

American Literature EOCT Review

Literary Period	Major Authors	Characteristics & Beliefs
Puritan/Colonial		
Rationalism/Deism		
Romanticism		
Transcendentalism		
Realism		

Modernism		
Post-Modernism		

Apply Knowledge of Literary Terms to Works of Literature

The best way to prepare for these questions is to study literary terms, be sure you understand them, and be able to identify examples of them. You might be given a word, phrase, or sentence from the text and asked to apply the correct literary term to it. Conversely, you might be given the literary term and asked to choose which phrase or sentence is an example of it. Below is an explanation of some common literary terms you may be tested on.

TERM	DEFINITION
Repetition	
Flashback	
Foreshadowing	
Hyperbole	
Dramatic Irony	
Verbal Irony	
Situational Irony	
Metaphor	
Simile	
Onomatopoeia	
Personification	

Pun	
Refrain	
Alliteration	
Assonance	
Consonance	
Rhyme / Rhyme Scheme	
Meter	
Iamb	
Symbol	
Frame Narrative	
Connotation	
Denotation	

Basic Literary Elements

To discuss literature effectively, you need to use and understand common literary terms. You may already be familiar with many of the terms explained in this section, but it may be helpful for you to review them as you prepare for the *American Literature and Composition* EOCT.

Most of these literary terms are used when discussing works of fiction. However, some of these terms can be used when talking about nonfiction articles and other pieces of writing.

Below are explanations of some common literary terms. Remember, you can also look these words and others up in the dictionary or in your English textbook.

Common Literary Terms

- 1. Plot.** Literature commonly follows a specific pattern or plot structure. It often begins with **exposition** that may introduce the characters, establish the setting, and reveal the problem or conflict. The tension may build through a series of **complications** (incidents that either help or hinder the protagonist in finding a solution). This is the **rising action**. The **climax** is the peak or turning point of the action. The problem is resolved. At this point the reader usually knows the outcome. The **denouement** or **falling action** is the part after the climax. It gives any necessary explanation and ends with **resolution**, the sense that the story is complete.
- 2.** While events of the plot are usually narrated chronologically (in the order in which they occur), sometimes authors use techniques called **foreshadowing** and **flashback** to help tell a story. These techniques alter the timeframe from which a story is related. With **foreshadowing**, the author gives hints of what is to come in the future. With **flashback**, the storyline shifts to the past to give readers important information to help them understand the story better.

Exposition → Rising Action → Climax → Falling Action → Resolution

2. Conflict. Every plot has a conflict. The conflict is what triggers the action in the story. Here are some common conflicts in literature:

- person vs. person --person vs. nature --person vs. machine
- person vs. self --person vs. society

3. Character(s). The plot of a story focuses on the lives of one or more characters. The main character is usually the **protagonist**, the central character and the one with whom the reader often identifies. The **antagonist** is a character (or force) that opposes the protagonist. An author may reveal character through the character’s thoughts, words, appearance, and actions, or through what other characters say or think. An author may also tell us directly what the character is like. Characters that grow or change throughout the story are **dynamic** or **round**; characters that seem to stay the same are **static** or **flat**. Understanding the characters is a key element to understanding the piece of literature.

4. Setting. The setting is when and where a story takes place. You may be asked to determine why the setting is important or how the setting affects the characters. The setting can clarify conflict, illuminate character, affect the mood (see #5 below), and act as a symbol. The setting itself can be an antagonist in a person-against-nature conflict.

5. Mood. The mood in a piece of literature is a feeling or emotion created by the words and setting. Some authors create the mood by using imagery along with the setting. The example below shows how the mood of a story can change by making a few alterations: Imagine a group of people in an old, three-story house. The people are whispering and walking very slowly. They are easily startled. Some are visibly shaking. The mood created here is one of scary suspense. A reader will wonder what scared the people and may feel some suspense about the events to come.

Now, change the mood by imagining the people talking loudly. They are gesturing at various rooms in the house and whistling appreciatively. They seem excited about the old, colored-glass windows. A reader could assume that these people are about to move into the old house. The mood is no longer scary and suspenseful. It is now light and optimistic.

