



9th Grade

Finals Study Guide

Figurative Language:

A *simile* is a comparison using like or as.

- o Your words like knives cut me down.

A *metaphor* is a comparison that does not use like or as. It can be a short comparison or an entire poem can be a metaphor for something else.

- o My heart is a radio.

Personification is when we assign human traits to nonhuman objects.

- o The sun smiled down on us.

Alliteration is the repetition of the first letter sound.

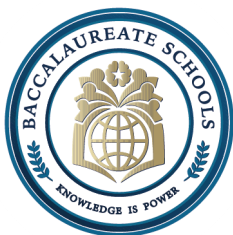
- o Pleasant people enjoy popular poetry.

Hyperbole is an exaggeration for emphasis.

- o This room is a disaster zone.

Onomatopoea is a sound word.

- o Zoom, moo, thud



Poetry Collection:

POEM	THEME	IMPORTANT SYMBOLS	Figurative Language
"The Writer"	<p>-the challenge of achieving success in writing and in life</p> <p>-the hopes of a parent for their children</p>	<p>Nautical Symbols: prow, chain, gunwale, cargo, passage, clamor</p> <p>To represent the journey of writing and becoming a writer</p>	<p>Extended Metaphor: House as a ship (or the girl's room)</p>
"I Am Offering This Poem"	<p>-Love provides all that you need; Love is the most important thing during difficult times.</p>	<p>Warm coat Thick socks Treasure Pot of yellow corn Scarf</p> <p>(All of these things are compared to love; All of these things are replaced by love during difficult times.)</p>	<p>Poem is compared to love and many other things: scarf, warm pot of corn, socks, etc.</p>
"Hugging the Jukebox"	<p>-the human need for connection and comfort.</p> <p>People are equipped to endure difficulties and challenges in life.</p>	<p>-The Jukebox is a symbol of Alfred, and Alfred is a symbol of the jukebox.</p>	<p>The Jukebox is a symbol of Alfred, and Alfred is a symbol of the jukebox.</p>



1. “Hugging the Jukebox”

Tone:

- Wistful and reflective, showing a deep connection to the past.
- The act of "hugging" suggests emotional attachment to the jukebox and the memories it represents.

Themes:

1. **Nostalgia:** The jukebox symbolizes a longing for a past time, filled with emotional memories.
2. **Memory and Identity:** The jukebox represents how memories shape the speaker's identity and how the past influences the present.
3. **Time and Change:** The poem explores the tension between holding onto the past and moving forward with life.

Metaphor of the Jukebox:

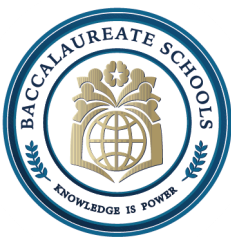
- The jukebox is a metaphor for the intersection of time, memory, and identity.
- It represents the speaker's connection to their past, where music (played by the jukebox) evokes emotions and memories.

Imagery and Language:

- The imagery of "hugging" the jukebox suggests comfort, intimacy, and a deep emotional connection to the past.
- The language reflects the yearning for something lost or unattainable.

Overall Message:

- The poem reflects the internal conflict of holding onto the past while acknowledging the inevitability of change and the passage of time.

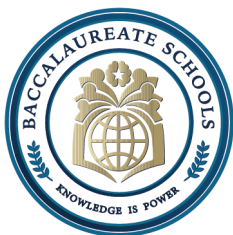


2. "I Am Offering This Poem" by Jimmy Santiago Baca

- **Tone:** The tone is loving, tender, and selfless. The speaker offers the poem as a symbol of deep emotional connection and devotion, with humility and sincerity.
- **Themes:**
 1. **Love and Devotion:** The poem represents a selfless offering of love, suggesting that true love doesn't need material wealth but can be conveyed through simple, heartfelt words.
 2. **Power of Words:** The poem emphasizes that words can provide comfort, strength, and emotional support, symbolizing the power of language to connect people.
 3. **Sacrifice and Selflessness:** The speaker offers the poem without expecting anything in return, showing a willingness to give something meaningful and personal.
 4. **Protection and Care:** The poem acts as a protective offering, providing emotional solace in difficult times.
- **Structure and Imagery:** The free verse form mirrors the simplicity of the speaker's offering, and natural imagery emphasizes the idea that love and support are as essential and universal as nature itself.
- **Overall Message:** The poem highlights that love and words can be powerful, offering comfort and protection in times of need.

