

Name: _____ Date: _____ Blk: _____

English 9 Practice Exam/Study Guide

Complete and hand in on **Friday June 6th, BEFORE** your exam, **rm. 204** for bonus marks.

PART I: Poetry

The Eagle

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ringed with the azure world he stands.
The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

1. Given the tone of the poem, and noting especially the last line, what is the eagle most likely doing in the poem?
 - a. dying of old age
 - b. hunting prey
 - c. learning joyfully to fly
 - d. keeping watch over a nest of young eagles
2. To which of the following do the underlined words *azure world* most likely refer?
 - a. a forest
 - b. the sky
 - c. the cliff
 - d. nature
3. In the second stanza, first line, to which of the following does the verb *crawls* refer?
 - a. waves
 - b. sunlight on the water
 - c. the eagle's prey
 - d. the eagle itself

This poem, by Emily Dickinson, is a sort of riddle. Depending on your life experiences, the answer may be immediately clear, or it may very well not be. Look closely for clues in the language.

A Narrow Fellow in the Grass

A narrow Fellow in the grass
Occasionally rides—
You may have met him—did you not
His notice sudden is—
The Grass divides as with a Comb—
A spotted shaft is seen—
And then it closes at your feet
And opens further on—
He likes a Boggy Acre—
A Floor too cool for Corn—
Yet when a Boy, and Barefoot—
I more than once at Noon
Have passed, I thought, a Whip-lash
Unbraiding in the Sun—
When, stooping to secure it,
It wrinkled, and was gone—
Several of Nature's People
I know, and they know me—
I feel for them a transport
Of cordiality—
But never met this Fellow,
Attended, or alone—
Without a tighter breathing
And zero at the bone—

4. Who or what is the **Fellow** in this poem?
 - a. a whip-lash
 - b. a snake
 - c. a gust of wind
 - d. a boy

5. The phrase *Without a tighter breathing / And zero at the bone* most nearly indicates
 - a. fright.
 - b. cold.
 - c. grief.
 - d. awe.

6. The phrase **Nature's** People means
 - a. nature-lovers.
 - b. children.
 - c. animals.
 - d. neighbors.

7. The speaker of this poem is most likely
 - a. an adult woman.
 - b. an adult man.
 - c. Emily Dickinson, the poet.
 - d. a young boy.

It's true that poems often have two levels—one literal, one figurative. The next poem, also by Emily Dickinson, is full of images from nature. In exploring the second level of meaning, consider the speaker's attitude, revealed especially through surprising and jarring word choices.

Apparently with No Surprise

Apparently with no surprise
To any happy flower,
The frost beheads it at its play
In accidental power.
The blond assassin passes on,
The sun proceeds unmoved
To measure off another day
For an approving God.

8. Which of the following most nearly describes the author's attitude toward nature as expressed in this poem?
 - a. delight
 - b. dismay
 - c. indifference
 - d. reverence
9. The poem implies that the attitude of the flowers toward the frost is one of
 - a. fear.
 - b. horror.
 - c. acceptance.
 - d. reverence.
10. The tone of the poem implies that the speaker probably regards God as
 - a. benevolent.
 - b. just.
 - c. cruel.
 - d. angry.

Poetry often uses words in unexpected ways. This forces the reader to consider the deeper meanings of words, while also reflecting on the idea that the poet hopes to get across. Consider both the words and the ideas in this poem by Sir Walter Scott.

Patriotism

Breathes there the man with soul so dead,
Who never to himself hath said,
 "This is my own, my native land!"
Whose heart hath ne'er within him burned
As home his footsteps he hath turned
 From wandering on a foreign strand?
If such there breathe, go, mark him well;
For him no Minstrel raptures swell;
High though his titles, proud his name,
Boundless his wealth as wish can claim;
Despite those titles, power, and pelf,
The wretch, concentred all in self,
Living, shall forfeit fair renown,
And, doubly dying, shall go down
To the vile dust from whence he sprung,
Unwept, unhonored, and unsung.

11. What is the most likely meaning of the underlined word *pelf*, as used in this poem?
- power
 - wealth
 - stealth
 - health
12. What is the poet's main idea in this poem?
- Those who become rich must hate their country.
 - Traveling abroad helps a person appreciate home.
 - Those who do not love their country will not be honored.
 - Patriotism is the last refuge for scoundrels.
13. What does the poem mean that such people will be "doubly dying" (three lines from the end)?
- They will not die alone.
 - They will die physically and also be forgotten.
 - Their death will be painful.
 - They will die, then rise again.
14. What does the underlined word *concentred* most likely mean?
- swirling or curved
 - arrogant, proud
 - focused on, concerned with
 - looking upward
15. One can infer from this poem that Sir Walter Scott
- loved his homeland.
 - was from Great Britain.
 - hated war.
 - spoke many languages.

