

**Let's Do Some English Review!**  
**Preparing for the ENG 2DI Exam 2010**

**Some helpful studying tips:**

- Memorize the terms you have learned. Be sure you can attach an example to each term you learn. Start with this section on the exam to take advantage of your short term memory.
- Know the key texts in the course. If you have missed any readings, now is the time to catch up! Review your reading notes to remind yourself about important events, characters and themes. Arrive at the exam with excellent content knowledge.
- Prepare for the essay question by considering key topics that might arise. For each topic, contemplate a possible thesis and examples in its support. By organizing your ideas in advance, the essay will be much easier to write.
- Familiarize yourself with the marking scheme. Match the time you are using throughout the exam to the marks allotted for each section. A good approximation is one sentence/full idea per mark.
- DO YOUR BEST!

**Let's Review:**

- To begin, take a look at both the format and the marking scheme for section A.
- Next, in your notes, prepare a list of the terms mentioned below.
- For each term, determine a strong example and explanation.
- Record the info in point form. Study it!

**Part A: Definition and example for terms - 14 marks**

Define and provide an example, from the novel or play or short stories studied in class, for each of the following terms:

Soliloquy      Narrative Point of View      Dramatic Irony      Theme

Parts of a Short Story      Aside      Flashback

Symbol      Foreshadowing      Setting

**Part B: Quotations from *To Kill a Mockingbird*- 6 marks**

Choose **three (3)** of the following quotations. For each quotation you choose, **identify the speaker** and **explain the significance of the quotation regarding the theme or plot of the novel.**

- Using the *Mockingbird* summaries as a guide, prepare a list of ten quotations from the novel that you feel are **MOST** significant in terms of bettering our understanding of the text.
- For each quotation you choose, provide a brief, point form explanation.
- Record your quotations onto a piece of chart paper to share with the class. Post your chart somewhere in the classroom.
- Students will have a chance to "test" themselves using the quotations posted.

**Part C: Quotations from *Twelfth Night*- 6 marks**

Choose **three (3)** of the following quotations. For each quotation you choose, **identify the speaker** and **explain the significance of the quotation regarding the theme or plot of the play.**

- Using the plot summaries from your *Twelfth Night* text as a guide, prepare a similar, shorter list of important quotations from **ONE** of the acts (as assigned by your teacher). Using your examples, you will lead the class in preparing a strong list from which to study.

**Part D: Multi-Paragraph Response 20 marks (See attached Rubric)**

Choose **one (1)** of the following questions and write a multi- paragraph formal essay response. You must include examples and details to support your thesis. Please edit your work carefully for both style and clarity.

**In preparation:**

- You will write your essay on EITHER *To Kill a Mockingbird* or *Twelfth Night*.
- Generate lists of key themes and ideas that emerge from both texts.
- Once the ideas/themes have been generated, prepare outlines based on the possible topics.

GOOD LUCK!! Seek help when needed.

**Wednesday, January 27, 2010.  
12 NOON**

<p><b>Elaboration: 7</b></p> <p><b>Quality of thesis:</b></p> <p>Extended Good Basic</p> <p><b>Quality of Method of Development</b></p> <p>Excellent Good Basic</p> <p><b>Supporting Examples, Quotations and or paraphrases</b></p> <p>Superior:</p> <ul style="list-style-type: none"> <li>- three</li> <li>- all support the thesis well</li> <li>- All have excellent explanations regarding how each one supports the thesis.</li> </ul> <p>Good</p> <ul style="list-style-type: none"> <li>- Three</li> <li>- All support the thesis</li> <li>- Adequate explanation regarding how each one supports the thesis.</li> </ul> <p>Poor</p> <ul style="list-style-type: none"> <li>- Less than three</li> <li>- Explanations do not adequately explain how each one support the thesis.</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>- Convincing, logical, highly effective arguments.</li> <li>- You state ideas that you don't prove or explain.</li> <li>- Little or no elaboration and development of simplistic ideas.</li> </ul>	<p><b>Structure: 7</b></p> <p><b>Style of a Formal Essay:</b></p> <p>Intro paragraph outlines thesis and method of development.</p> <p>Body paragraphs mirror Method of Development.</p> <p>Paragraph structure is:</p> <p>Excellent Good Poor</p> <p>Precise formal academic diction.</p> <p>Conclusion skillfully reinforces thesis &amp; main points of proof &amp; leaves reader with a thought-provoking statement about topic as a whole.</p> <p>Conclusion does not adequately reinforce thesis &amp; main points of proof &amp; does not leave reader with a brief statement about topic as a whole.</p> <p>Conclusion inadequate or not evident.</p> <p><b>Grammar/Syntax/Punctuation</b></p> <p>Nearly flawless spelling and grammar</p> <p>Excellent sentence structure</p> <p>Verb tense is consistent, likely present tense</p> <p>The flow of ideas was never interrupted due to mechanical errors</p>	<p><b>Transitions: 3</b></p> <p><b>Paragraphs have transitions:</b></p> <p>Always Sometimes</p> <p>Rarely</p> <p><b>Where appropriate transitions are used to lead the reader from one sentence to another.</b></p> <p>Always Sometimes</p> <p>Rarely</p> <p><b>Transitions are:</b></p> <p>Appropriate</p> <p>Adequate/Standard</p>	<p><b>Leads and Exits: 3</b></p> <p><b>Examples or quotations and/or paraphrases are integrated:</b> (Lead, quotation/example/paraphrase, explanation)</p> <p>Consistently</p> <p>Sometimes</p> <p>Rarely</p> <p>Each paragraph has a topic sentence</p> <p>Each paragraph is tied back to the thesis</p>
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