**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD: \_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_**

**Part One**

**Reading Comprehension**

Read the following selection. Then answer the questions that follow.

*In this speech, Winston Churchill, the Prime Minister of England, talks about how England’s ruling body, or Parliament, can avoid the bombs that the enemy is dropping from airplanes.*

***from* Parliament in the Air Raids**

**September 17, 1940**

We must exercise reasonable prudence and a certain amount of guile in combating

the malice of the enemy. It is no part of good sense to proclaim the hour and dates of our

meetings long beforehand.

There are two kinds of air risks, the general and the particular. The general risk in air

raids is largely negligible. It is at least a thousand to one. But the risk of staying in a

particular building which the enemy undoubtedly regard as a military objective, is of a

different order. Here we are sitting on the target. This group of well-known, prominent

buildings and towers between three major railway stations, with the river as a perfect

guide by night and day, is the easiest of all targets, and I have very little doubt that they

will need extensive repairs before very long. We have seen how unscrupulous and

spiteful the enemy is by his daylight attacks on Buckingham Palace. And anyone has

only to walk to Smith Square or St. Thomas's Hospital to see the kind of damage that a

single aeroplane can do. We have not got to think only of ourselves in considering the

matter. There is a large number of officials and staff attached to the House who have to

be in attendance upon us when we are sitting. This building itself is not well constructed

to withstand aerial bombardment. There is an immense amount of glass about the place,

and the passages are long and narrow before the blast and splinter-proof shelters can be

reached. There is no certain defence against the attacks which might so easily be made.

There is no guarantee that the warning will be given in time. Even our watcher up aloft

would very likely give his signal only at the moment when the bombs were already

released. The firing of the artillery is no useful warning because it fires so often, and we

should be hindered in our business if we attended to that.

If we are to do our duty properly we ought to adapt our arrangements to the peculiar

conditions under which we live. Therefore, I am going to propose to the House three

measures which they will find fully consonant with their dignity and with their duty, and

with your permission, Mr. Speaker, I now propose to outline their character.

The first is that the hours and dates of our sittings shall not be made public in the

Press or announced beforehand, and that they shall be lapped in uncertainty. This is a

very considerable protection, because it removes a large part of the incentive to the

enemy. If we are not known to be gathered here, a large part of the attractiveness of the

Palace of Westminster as a target will be gone, and we may have the use of the building

and its conveniences for a longer period than is otherwise possible. Therefore I propose

to move that when we adjourn to-day it will be to an hour and a date which will as far as

possible be kept secret.

From “Speech, September 17, 1940” by Winston Churchill. Copyright © 1940 by Winston Churchill. Used by permission of Curtis Brown Group Limited, London.

**Comprehension: Each Question is worth 3 points**

**Directions:** Answer the following questions about the excerpt from “Parliament in the Air Raids.”

 1. Which phrase best describes the setting?

|  |  |
| --- | --- |
| a. | a battlefield in a time of war |
| b. | a political debate at Buckingham Palace |
| c. | the British Parliament in wartime |
| d. | the Prime Minister’s house |

 2. The first-person point of view helps you understand the author’s feelings about

|  |  |
| --- | --- |
| a. | the safety of the Parliament building |
| b. | one of the Parliament member’s actions |
| c. | the actions needed to win the war |
| d. | several of the Parliament’s proposals |

 3. What causes the author to suggest a change in the way Parliament meets?

|  |  |
| --- | --- |
| a. | the need for building repairs |
| b. | a telegram about a scheduled bombing |
| c. | the danger of wartime conditions |
| d. | a lack of bomb shelters in the buildings |

 4. What does Churchill claim will be the effect of keeping the meeting times and dates a secret?

|  |  |
| --- | --- |
| a. | Buckingham Palace will become the main target of bombings. |
| b. | The Parliament building will no longer be so desirable a target. |
| c. | Attacks will be more difficult to carry out in England. |
| d. | The enemy will become confused and will lose interest in bombing. |

 5. Identify one theme from the excerpt.

|  |  |
| --- | --- |
| a. | People must take precautions during war. |
| b. | Ending a war takes compromise. |
| c. | Political meetings should not be disrupted. |
| d. | War forces people to evaluate their lives. |

 6. Based on this selection, you can best draw the conclusion that Winston Churchill is

|  |  |
| --- | --- |
| a. | resourceful |
| b. | content |
| c. | humorous |
| d. | affectionate |