6. Tone. The tone is the emotion created by the author’s use of language and/or through a character’s words and actions. It is also the author’s attitude or feeling toward a person, a thing, a place, an event, or a situation. For example the tone may be formal, informal, playful, ironic, optimistic, or pessimistic. Varying the words and punctuation used can change the tone of a character’s speech dramatically.

Dialogue Tone

“Will you give me the key?” he pleaded. Begging

“May I please have the key?” he asked. Polite

“Give me the key right now!” he screamed. Angry

POINT OF VIEW	DEFINITION	PRONOUNS USED
1 st Person		I, me, my, mine, we, us, our, ours
2 nd Person		

3 rd Person <ul style="list-style-type: none"> • Limited • Omniscient • Objective 		
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Content Domain V: Grammar, Usage, and Mechanics Spotlight on the Standards

Write Standard American English Correctly

Content Domain V focuses on your ability to use Standard American English correctly. Questions for this content domain will cover grammar, usage, mechanics, word choice, and manuscript form. The list below identifies some of the topics you can expect to see on the EOCT.

Subject-verb agreement

1. Neither East Germany nor West Germany (**was**, were) interested in remaining divided.
2. East Germany and West Germany (is, **are**) now reunited under a federal republic.
3. Neither the Berlin Wall nor many other aspects of division (**exists**, exist) any longer.
4. East Germany and West Germany (is, **are**) united.
5. Either one political party or a coalition (**governs**, govern) the country.

Verbs (correct tense, use of irregular verbs)

1. No one knows for sure when baseball (began, has begun), but legend claims it was around 1839.
2. Baseball (grewed, grew) in popularity, and many people saw the sport as a source of financial profit.
3. Until 1869, the National Association of Baseball Players had not (gave, given) players any form of payment for playing.
4. In 1869, the Cincinnati Red Stockings (become, became) the first professional baseball team. They (winned, won) 60 games without a loss in their first year.
5. Soon, major cities across the United states (seeked, sought) to form their own baseball teams.

Punctuation marks (end punctuation, commas, colons, semicolons, quotation marks, and apostrophes)

Write the correct punctuation mark at the end of these sentences (and wherever else necessary).

1. Mountain climbing started in Europe, where people climbed peaks simply for the fun of it
2. Have all of the major mountain peaks been climbed
3. Yes with the exception of a few peaks in remote areas of the world, most major peaks have been climbed
4. Can you believe that they were able to climb the tallest mountain in the world Amazing
5. Where is the best place for competitive mountain climbing

Insert commas, colons, semicolons, quotation marks, and apostrophes where needed. Some of the sentences are correct as they are currently written, so not all need to be changed.

1. The food industry includes the production and distribution of food as well as the people involved and this is a most important business.
2. Livestock farmers raise animals for beef yet not all our meat comes from this type of farming.
3. In many developing countries foods are sold to the general public in an open-market setting without being processed.
4. These markets are made up of individual merchants who set up shop under a tent on a blanket or behind a stand
5. At the end of the day the merchants produce managers must inventory the following items fruit vegetables meats and grains.
6. When leaving the market many customers people who purchase the items at the market thank the merchants saying_What a lovely afternoon I had at the market. Thank you for your tasty items!

Homonyms (words that are spelled differently but sound the same)

Acts: things done

Doe: female deer

Aisle: walkway

Ax: tool used for chopping wood

Dough: uncooked bread

Isle: island

Homophones (words that are pronounced the same but have different meanings)

Rose: flower

Two: number

Your: possession

Right: a direction, correct

Rose: past tense of "rise"

Too: also

You're: you are

Write: printing words

Passive and Active Voice

Identify whether each sentence is passive or active. Write P for passive and A for active.

- _____ 1. The study of all aspects of human life and culture is called anthropology.
- _____ 2. Anthropologists examine such things as people's lives and their interactions with their environments.
- _____ 3. Human diversity has been explored by anthropologists.
- _____ 4. They investigate the common interests of people.
- _____ 5. The work of anthropologists has uncovered clues to our past.

Pronoun—Antecedent Agreement

Choose the correct pronoun to agree with the antecedent. The antecedent is underlined for you.

1. Anyone who has email probably corresponds with (their, his or her) friends often.
2. Both Marissa and Tashina check (their, her) mailboxes every day.
3. Neither likes to open (their, her) mailbox to find that no one has written to (them, her).
4. However, each of the girls always has messages waiting for (them, her).

Commonly Misused Words

Choose the correct word choice for the following sentences.

1. I will not (accept, except) your money; I wanted to do the favor for you.
2. I like all of these dishes (accept, except) the pizza with anchovies.
3. Your calling me names did not (affect, effect) my self esteem; I am still confident!
4. The (affects, effects) of the prescription medication are drowsiness and headaches.
5. The (capital, capitol) is the building in downtown Atlanta, the (capital, capitol) of the state of Georgia.
6. The (principal, principle) wants all of her teachers to teach to the students many good (principals, principles) about life.
7. Sally likes to drink more Coke during the day (then, than) I do. She drinks it so often that she burps a lot and (than, then) feels sick.
8. (There, their, they're) are (too, two) cars in our driveway. Two are red, and one is black, but (there, their, they're) all 4-door cars. Sometimes people ask if I would like to drive (there, their, they're) cars, but I always tell them, "No. Thank you, though."

Parallelism

Tell whether each sentence contains correct parallelism (C) or faulty parallelism (FP). If the sentence is faulty, correct in the space below the sentence. The portions that should be parallel are italicized to help you.

- _____ 1. The committee studied all aspects of the problem—*humane, political, and financial*.
- _____ 2. In camp, a group of us tried to improve our physiques by *daily calisthenics, special diets, and strict sleeping schedules*.
- _____ 3. *Water skiing* never interests me as much as *scuba diving*.
- _____ 4. To gain entrance, they tried both *persuasion* and *forcing their way in*.
- _____ 5. Her novel was praised more for its *style* than for its *ideas*.

Diction: using appropriate word choice.

When writing formally, be sure to avoid informal or overused expressions. Below, match each informal/overused expression with the straightforward/more appropriate word choice.

- _____ 1. bury the hatchet
- _____ 2. on speaking terms
- _____ 3. fair and square
- _____ 4. knocking at heaven's door
- _____ 5. at loose ends

- A. near death
- B. stop fighting, make peace
- C. friendly
- D. disorganized
- E. completely honest

Double Negatives Circle the correct choice to be used in each sentence below.

1. Scientists can't classify (no, any) protests as exclusively animals or exclusive plants because protests have characteristics of both groups.
2. Brown algae are not found (nowhere, anywhere) on land; they are found in cold ocean waters.
3. Green algae won't live (anywhere, nowhere) that has a dry climate because they depend on water for survival.
4. There isn't (no, any) ice cream that does not contain red algae.
5. We could not see (any, none) of the single-celled gold algae, or diatoms, without a microscope.

Plurals vs. Possessives

Remember that plural forms of nouns do NOT use an apostrophe. Singular possessive forms use an apostrophe before the "s," and plural possessive forms use an apostrophe after the "s." Circle the correct form.

1. Jared earned all the other (sailors, sailor's, sailors') respect.
2. People in our class often confuse the three (Bills, Bill's, Bills').
3. The (Harrises, Harris's, Harrises') took their family to the zoo.
4. Where are the (pencils and pens, pencil's and pen's, pencils' and pens')?
5. The (lions, lion's, lions') roars frightened the children.

Sentence Types

A. Declarative	
B. Interrogative	
C. Imperative	
D. Exclamatory	

Match the following to the sentence type.

- _____ 1. What an amazing catch Jonathan made!
- _____ 2. Why did the battery not charge overnight?
- _____ 3. Add some more oregano to the soup.
- _____ 4. The Prince of Wales made a TV appearance.

Sentence Structures

A. Simple	
B. Compound	
C. Complex	
D. Compound-Complex	

Match the following to the sentence structure.

- _____ 1. While you were away, I bought a new car.
- _____ 2. Dan brought his fishing poles to the lake, but he discovered a no fishing sign.
- _____ 3. Charmayne tripped over the thick log.
- _____ 4. When Casey came up to bath, the bases were loaded, and there were two outs.

Parts of Speech

Part of Speech	Definition	Example
Noun		
Pronoun		
Adjective		
Verb		
Adverb		
Preposition		
Conjunction		
Interjection		