

# OLYMPIADS SCHOOL/GRADE 9 ENGLISH/FINAL ASSESSMENT REVIEW PACKAGE

NAME (FIRST AND LAST): \_\_\_\_\_ GRADE: \_\_\_\_\_

SESSION (DAY): \_\_\_\_\_ (TIME): \_\_\_\_\_

**Announcement:** Next week's final term assessment will follow the same format as the review package. Please complete the questions from page 1 to 9 to study for the final assessment.

## PART ONE: POETRY

Read the following poem and respond to the accompanying questions. If there are words in the poem that you do not understand, please ask your teacher to find out what they mean.

"Mending Wall" is a poem that tells a story about a farmer, who is also the poem's speaker. In the spring, he asks his neighbor to rebuild the stone wall between their two farms. As the men work, the speaker questions the purpose of a wall "where it is we do not need the wall" (23). Twice in the poem, the speaker opines that "something there is that doesn't love a wall" (1, 35). However, his neighbor replies with the proverb, "Good fences make good neighbors" (27, 45).

A proverb is a concise saying used by many people. It states a general truth or offers a piece of advice.

### "Mending Wall"

Robert Frost, 1874 – 1963

Something there is that doesn't love a wall,  
That sends the frozen-ground-swell under it,  
And spills the upper boulders in the sun;  
And makes gaps even two can pass abreast.  
The work of hunters is another thing:  
I have come after them and made repair  
Where they have left not one stone on a stone,  
But they would have the rabbit out of hiding,  
To please the yelping dogs. The gaps I mean,  
No one has seen them made or heard them made,  
But at spring mending-time we find them there.  
I let my neighbor know beyond the hill;  
And on a day we meet to walk the line  
And set the wall between us once again.  
We keep the wall between us as we go.  
To each the boulders that have fallen to each.  
And some are loaves and some so nearly balls  
We have to use a spell to make them balance:  
'Stay where you are until our backs are turned!'  
We wear our fingers rough with handling them.  
Oh, just another kind of outdoor game,  
One on a side. It comes to little more:  
There where it is we do not need the wall:  
He is all pine and I am apple orchard.

My apple trees will never get across  
 And eat the cones under his pines, I tell him.  
 He only says, 'Good fences make good neighbors.'  
 Spring is the mischief in me, and I wonder  
 If I could put a notion in his head:  
 'Why do they make good neighbors? Isn't it  
 Where there are cows? But here there are no cows.  
 Before I built a wall I'd ask to know  
 What I was walling in or walling out,  
 And to whom I was like to give offense.  
 Something there is that doesn't love a wall,  
 That wants it down.' I could say 'Elves' to him,  
 But it's not elves exactly, and I'd rather  
 He said it for himself. I see him there  
 Bringing a stone grasped firmly by the top  
 In each hand, like an old-stone savage armed.  
 He moves in darkness as it seems to me,  
 Not of woods only and the shade of trees.  
 He will not go behind his father's saying,  
 And he likes having thought of it so well  
 He says again, 'Good fences make good neighbors.'

Note: Your responses must be in complete sentences.

1. Identify the obvious meaning and then look for an implied meaning. What do you think the poet is trying to say? How do you know? Respond to all **four** questions below.

(i) Obvious meaning (1 mark):

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*Do not exceed the lines provided.*

(ii) How do you know that is the obvious meaning? Look for evidence from the poem. (2 mark):

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*Do not exceed the lines provided.*

(iii) Implied meaning (1 mark):

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*Do not exceed the lines provided.*

**Subtotal: \_\_\_/4 marks**

- (iv) How do you know that is the implied meaning? Look for evidence from the poem. (2 mark):

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*Do not exceed the lines provided.*

2. Are there poetic techniques such as: similes; metaphors; alliteration; personification; onomatopoeia; assonance? In the first column, state **five** different devices. In the second column, write down a quotation that has that device. In the third column, briefly discuss the significance of the device.

Poetic Device (1 mark for identifying a correct device)	Quotation	Significance of the poetic device (1 mark each)
1.		
2.		
3.		
4.		

**Subtotal: \_\_\_/10 marks**

Poetic Device (1 mark for identifying a correct device)	Quotation	Significance of the poetic device (1 mark each)
5.		

Write one paragraph (around ten sentences) commenting on how certain poetic devices in the poem help convey the poet's intention or meaning. Ensure that your analysis is logically written and coherent. Also, bear in the mind that the speaker may not necessarily be the poet. Try to differentiate between the two in your analysis.

Brainstorm (fill up the space with ideas, or write the first draft, to get the full 5 marks):

**Subtotal: \_\_\_/6 marks**

*Your paragraph*

Please begin with a topic sentence that states your claim and reason in a direct way:

[illegible]

**Subtotal:\_\_\_/10 marks**

**PART TWO: NOVEL ANALYSIS**

Your teacher will present at least fifteen minutes of a movie adaptation of Agatha Christie's detective novel, *Murder on the Orient Express*.

1. Briefly describe what you saw during those fifteen minutes of viewing the film. (4 marks)

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*Do not exceed the lines provided.*

2. What do you think will happen next? You may rely on your knowledge of the novel. (4 marks)

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*Do not exceed the lines provided.*

**Subtotal: \_\_\_/8 marks**

3. Identify a conventional element of the detective fiction genre during those fifteen minutes of watching the film. Why is this element important in the development of any detective story? (4 marks)

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*Do not exceed the lines provided.*

4. What happens at the end of the novel, *Murder on the Orient Express*? How does Poirot solve the crime? (4 marks)

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*Do not exceed the lines provided.*

**Subtotal: \_\_\_/8 marks**

5. What red herrings does Agatha Christie plant in the novel to distract her readers?

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*Do not exceed the lines provided.*

**THE END**

**Subtotal: \_\_\_/4 marks**