This next poem is by William Shakespeare.

The Seven Ages of Man

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances;
And one man in his time plays many parts.
His acts being seven ages. At first the infant,
Mewling ... in the nurse's arms.
And then the whining schoolboy, with his satchel
And shining morning face ... And then the lover,
Sighing like a furnace ... Then a soldier
Full of strange oaths ... Jealous of honor,
Sudden and quick in quarrel ... And then the justice ...
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slippered pantaloon.
With spectacles on nose and pouch on side.
... and his big manly voice, Turning again toward
Childish treble, pipes and whistles in his sound.
Last scene of all,
That ends this strange eventful history,
Is second childishness, and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.

16. What attitude does the speaker reveal by using the word *merely* in the second line?
- sorrow
 - anger
 - amusement
 - indifference
17. What characterizes the period of life represented by the soldier?
- brash behavior
 - his sense of honor
 - his dedication to duty
 - his fear of cowardice
18. What is the main idea of this poem?
- Life is a misery that never gets any better at any time.
 - Life is what each of us makes of it during our journey down the river of eternity.
 - Life is a play and it follows a specific script, none of which should cause anguish or sorrow.
 - Life is a comedy, and we are all buffoons in pantaloons no matter what we do.
19. What is the theme of the poem?
- Death is to be feared.
 - Life is a circle that brings us back to the beginning.
 - The male of the species is the only true measure of the stages of life.
 - The stages of life are unrelated and can be altered by each individual's free will.
20. The poet uses the words *merely* (line 2) and *mere* (line 20)
- to soften the effect of the strong images he presents to us in those lines.
 - to tie together his theme of the cycle of life.
 - convey his tone to the reader.
 - all of the above.

PART II: Making Connections

Read the story and the poem. In a making connections paragraph discuss which speaker is more affected by the kindness shown.

“A Gift for Two” by Andrea Hensley

It was a beautiful day for sightseeing around downtown Portland. We were a bunch of counselors on our day off, away from the campers, just out for some fun. The weather was perfect for a picnic, so when lunch time came, we set our sights on a small park in town. Since we all had different cravings, we decided to split up, get what each of us wanted, and meet back on the grass in a few minutes.

When my friend Robby headed for a hot dog stand, I decided to keep her company. We watched the vendor put together the perfect hot dog, just the way Robby wanted it. But when she took out her money to pay him, the man surprised us.

"It looks a little on the cool side," he said, "so never mind paying me. This will be my freebie of the day."

We said our thanks, joined our friends in the park, and dug into our food. But as we talked and ate, I was distracted by a man sitting alone nearby, looking at us. I could tell that he hadn't showered for days. Another homeless person, I thought, like all the others you see in cities. I didn't pay much more attention than that.

We finished eating and decided to head off for more sightseeing. But when Robby and I went to the garbage can to throw away my lunch bag, I heard a strong voice ask, "There isn't any food in the bag, is there?"

It was the man who had been watching us. I didn't know what to say. "No, I ate it already."

"Oh," was his only answer, with no shame in his voice at all. He was obviously hungry, couldn't bear to see anything thrown away, and was used to asking this question.

I felt bad for the man, but I didn't know what I could do. That's when Robby said, "I'll be right back. Please wait for me for a minute," and ran off. I watched curiously as she went across to the hot dog stand. Then I realized what she was doing. She bought a hot dog, crossed back to the trash can, and gave the hungry man the food.

