**English 9: Final Exam Study Guide (worth 5% extra credit on the final exam)**

**If it contains an \* next to the question, it should be answered, in writing, on your study guide.**

**I. General terms and concepts to know/be able to apply to Romeo and Juliet/Of Mice and Men. Use your notes or previous study guides to define these terms. DO NOT USE THE DICTIONARY BEFORE CONSULTING YOUR OLD NOTES/STUDY GUIDES!!!**

characterization theme motif showing sentences

literary analysis prose poetry internal conflict

symbol/symbolism figurative language conventions external conflict

denotation euphemism tragic resolution connotation

figurative language foreshadowing protagonist antagonist

foil drama comedy/tragedy theme

aside monologue soliloquy dialogue

verse sonnet stanza quatrain

couplet meter rhyme blank verse

prose figure of speech metaphor simile

personification pun analogy oxymoron

imagery irony allusion epithet

style (types) tone (types) diction comprehension

narrative novella characterization motif

fluency literary analysis empathy novel

round character flat character static character dynamic character

**II. *Of Mice and Men*-related vocabulary and questions to know:**

1. Historical context for *Of Mice and Men\** (Write a paragraph to describe this)

2. Character identification from *Of Mice and Men*

3. Quote identification from *Of Mice and Men*

4. Showing/telling sentences\* (Write two examples for each for the study guide)

5. Figurative language examples. \*(Write three original examples)

6. Plot terms (exposition, complication, etc.) as they apply to *Of Mice and Men*.\* (Draw the plot diagram and correctly label it for *Of Mice and Men*).

7. Use examples from *Of Mice and Men* to explain the differences between direct/indirect characterization.\*

8. Choose three characters from the novella and explain whether they are round/flat and static/dynamic. \*

**III. *Romeo and Juliet* vocabulary and questions to know:**

Couplet sonnet meter stanza quatrain

Foot verse iambic pentameter Blank verse

1. Describe the historical context for *Romeo and Juliet*.\* (Write a paragraph to describe this)

2. Identifying examples of figurative language. (Write an example of a simile, metaphor, personification, a pun, an epithet, and a euphemism from *Romeo and Juliet*)

3. Locating examples of figurative language and other literary language utilized in specific page ranges of *Romeo and Juliet*.

4. Answering basic plot questions from *Romeo and Juliet*  \*(Write a 2-3 sentence summary for each Act of *Romeo and Juliet*)

5. Describe the format and plot structure of Shakespeare’s drama. \*(Draw the plot diagram and correctly label it for *Romeo and Juliet*).

6. \*Explain the differences between a monologue, a soliloquy, and an aside.

7. Recognize the verse, meter, rhyme scheme and structure of a Shakespearean Sonnet. \*(For the study guide, explain “iambic pentameter,” including the pattern of unstressed/stressed syllables, how many syllables/feet per line, and some of the reasons why Shakespeare chose to write using iambic pentameter).

8. \*Explain the differences between denotation and connotation, using specific examples from *Romeo and Juliet*.

**IV. Skills**

1. Commonly confused words (too/to/two, their/there/they’re, your/you’re)

2. Vocabulary in context strategies

**V. General knowledge**

1. Applying various concepts to both *Romeo and Juliet* and Of *Mice and Men.\** (Write two possible themes from each work)

2. Comparing specific characters from *Of Mice and Men* and *Romeo and Julie*

3. Locating topic sentences in expository paragraphs

4. Differentiating between statements of fact, opinion, and expert opinions.

5. Recognizing a thesis statement. \*(Explain what a thesis statement is and why it is important for the study guide)

6. Describing the format for persuasive essays. (Thesis, Claims/counter-claims)

**QUESTIONS/SKILLS/TASKS MAY BE ADDED AT TEACHER’S DISCRETION!**

**ADDITIONAL SKILLS:**

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