 7. The excerpt’s first-person point of view shapes your impression of the enemy by

|  |  |
| --- | --- |
| a. | stating that the average citizen thought the enemy was malicious. |
| b. | giving the enemy’s reasons for their behavior. |
| c. | describing the enemy in objective terms. |
| d. | showing what Churchill thought of the enemy |

 8. Which descriptive detail helps you identify the setting of the excerpt?

|  |  |
| --- | --- |
| a. | “a certain amount of guile” |
| b. | “need extensive repairs” |
| c. | “unscrupulous and spiteful” |
| d. | “blast and splinter-proof shelters” |

****

**Comprehension**

**Directions:** Answer these questions about the poster.

 9. The words “Look Out” appeal to

|  |  |
| --- | --- |
| a. | animals’ alarm |
| b. | enemies’ worry |
| c. | viewers’ surprise |
| d. | people’s fear |

 10. What is the poster’s overall message?

|  |  |
| --- | --- |
| a. | Wasting energy is unwise. |
| b. | Be sure to take time for leisure. |
| c. | Watch out for sneaky cats. |
| d. | Be careful during a blackout. |

 **Short Answer: Each Question is worth 10 Points**

 **Directions:** Write one extended paragraph to answer each question in the space provided.

 11. One theme of the excerpt from “Parliament in the Air Raids” is that people must take precautions during war. Support this theme with two examples from the text.

 12. How does the first-person point of view in “Parliament in the Air Raids” shape your impression of Churchill? Give one example from the excerpt to support your opinion

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD: \_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_**

**Final Exam Day Two**

Read the following selection. Then answer the questions that follow.

*“The News in English” is set during World War II in England. David Bishop—a Briton—is in*

*the enemy’s country, giving propaganda speeches against his own country over the radio. His*

*wife and mother are back home in England, listening on their radio, devastated.*

***from* The News in English**

**Graham Greene**

She said, “They must have made him do it. We don't know what threats—”

“That's neither here nor there.”

She gave weakly in to hopeless wishes. “If only he'd got away in time. I never

wanted him to give that lecture course.”

“He always was stubborn,” said old Mrs. Bishop.

“He said there wouldn't be a war.”

“Give me the telephone.”

“But you see what it means,” said Mary Bishop. “He may be tried for treason if we

win.”

“*When* we win,” old Mrs. Bishop said.

The nickname was not altered, even after the interviews with the two Mrs. Bishops,

even after the sub-acid derogatory little article about David Bishop's previous career. It

was suggested now that he had known all along that war was coming, that he had gone

to Germany to evade military service, leaving his wife and his mother to be bombed.

Mary Bishop fought, almost in vain, with the reporters for some recognition that he

might have been forced—by threats or even physical violence. The most one paper

would admit was that if threats had been used Bishop had taken a very unheroic way out.

We praise heroes as though they are rare, and yet we are always ready to blame another

man for lack of heroism. The name Dr. Funkhole stuck.

But the worst of it to Mary Bishop was old Mrs. Bishop's attitude. She turned a

knife in the wound every evening at 9:15. The radio set must be tuned in to Zeesen, and

there she sat listening to her son's voice and knitting socks for some unknown soldier on

the Maginot Line. To young Mrs. Bishop none of it made sense—least of all that flat,

pedantic voice with its smooth, well-thought-out, elaborate lies. She was afraid to go out

now into Crowborough: the whispers in the post office, the old faces watching her

covertly in the library. Sometimes she thought almost with hatred, *why has Daviddone*

*this to me? Why?*

Then suddenly she got her answer.

The voice for once broke new ground. It said, “Somewhere back in England my

wife may be listening to me. I am a stranger to the rest of you, but she knows that I am

not in the habit of lying.”

A personal appeal was too much. Mary Bishop had faced her mother-in-law and the

reporters—she couldn't face her husband. She began to cry, sitting close beside the radio

set like a child beside its doll's house when something has been broken in it which

nobody can repair. She heard the voice of her husband speaking as if he were at her

elbow from a country which was now as distant and as inaccessible as another planet.

“The fact of the matter is—”

The words came slowly out as if he were emphasizing a point in a lecture, and then

he went on—to what would concern a wife. The low price of food, the quantity of meat

in the shops. He went into great detail, giving figures, picking out odd, irrelevant

things—like Mandarin oranges and toy zebras—perhaps to give an effect of richness and

variety.