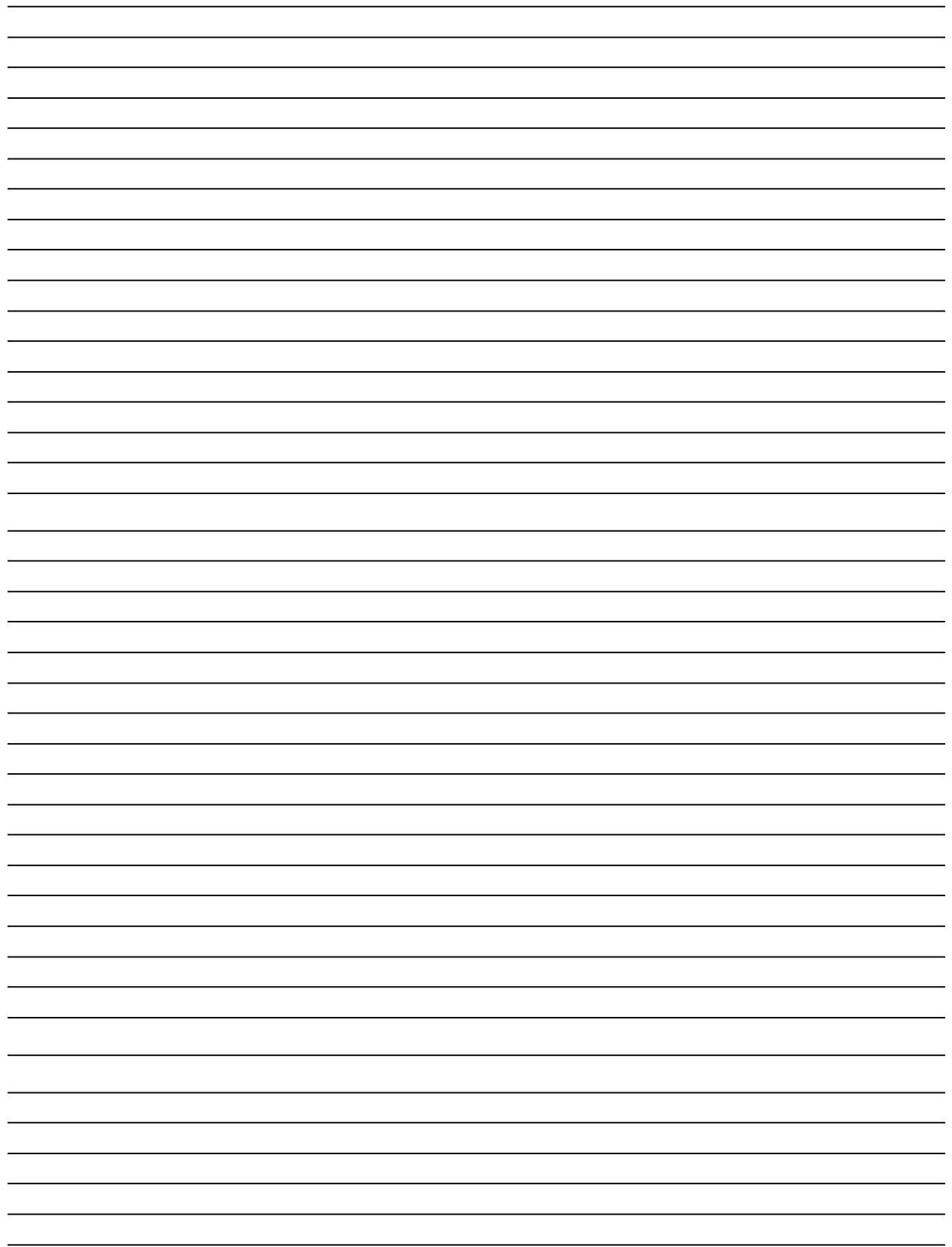
When she came back to us, Robby said simply, "I was just passing on the kindness that someone gave to me."

That day I learned how generosity can go farther than the person you give to. By giving, you teach others how to give also.

Untitled

by Tara Jacoby

In gratitude, I write.
For you have given me gladness.
Your small act of kindness, has made my heart feel light.
You, who opened the door for me, when my hands were full.
You, who gave me a seat, when you noticed I looked faint.
I felt I might soon fall, it's true.
I just wanted to write this note, in gratitude to you.
Thanks for smiling into my eyes, when you saw the frown on my face.
Thanks for lending me a hand, when you noticed I was so busy.
Thanks for holding me, when you saw the tear fall from my eye.
You lifted my spirits with your humor, when you heard me sigh.
Thanks...one million thanks to all of you, for what you've done.
A simple act of kindness, doesn't take long.
It makes each heart happy, and gives us a cheerful song.
Together, we can brighten this world of gray.
Let's make a pact to show kindness, to everyone we meet.
I offer you my heartfelt thanks, for the kindness you've shown me.



Part III: Original Composition

You will be asked to write a multi-paragraph (3-5) composition on **one** of the following topics. Your composition may be descriptive, persuasive, or narrative. It may be based on a true story, or a work of fiction.

Your writing must:

- address the topic and accomplish its purpose
- engage the audience
- be clear and well organized
- demonstrate fully developed ideas
- use correct spelling, punctuation, grammar, and paragraph structure

Topics:

- ❖ Our experiences shape who we are.
- ❖ Our journey into the future begins in the past.
 - ❖ Role models influence our lives.
 - ❖ The best gifts are the simplest ones.

Planning:

