information. The amount of intensity in a **suspenseful** moment is why it is hard to put a book down.

Closed Book: Reading Passage (for Question 10)

- Your friend promises you that you can borrow her roller skates, but when she comes over, she forgets to bring them. When you remind her, she says, “Oh, right. Maybe some other day.” The next time you get together, she never mentions the skates. You ask her one last time. She looks away from you as she says, “I think they are probably the wrong size for you.”

Closed Book Test: Reading Passage (For Questions 12 and 13)

- The tale of the legendary King Arthur has been told many times over the years. Each telling is a little different and concentrates on a different part of the story.

The legend begins with Arthur's birth. His father was Uther, King of Britain, but Arthur was raised in secret. After Uther's death, there was no King of Britain. Then, Arthur proved that he was Uther's son by pulling a magic sword out of a stone. Arthur later became king and married Princess Guinevere.

As the new king, Arthur faced an immediate problem. The island of Britain was under attack. Arthur gathered an army, and together they fought until the invaders were defeated. Arthur's greatest victory was when the invaders finally left Britain.

Arthur had many companions during his struggle. Taliesin, a poet, and Merlin, a wizard, gave him advice. Arthur also formed the Knights of the Round Table. The Knights went on quests, or journeys, to do good.

Arthur ruled Britain for many years from his castle at Camelot. His Knights of the Round Table helped to keep peace throughout the land. Then, Arthur was betrayed by his closest friend, Lancelot. While Arthur was away fighting against Lancelot, Arthur's nephew, Mordred, stole the throne. Arthur returned to fight for his kingdom, but Mordred killed him.

Although the story of Arthur begins with his birth, it does not end with his death. After Arthur was struck down by Mordred, three women carried him away to the isle of Avalon. Tradition says that when his people need him, Arthur will rise again.

Theme, Inference, and Conflict

(For Questions 10, 11, 12, 15, 16, 17)

- The **theme** in a story is its underlying message, or 'big idea.' In other words, it is a critical belief that the author is trying to convey in the writing of a novel, play, short story or poem. This belief, or idea, transcends cultural barriers. It is usually universal in nature.
- **Inference:** An **inference** is the process of drawing a conclusion from supporting evidence. It's when you go *beyond* the evidence and reach some further conclusion. The author gives us clues about what's going on, and we have to figure things out based on that evidence. The author *implies*; the readers *infer*.
- **Conflict-** A **conflict in literature** is defined as any struggle between opposing forces. Usually, the main character struggles against some other force.

Elements of a Short Story

(For Questions 11, 12, and 13)

- A story has five basic but important elements. These five components are: the **characters**, the **setting**, the **plot**, the **conflict**, and the **resolution**. These essential elements keep the story running smoothly and allow the action to develop in a logical way that the reader can follow.
 - See attachment: **What Are The Basic Elements of a Short Story?**

Closed Book Test: Reading Passage/Short Answer (For Question 11)

The characters in these two passages live in different historical eras.

A It was freezing cold out on the prairie, but Daniel trudged on. He had to find firewood. His mother was ill. She needed the warmth of a fire. So many people on the wagon train had died. Daniel was scared. He wondered if they would ever reach Oregon by the end of 1861.

B “Hello, Chicago Power Company?” Bob said into the phone. “I need you to come fix our furnace. The heat won’t come on, and it’s very cold. My mother’s sick. It’s a fairly new furnace, too. Mom said it was installed in 2005. Can you come right away?” He hung up and got blankets out of the closet to cover his mother until help came.

Question:

Compare and contrast the two characters in these passages. In your answer, be sure to identify the setting of each passage and the conflict faced by each boy. How does the historical era in which each boy lives affect his conflict? Use events and details from the passages to support your ideas.

Context Clues (For Question 14)

- **Context clues** are hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words.
- A reader should rely on **context clues** when an obvious **clue** to meaning is provided, or when only a general sense of the meaning is needed for the reader's purposes.

Closed Book Test: Reading Passage (For Question 14)

Because of my diminutive size, opposing soccer players always tease me. They call me “shorty” and “small fry” almost every day. It doesn’t matter that I’m the best player on the soccer team; the teasing is nonstop. Their **incessant** teasing bothers me so much that I’ve decided to retaliate. Won’t they be surprised when they can’t find their uniforms!

Closed Book Reading Passage

(For Questions 15 and 16)

Marlena wheeled her cart down the aisle and paused in front of the cold cereals. She took a box of bran flakes from the shelf without comparing prices as she usually did. Her mind was elsewhere—on the science test her teacher had announced a few hours before. Marlena always got high grades in school, but she still worried about tests. She was worrying now as she went into the bread aisle and absently dropped a package of regular English muffins into her cart, even though she and her parents preferred the whole wheat muffins. As she approached the checkout area, Marlena hoped the lines were not too long because she wanted to get home and study before supper.

Closed Book Test: Reading Passage/Short Answer 2

(For Questions 17 and 18)

A cat cornered a mouse in a barn and was about to eat it. "Save me!" the mouse cried. "And someday I may save you!" The cat was haughty. "How can a tiny mouse ever save a cat?" she asked. "I may be tiny," the mouse answered, "but I have 34 brothers and sisters. Together, we will help you someday when you are in grave danger."

The cat was amused. She decided to let the mouse go. One day, weeks later, a snarling, growling dog cornered the cat in the same barn.

"Help!" cried the cat. "I'm in grave danger!" Suddenly, 35 mice leaped out of a hole in the wall. They began nipping at the dog with all their might.

The dog yelped as he raced away.

"Thank you," the cat said to the mice. "You really did save me!"

- **Question: Restate the theme you selected in the previous question. Support that theme with two details from the selection.**

Open Book Test

Question #1

- **This essay question is worth 16 points! Write 3 paragraphs of at least 14-16 sentences to get FULL POINTS.**
- Students' essays should clearly identify one short story and give the basic outlines of its plot and central message, or theme. Students should analyze the development of theme, with special attention to the specific effect that the story elements of plot (conflict) and character have on its development. Essays should include several references to details of the text. Essays should also include at least one “additional element,” such as character traits, and a discussion of the type of theme (stated, unstated, universal).
- **Use the attachment “What are the Basic Elements of a Short Story” to help you pick elements to write about.**
- Possible short stories: “Raymond’s Run” by Toni Cade Bambara, “The Story-Teller” by Saki, “The Finish of Patsy Barnes” by Paul Laurence Dunbar, or “The Drummer Boy of Shiloh” by Ray Bradbury.

Open Book Test

Question #1 (16 points):

Write an essay in which you analyze the importance of plot events and characters' actions to the development of a story's theme. Note that your essay should focus on theme first and discuss plot and characters in relation to that theme. Review and evaluate a story from the unit that has a clearly identifiable theme. You might choose "Raymond's Run" by Toni Cade Bambara, "The Story-Teller" by Saki, "The Finish of Patsy Barnes" by Paul Laurence Dunbar, or "The Drummer Boy of Shiloh" by Ray Bradbury. Be sure to identify the story and write a clear statement of its theme. In your essay, answer the following question: How do various elements of the story—central conflict and resolution, characters' dialogue and behavior—contribute to the story's theme?

To assist in the analysis of your selected story's theme, include one or more of these additional elements: indirect/direct characterization, character traits, round versus flat characters, and irony. In addition, identify the type of theme present in your selected story (stated, unstated, and/or universal). Explain how your selected story functions as an example of this type of theme.

Support your ideas with references to the text.

Open Book Test

Question #2 (4 points)

- This question asks about your Independent Reading selection. You may use your reading selection to help you answer the question. **You can use any reading from our Literature Book to help you answer this question. Write a paragraph of at least 3-4 sentences to get FULL POINTS.**

What impact did your Independent Reading selection have on you as a reader? Would you recommend your selection to a friend? Why or why not? Support your response with at least two pieces of evidence from your Independent Reading selection. Be sure to give the title and author of your selection.