Suddenly Mary Bishop sat up with a jerk as if she had been asleep. She said, “Oh,

God, where's that pencil?” and upset one of the too many ornaments looking for one.

Then she began to write, but in no time at all the voice was saying, “Thank you for

having listened to me so attentively,” and Zeesen had died out on the air. She said, “Too

late.”

“What's too late?” said old Mrs. Bishop sharply. “Why did you want a pencil?”

“Just an idea,” Mary Bishop said.

She was led next day up and down the cold, unheated corridors of a War Office in

which half the rooms were empty, evacuated. Oddly enough, her relationship to David

Bishop was of use to her now, if only because it evoked some curiosity and a little pity.

But she no longer wanted the pity, and at last she reached the right man.

He listened to her with great politeness. He was not in uniform. His rather good

tweeds made him look as if he had just come up from the country for a day or two, to

attend to the war. When she had finished he said, “It's rather a tall story, you know, Mrs.

Bishop. Of course it's been a great shock to you—this—well— action of your

husband's.”

“I'm proud of it.”

“Just because in the old days you had this—scheme, you really believe —?”

“If he was away from me and he telephoned ‘The fact of the matter is,’ it always

meant, ‘This is all lies, but take the initial letters which follow.’ . . . Oh, Colonel, if you

only knew the number of unhappy weekends I've saved him from—because, you see,

he could always telephone to me, even in front of his host.” She said with tears in her

voice, “Then I'd send him a telegram . . .”

“Yes. But still—you didn't get anything this time, did you?”

“I was too late. I hadn't a pencil. I only got this—I know it doesn't seem to make

sense.” She pushed the paper across. SOSPIC. “I know it might easily be coincidence —

that it does seem to make a kind of word.”

“An odd word.”

“Mightn't it be a man's name?”

The officer in tweeds was looking at it, she suddenly realized, with real interest—as

if it was a rare kind of pheasant. He said, “Excuse me a moment,” and left her. She

could hear him telephoning to somebody from another room: the little ting of the bell,

silence, and then a low voice she couldn't overhear. Then he returned, and she could tell

at once from his face that all was well.

He sat down and fiddled with a fountain-pen—he was obviously embarrassed. He

started a sentence and stopped it. Then he brought out in an embarrassed gulp, “We'll

have to apologize to your husband.”

“It meant something?”

He was obviously making his mind up about something difficult and out of the

way—he was not in the habit of confiding in members of the public. But she had ceased

to be a member of the public.

“My dear Mrs. Bishop,” he said, “I've got to ask a great deal from you.”

“Of course. Anything.”

He seemed to reach a decision and stopped fiddling. “A neutral ship called the *Pic*

was sunk this morning at 4:00 a.m., with a loss of two hundred lives. SOS *Pic*. If we'd

had your husband's warning, we could have got destroyers to her in time. I've been

speaking to the Admiralty.”

Mary Bishop said in a tone of fury, “The things they are writing about David. Is

there one of them who'd have the courage—?”

“That's the worst part of it, Mrs. Bishop. They must go on writing. Nobody must

know, except my department and yourself.”

From “The News in English,” from *The Last Word* by Graham Greene. Copyright © 1990 by Graham Greene. Used by permission of Viking Penguin, a division of Penguin Group (USA) Inc.

**Comprehension: Each Question is worth 3 points**

Answer the following questions about the excerpt from “The News in English.”

 13. Which phrase best describes the setting?

|  |  |
| --- | --- |
| a. | time of war in England |
| b. | public library in England |
| c. | lecture course in Germany |
| d. | small town in Germany |

 14. What caused David Bishop to go to Germany?

|  |  |
| --- | --- |
| a. | He did not want to serve in the military. |
| b. | His wife asked him to leave. |
| c. | He was teaching a lecture course. |
| d. | His loyalties were with Germany. |

 15. Which descriptive detail shows you that it is painful for Mary Bishop to listen to her husband on the radio?

|  |  |
| --- | --- |
| a. | “turned a knife in the wound” (line 21) |
| b. | “knitting socks” (line 22) |
| c. | “Mandarin oranges” (line 41) |
| d. | “effect of richness and variety” (lines 41–42) |

 16. Through the third-person limited point of view, you learn that Mary Bishop is

|  |  |
| --- | --- |
| a. | sure that David left to avoid military duty |
| b. | afraid of going into town |
| c. | worried about David’s mother |
| d. | annoyed with the post office workers |

