

# English II – Midterm Study Guide 2011-12(Ms. N-J's class)

## PART ONE: VOCABULARY

| WORD                   | DEFINITION   | NOTE   |
|------------------------|--|--|
| <b>adulterate</b> (v.) | <i>to render (something) poorer in quality by adding something else</i>              |  |
| <b>ambivalent</b>      | <i>without preference</i>  | ambivalence (n.)   |
| <b>augment</b> (v.)    | <i>to alter, esp. to increase in size</i>  |  |
| <b>cataclysm</b>       | <i>disaster</i>  | cataclysmic (adj.)   |
| <b>certitude</b>       | <i>something that is inevitable or certain</i>                                       |  |
| <b>contrite</b>        | <i>regretful; seeking forgiveness</i>  | contrition (n.)  |
| <b>cursory</b>         | <i>basic</i>   |  |
| <b>dictum</b>          | <i>an authoritative statement; a decree</i>  |  |
| <b>emanate</b> (v.)    | <i>to come forth or emerge from a source</i>   |  |
| <b>extol</b> (v.)      | <i>to praise</i>   |  |
| <b>extricate</b> (v.)  | <i>to set free; release</i>  |  |
| <b>feasible</b>        | <i>possible</i>  | feasibility (n.)   |
| <b>fortitude</b>       | <i>strength to endure pain or danger</i>   |  |
| <b>guise</b>           | <i>an external form, appearance, or presentation</i>                                 |  |
| <b>induce</b> (v.)     | <i>to bring about or give rise to</i>  | induction (n.)   |
| <b>inert</b>           | <i>lacking the ability or strength to move</i>                                       |  |
| <b>intimation</b>      | <i>hint or suggestion</i>  |  |
| <b>mire</b>            | <i>deep mud</i>  |  |
| <b>nihilistic</b>      | <i>characterized by a violent, destructive rejection of established beliefs.</i>     | nihilist (n.)  |
| <b>nostalgia</b>       | <i>a sentimental longing or wistful remembrance of the past</i>                      | nostalgic (adj.)   |
| <b>oblivion</b>        | <i>state of being forgotten or unnoticed</i>   | oblivious (adj.)   |
| <b>odious</b>          | <i>deserving hate or contempt</i>  |  |
| <b>opulent</b>         | <i>ostentatiously lush or extravagant</i>  | opulence (n.)  |
| <b>parry</b> (v.)      | <i>to deflect or ward off a blow</i>   |  |
| <b>pedantry</b>        | <i>the act of showing off learning in a manner that is needless or unimaginative</i> | A <b>pedant</b> (n.) – a person who is <b>pedantic</b> (adj.). |
| <b>prattle</b> (v.)    | <i>to talk meaninglessly; babble</i>   |  |
| <b>proclivities</b>    | <i>inclinations; tendencies</i>  | plural   |
| <b>profuse</b>         | <i>abundant; plentiful</i>   | profusely (adv.) ; profusion (n.)                              |
| <b>provincial</b>      | <i>small-minded,</i>   |  |
| <b>reiterate</b> (v.)  | <i>to repeat (speech)</i>  |  |
| <b>rend</b> (v.)       | <i>to tear or split violently</i>  |  |
| <b>skirt</b> (v.)      | <i>to pass along the border or side of something</i>                                 |  |
| <b>stagnant</b>        | <i>foul due to not flowing or moving</i>   | stagnate (v.); stagnation (n.)                                 |
| <b>stealth</b>         | <i>secretiveness, sly behavior</i>   |  |
| <b>succumb</b> (v.)    | <i>to give in</i>  |  |

|                 |  |                  |
|-----------------|--|------------------|
| <b>sullen</b>   | <i>sulky, gloomy</i>   |                  |
| <b>tenacity</b> | <i>stubborn persistence and determination.</i>                   | tenacious (adj.) |
| <b>visceral</b> | <i>of or relating to deep ("gut") feelings rather than logic</i> |                  |

## **PART TWO: LITERARY TERMS**

*For this section you will read excerpts from literature and be asked to apply the following terms to them:*

- suspense
- exposition (basic situation)
- external conflict
- internal conflict
- protagonist
- antagonist
- point of view (1<sup>st</sup>, 3<sup>rd</sup> omniscient, 3<sup>rd</sup> limited)
- tone
- imagery
- euphemism
- denotation
- connotation
- simile
- irony (verbal, situational, dramatic)
- motif
- theme
- symbol

## **PART THREE: MECHANICS OF WRITING**

- Know when to (and when not to) capitalize
- Identify phrases (no diagramming on this test, though)
- Be able to identify the subject and verb of a sentence
- Be able to identify sentences by type: simple, compound, complex, compound-complex
- Be able to recognize correctly & incorrectly punctuated sentences