

Conventions:

The following sentences test your knowledge of grammar, usage, diction (choice of words), and idiom. (Some sentences are correct. No sentence contains more than one error.) Mark the letter of the incorrect portion on your answer sheet.

1. Which is least costly – the vase on the right or the music box on the left? No error

a b c d e

2. If you would have asked me, I would have helped you. No error

a b c d e

3. The rows were aligned perfect. No error

a b c d e

4. The students didn't take none of their books to class. No error

a b c d e

5. The class president or the members of the key club usually announces the results of

a b c

the election at the assembly. No error

d e

6. Do you think four dollars are too much for an advance ticket? No error

a b c d e

7. The assembly were held in the commons area after school. No error

a b c d e

Literary Analysis and Reading Comprehension

WHAT DID A PRESIDENT EXPECT FROM US?

In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty....

Now the trumpet summons us again--not as a call to battle, though embattled we are--but a call to bear the burden of a long twilight struggle, year in and year out, "rejoicing in hope, patient in tribulation"--a struggle against the common enemies of man: Tyranny, poverty, disease and war itself.

Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger.

I do not shrink from this responsibility--I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it--and the glow from that fire can truly light the world.

And so, my fellow Americans: Ask not what your country can do for you--ask what you can do for your country.

My fellow citizens of the world: Ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

--John F. Kennedy, excerpted from "Inaugural Address," 1960

8. What is the main idea of the passage?

- a. War and poverty are our worst enemies.
- b. The American people are responsible for the fate of the nation.
- c. Americans are selfishly preoccupied with their individual problems.
- d. Military strength is necessary in the struggle for freedom.
- e. Only the president of the United States can solve the country's problems.

9. John F. Kennedy states that during the course of American history, each generation has demonstrated its

- a. freedom of speech.
- b. fear of illness.
- c. financial success.
- d. national loyalty.
- e. hatred toward foreign countries.

10. The tone of the speech is intended to be

- a. frightening.
- b. overemotional.
- c. inspiring.
- d. tragic.
- e. argumentative.

11. According to this passage, what is John F. Kennedy's attitude toward the presidency?

- a. He is overwhelmed by the enormous responsibilities.
- b. He enthusiastically accepts the challenges of leadership.
- c. He is greedy with power and wants total control of the government.
- d. He welcomes the opportunity to build the military.
- e. He looks forward to shaping economic policies.

#### **Section VII: Rhetoric and Methods of Persuasion**

12. A friend uses the calorie count and fat percentage on the back of a Snicker's candy bar to prove that they are unhealthy. What rhetorical method has been used?

- a. logos
- b. pathos
- c. ethos
- d. rhetoric
- e. none of these

13. You have just watched a Feed the Hungry telethon, and the images of malnourished children have inspired you to donate money to the organization. What rhetorical method has been used in the telethon?

- a. logos
- b. pathos
- c. ethos
- d. rhetoric
- e. none of these

14. Suppose you are preparing for a speech on abortion, and you prove that you are knowledgeable by citing reputable sources that you have used in researching the topic. What rhetorical method has been used?

- a. logos
- b. pathos
- c. ethos
- d. rhetoric
- e. none of these

15. How does Brutus diminish his *ethos* with the plebians when he states, “but as he was ambitious, I slew him” in his funeral speech?

- a. He plays on the crowd’s emotions
- b. He changes his tone from accusatory to elegiac
- c. He provides no reasoning for his actions
- d. He provides no chance for the crowd to reply
- e. none of these

*Read the excerpt from Dave Barry’s “Lost in the Kitchen” and answer the sample questions.*

1	Men are still basically scum when it comes to helping out in the kitchen. This is one of the
2	two insights I had last Thanksgiving, the other one being that Thanksgiving night must be
3	the slowest night of the year in terms of [close human contact]. Nobody wants to [sit]
4	with somebody who smells vaguely like yams and is covered with a thin layer of turkey
5	grease, which describes pretty much everybody in the United States on Thanksgiving except
6	the Detroit Lions, who traditionally play football that day and would therefore be too tired.

16. Which of these strategies does Barry use as an opening sentence in line 1?

- a. A controlling idea
- b. A broad statement about the topic
- c. A dilemma that needs a solution
- d. An anecdote

17. What is the tone of this excerpt?

- a. Eulogistic
- b. Pedantic
- c. Sarcastic
- d. Humorous

18. The author's purpose in this excerpt is to

- a. argue a viewpoint
- b. explain a complex task
- c. convey an experience
- d. sell more books

19. Which of the following definitions define the term *archetype*?

- a. A type of symbol in literature that presents a contrast.
- b. A type of symbol that is commonly represented in literature, media, and real life.
- c. A type of symbol that is commonly represented in literature only.
- d. A type of symbol that is commonly represented in media only.