 17. One theme of the selection is that life often demands that you

|  |  |
| --- | --- |
| a. | betray the ones that you love |
| b. | endure difficult situations |
| c. | deal with nosy neighbors |
| d. | join the military service |

 18. What do you learn about Mary Bishop through the third-person point of view?

|  |  |
| --- | --- |
| a. | People see her as the wife of a traitor. |
| b. | Her mother-in-law dislikes her. |
| c. | The reporters think she is also a traitor. |
| d. | She is sometimes angry at her husband. |

 19. The descriptive details comparing Mary Bishop to a child help reveal (lines 33–36)

|  |  |
| --- | --- |
| a. | her sadness and fears about her husband’s situation |
| b. | David Bishop’s calming effect on Mary Bishop |
| c. | Mrs. Bishop’s obvious dislike of her daughter-in-law |
| d. | her confusion about her husband’s decision to go to Germany |

 20. What causes the colonel to tell Mary Bishop that David deserves an apology?

|  |  |
| --- | --- |
| a. | The colonel decides that David is not a significant threat. |
| b. | He realizes that David was sending a secret message. |
| c. | The colonel feels bad about the way people are treating Mary. |
| d. | He believes that the enemy is threatening David with violence. |

 21. The radio is an important part of the setting because during this time period,

|  |  |
| --- | --- |
| a. | radio served as a prominent source for news and entertainment |
| b. | post offices and other ways of communication did not exist |
| c. | people usually left their radios on all of the time |
| d. | manufacturers built much better radios than they build today |

 22. Based on this selection, you can best draw the conclusion that David Bishop is

|  |  |
| --- | --- |
| a. | resourceful |
| b. | content |
| c. | humorous |
| d. | affectionate |

**Short Response: Each Question is worth 10 points**

**Directions: Write an extended paragraph to answer this question in the space provided.**

 23. Based on the excerpt from “The News in English,” you can draw the conclusion that war brings out both the best and the worst in people. Support this conclusion with two examples from the text.

**Directions: Write an extended paragraph to answer this question in the space provided.**

 24. What do the descriptive details in “The News in English” convey about Graham Greene’s opinions about war? Give at least two examples from the excerpt to support your response.

|  |  |  |
| --- | --- | --- |
| **Final Exam** **Part One Questions** | **Skills Being Assessed** | **Answer** |
| 1. (3pts)
 | Setting (2.5l) | C |
| 1. (3pts)
 | Point of View (4.2f) | A |
| 1. (3pts)
 | Cause and Effect (2.4b) | C |
| 1. (3pts)
 | Cause and Effect (2.4b) | B |
| 1. (3pts)
 | Theme (2.5l, 4.2a) | A |
| 1. (3pts)
 | Draw conclusions (2.5d) | A |
| 1. (3pts)
 | Point of View (4.2f) | D |
| 1. (3pts)
 | Descriptive Details (2.4b, 2.5l) | D |
| 1. (3pts)
 | Media (2.5 i/j, 2.4f) | D |
| 1. (3pts)
 | Media (2.5i/j, 2.4f) | D |
| 1. (10pts)
 | Theme (2.5l, 4.2a) | Short answer – scale of 0, 1, 2, 3, 4  |
| 1. (10 pts)
 | Point of View (4.2f) | Short answer – scale of 0, 1, 2, 3, 4 |
| **Final Exam Part Two Questions** | **Skills Being Assessed** | **Answer** |
| 1. (3pts)
 | Setting (2.5l) | A |
| 1. (3pts)
 | Cause and Effect (2.4b) | C |
| 1. (3pts)
 | Descriptive Details (2.4b, 2.5l) | A |
| 1. (3pts)
 | Point of View (4.2f) | B |
| 1. (3pts)
 | Theme (2.5l, 4.2a) | B |
| 1. (3pts)
 | Point of View (4.2f) | D |
| 1. (3pts)
 | Descriptive Details (2.4b, 2.5l) | A |
| 1. (3pts)
 | Cause and Effect (2.4b) | B |
| 1. (3pts)
 | Setting (2.5l) | A |
| 1. (3pts)
 | Draw conclusions (2.5d) | A |
| 1. (10 pts)
 | Draw conclusions (2.5d) | Short answer – scale of 0, 1, 2, 3, 4 |
| 1. (10 pts)
 | Fact / Opinion (2.4h, 2.5d, 2.5e) | Short answer – scale of 0, 1, 2, 3, 4 |

