

English 9 (Stephens)
Final Study Guide
Semester 1, 2009-2010

Study Sessions / Testing Times:

Block C: Study Session - Monday, January 18, 1:30-2:45 pm
Final – Tuesday, January 19, 9:50-11:25 am

Block E: Study Session – Tuesday, January 19, 1:30-2:45 pm
Final – Wednesday, January 20, 9:50-11:25 am

General Guidelines

- You will not be allowed to use any notes or texts during the final.
- Please bring your own pens/pencils and lined paper to use on the final.

Essay Guidelines

- Start by answering the essay question in one sentence – your thesis. No lengthy, introductory paragraph is needed.
- Support your thesis with well-developed paragraphs; let the requirements of the particular question determine the organization and number of paragraphs needed.
- Include evidence from the text in your essay. Make sure to explain how the textual evidence demonstrates your point. You do not need to memorize direct quotations from the text – paraphrases are adequate.
- A conclusion is necessary, but make it very brief and to the point.

Part 1: Essay (52%)

Directions: You will be asked to answer ONE of the following essay questions:

1. What role does fate play in both *Romeo and Juliet* and *Candide*? (Note: For the purposes of this essay, you should consider Optimism to be a type of fate.) (Also note: Don't assume that fate is the same in each of the texts.)
2. What role does society play in the thinking and decisions made by Romeo and Juliet and *Candide*? (Note: This question refers to the characters.)
3. How is love portrayed in the relationship of Romeo and Juliet and *Candide* and Cunegonde? (Note: Don't assume that love is the same in each of the relationships.)

Part 2: Passage Analysis (40%)

Directions: Read the following quotes and explain their significance in terms of the themes and satire that Voltaire is attempting to convey. Be specific and concise when composing your analysis. You may find the quotes on the following pages/paragraphs. You will be asked to analyze TWO passages.

p. 11/paragraph 3: "Oh Pangloss!...our continent"

p. 13/paragraph 1: "He tries to jump in after him...on a plank."

p. 18/paragraph 1: "Is it really you!...always fatal."

p. 27/paragraph 2: "At length...by Mahomet."

p. 31/paragraph 2: "In short, Mademoiselle...head first."

p. 47/paragraph 1: "What! You have no monks...travel in this world."

p. 59/paragraph 1: "Do you think...because free will."

p. 88/paragraph 2: "Now tell us this...materia subtilis."

p. 92-3/paragraph 3: "You must have...honour of dining."

p. 93-4/paragraph 2: "Sometimes Pangloss would say...cultivate our garden."

Part 3: Sentence Patterns (8%)

Directions: You will be asked to provide an original example of TWO of the following sentence patterns. The two patterns will be selected by the teacher.

PATTERN 1: COMPOUND SENTENCE: SEMICOLON, NO CONJUNCTION
(two short, related sentences now joined)

S V ; S V.

PATTERN 2: COMPOUND SENTENCE WITH ELLIPTICAL CONSTRUCTION
(comma indicates the omitted verb)

S V DO or SC ; S , DO or SC.

PATTERN 3: COMPOUND SENTENCE WITH EXPLANATORY STATEMENT
(clauses separated by a colon)

General statement (idea) : specific statement (example).
(an independent clause) (an independent clause)

PATTERN 4: A SERIES WITHOUT A CONJUNCTION
(a series in any place in the sentence)

A,B,C.

PATTERN 4a: A SERIES WITH A VARIATION

A or B or C. (in any place in the sentence)

A and B and C. (in any place in the sentence)