Read the following excerpts from Part I and Part II of *Wide Sargasso Sea* and answer questions 10-14 below:

**Part I:**

- 1 Then one day, very early, I saw her horse lying down under the frangipani tree.
- 2 I went to him but he was not sick, he was dead and his eyes were black with flies.
- 3 I ran away and did not speak of it for I thought if I told no one it might not be true.
- 4 But later that day, Godfrey found him, he had been poisoned.

**Part II:**

- 5 [Antoinette] said, 'After this we go down then up again. Then we are there.' Next
- 6 Time she spoke she said, "The earth is red here, do you notice?" 'It's red in parts of England, 7 too.' 'Oh
- England, England,' she called back mockingly, and the sound went on and on like
- 8 a warning I did not choose to hear.

20. Identify the line that contains an archetype in Part I:

- a. line 4
- b. line 3
- c. line 2
- d. line 1

21. Identify the line that contains an archetype in Part II:

- a. line 6
- b. line 7
- c. line 8
- d. none of these

*The Narrative of the Life of Frederick Douglass*

By: Frederick Douglass

**1** My master's family consisted of two sons, Andrew and Richard; one daughter, Lucretia, and her husband, Captain Thomas Auld. They lived in one house, upon the home plantation of Colonel Edward Lloyd. My master was Colonel Lloyd's clerk and superintendent. He was what might be called the overseer of the overseers. I spent two years of childhood on this plantation in my old master's family. It was here that I witnessed the bloody transaction recorded in the first chapter; and as I received my first impressions of slavery on this plantation, I will give some description of it, and of slavery as it there existed. The plantation is about twelve miles north of Easton, in Talbot county, and is situated on the border of Miles River. The principal products raised upon it were tobacco, corn, and wheat. These were raised in great abundance; so that, with the products of this and the other farms belonging to him, he was able to keep in almost constant employment a large sloop, in carrying them to market at Baltimore. This sloop was named Sally Lloyd, in honor of one of the colonel's daughters. My master's son-in-law, Captain Auld, was master of the vessel; she was otherwise manned by the colonel's own slaves. Their names were Peter, Isaac, Rich, and Jake. These were esteemed very highly by the other slaves, and looked upon as the privileged ones of the plantation; for it was no small affair, in the eyes of the slaves, to be allowed to see Baltimore.

**2** Colonel Lloyd kept from three to four hundred slaves on his home plantation, and owned a large number more on the neighboring farms belonging to him. The names of the farms nearest to the home plantation were Wye Town and New Design. "Wye Town" was under the overseership of a man named Noah Willis. New Design was under the overseership of a Mr. Townsend. The overseers of these, and all the rest of the farms, numbering over twenty, received advice and direction from the managers of the home plantation. This was the great business place. It was the seat of government for the whole twenty farms. All disputes among the overseers were settled here. If a slave was convicted of any high misdemeanor, became unmanageable, or evinced a determination to run away, he was brought immediately here, severely whipped, put on board the sloop, carried to Baltimore, and sold to Austin Woolfolk, or some other slave-trader, as a warning to the slaves remaining.

**3** Here, too, the slaves of all the other farms received their monthly allowance of food, and their yearly clothing. The men and women slaves received, as their monthly allowance of food, eight pounds of pork, or its equivalent in fish, and one bushel of corn meal. Their yearly clothing consisted of two coarse linen shirts, one pair of linen trousers, like the shirts, one jacket, one pair of trousers for winter, made of coarse negro cloth, one pair of stockings, and one pair of shoes; the whole of which could not have cost more than seven dollars. The allowance of the slave children was given to their mothers, or the old women having the care of them. The children unable to work in the field had neither shoes, stockings, jackets, nor trousers, given to them; their clothing consisted of two coarse linen shirts per year. When these failed them, they went naked until the next allowance-day.

**22. In this passage Douglass uses a style that**

- A) contains figurative expressions.
- B) creates a straightforward account.
- C) criticizes the institution of slavery.
- D) expresses his feelings about his situation.

**23. What is the author's purpose in writing this passage?**

- A) to inform
- B) to persuade
- C) to entertain
- D) to illustrate

**24. Douglass says, "...I will give some description of it, and of slavery as it there existed." However, he leaves out a major rhetorical device that could heighten the impact of the description on the audience. This device is**

- A) logical sequence.
- B) ethical judgment.
- C) credible witness.
- D) emotional language.

**25. The theme of paragraph 3 is**

- A) Slaves get the best food and clothing each year.
- B) Slaves get whatever they ask for to eat and wear.
- C) Slaves are given abundant food and clothing allowances.
- D) Slaves are given the bare minimum they need to live on.

**26. Douglass' tone in this passage is**

- A) angry.
- B) lighthearted.
- C) objective.
- D) sad.