**Answer Key**

**Scoring Guide for Written Response**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 4 | 3 | 2 | 1 | 0 |
| Student demonstrates an accurate and thorough understanding of theme, point of view, drawing conclusions, fact vs. opinion, and of the non-fiction and fiction texts. Cites ample details accurately and relevantly and shows how details support the understanding of the non-fiction and fiction texts. | Student demonstrates a reasonably accurate but more superficial understanding of theme, point of view, drawing conclusions, fact vs. opinion, and of the non-fiction and fiction texts than a score of 4 would. Cites some details with relative accuracy, but may not explicitly show how the details support the understanding of the non-fiction and fiction texts as well as a 4. | Student demonstrates an incomplete or sketchy understanding of theme, point of view, drawing conclusions, fact vs. opinion, and of the non-fiction and fiction texts. Cites details with minimal accuracy or may retell details without showing how these details support the understanding of the non-fiction and fiction texts. May also include irrelevant details. | Student demonstrates serious misconceptions about theme, point of view, drawing conclusions, fact vs. opinion. Cites detail inaccurately or does not cite any details at all. May recopy parts of the text without showing an understanding of theme, point of view, drawing conclusions, fact vs. opinion, or of the non-fiction and fiction texts. | Student response is inappropriate, irrelevant, or blank. |

**Final Exam Part One**

 11. ANS:

Responses will vary. Students may use two of the following details as support:

a. The author says that the members of Parliament must use “a certain amount of guile” (lines 1–2). This statement shows that people need to be cautious.

b. The author says that it is a bad idea to announce the times and dates of Parliament’s meetings (lines 2–3). Again, this statement shows that wartime necessitates taking certain precautions.

c. In lines 7–10, the author says that the Parliament buildings are obvious targets that will probably need future repairs. Again, the author says this to stress the need for taking precautions.

d. The author proposes that the meetings become secret information (lines 27–28). His proposal shows the need for taking precautions.

 12. ANS:

Responses will vary. Students may suggest that the first-person point of view makes them think that Churchill is intelligent and confident. Students may supply one of the following details as support:

a. Churchill states that he thinks it unwise to announce the times and dates of Parliament’s meetings (lines 2–3). This statement shows his intelligence and confidence.

b. In lines 7–11, Churchill explains that the Parliament members are sitting on a target. His explanation shows his intelligent understanding of the situation.

c. Churchill tells Parliament members where they can go to see how much damage an airplane can cause (lines 11–13). His statement shows his intelligent understanding of the situation.

d. In lines 28–32, Churchill explains why his proposal is a solid idea. His explanation shows his confidence in the suggested plan.

**Final Exam Day Two**

 23. ANS:

Responses will vary. Students may use two of the following details as support:

a. David Bishop’s presence in Germany spurs a number of negative articles (lines 11–19). This example shows that war can bring out the worst in people.

b. Mary Bishop fights to get the reporters to clear her husband’s name or at least acknowledge that he could have been threatened (lines 15–16). This example shows that war brings out the best in people.

c. Mary Bishop dislikes appearing in public because of the whispers from the townspeople (lines 24–26). Again, this example shows that war brings out the worst in people.

d. The colonel realizes that David Bishop is helping by sending coded messages (lines 87–89). David Bishop’s actions show that war brings out the best in people.

 24. ANS:

**Challenge** Responses will vary. Students may suggest that the descriptive details reveal that Greene believes that war is demanding and unsympathetic. Students may use the following details as support:

a. The descriptive phrase “sub-acid derogatory little article” reveals that Greene thinks war is unsympathetic (line 12). The harsh words that describe the reporter’s reaction to David’s decision help show Greene’s opinion.

b. The descriptive detail “turned a knife in the wound” also reveals Greene’s opinions about the war (line 21). The sharp language shows that Greene thinks war is demanding. Mary Bishop must endure the reaction of her mother-in-law.

c. The details that describe Mary’s reaction to her husband’s radio address to her show the demanding nature of war (lines 33–36). Greene compares Mary to a child to stress her helpless state.

d. In lines 43–44, the descriptive detail “upset one of the too many ornaments looking for one” shows the anxiety that wartime can cause.

e. In lines 50–51, Greene uses descriptive details to describe the War Office. He uses words, such as “cold,”“unheated,” and “evacuated,” to show the cold, unsympathetic nature of war.