3. "The Writer" by Richard Wilbur

- **Tone:** Reflective, tender, and slightly melancholic, with hope and encouragement. The speaker, observing his daughter's struggles with writing, conveys both concern and optimism about her growth.
- **Themes:**
 - **Struggles of Creation:** The poem portrays the challenges of the creative process, symbolized by the daughter's difficulty in writing and the "rough seas" she faces.
 - **Growth and Development:** The poem emphasizes personal growth, as the daughter's struggle with writing mirrors her emotional and intellectual maturation.
 - **Parental Love and Concern:** The father expresses a deep emotional connection and concern for his daughter's challenges while recognizing that she must face them on her own.
 - **Artistic Expression as Personal Discovery:** Writing symbolizes the daughter's journey of self-exploration and finding her voice.
- **Imagery and Symbolism:**



- The "rough seas" represent challenges.
- The "ship" metaphor symbolizes the daughter's eventual growth into a capable, independent individual.
- **Structure:** Free verse reflects the unpredictable, evolving nature of creativity and personal development.

Overall, the poem reflects on the complexities of creativity, personal growth, and the parental experience of watching a child navigate challenges.

From "Life of Pi":

1. **Tone:** the author's attitude toward his subject and his audience.
 - From the beginning of the story, the author's tone is **calm**. Everything he does and thinks of displays his matter of fact tone. He is dealing with his situation **without fear or distress**.
 - Tone is used to establish character. Due to the portrayal of his character, one can tell that Pi is humorous and does not show fear even knowing he is naive.

2. **Conflict:**

Main conflict: the struggle to survive (external conflict)

- Pi must find bait/food to feed Richard Parker in order to protect himself from being eaten. He is also in charge of feeding himself, but this is the least of his worries.

Internal conflict: Pi vs. himself

Pi is a weak, naive boy who has not experienced much in life. He must find the courage within him to kill the fish in order to survive Richard Parker's threat. (character development)

3. **Character:**

- **Dynamic character:** a character who CHANGES throughout a story (physical/emotional)
- Pi is considered to be a dynamic character. He begins as a weak, religious young boy who has never hurt any sentient being. By the end of the story, he is forced to



transform into a confident individual who is willing to kill for the sake of his survival.

- **Static character:** a character who DOESN'T change throughout a story.

4. Character attitude:

- **an author often uses a character's changing attitudes to indicate a success or failure in adapting to changing circumstances.**
- Pi succeeds to adapt, even if it has taken multiple tries and attempts in order to survive the threat of Richard Parker.
- **dialogue and internal dialogue** play a major role in the way a character seems to be. That is how readers learn the character of individuals in stories.

In summary, *Life of Pi* presents a rich exploration of survival, faith, and character development. Through Pi's evolving tone, conflict resolution, and changing attitudes, the narrative illustrates how adversity forces people to confront their deepest fears and grow beyond their former selves.

(Use notebook and worksheets to study)

Main Idea and Supporting Details:

In the "Moral Logic of Survivor Guilt", the skill learned was identifying **main ideas and supporting details**.

The main idea is the central message or point of the text.

Supporting details are the facts or examples that explain or back up the main idea.

Text: "The Amazon rainforest is a crucial ecosystem. It provides oxygen to the planet and is home to many species. If destroyed, it would harm biodiversity and contribute to climate change."

Supporting Details:

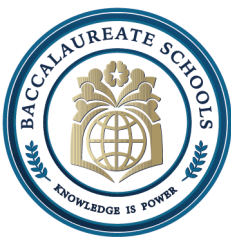
- It provides oxygen.
- It is home to many species.
- Its destruction harms biodiversity.



GRAMMAR:

Subject Verb Agreement

1. Singular subjects take singular verbs:
 - If the subject of a sentence is singular, the verb must also be singular. This means the verb does not end in "s" for most present-tense verbs.
 - Example: *The cat runs quickly.* (The subject "cat" is singular, so the verb "runs" is also singular.)
2. Plural subjects take plural verbs:
 - If the subject of a sentence is plural, the verb must be plural as well. For most present-tense verbs, this means the verb will not end in "s."
 - Example: *The cats run quickly.* (The subject "cats" is plural, so the verb "run" is plural.)
3. Subjects joined by "and" take a plural verb:
 - When two or more subjects are connected by "and," they form a plural subject, so the verb must be plural.
 - Example: *Tom and Jerry are friends.* (Both "Tom" and "Jerry" are plural subjects joined by "and," so the verb "are" is plural.)
4. Subjects joined by "or" or "nor" take a verb that agrees with the subject closest to the verb:
 - When two subjects are connected by "or" or "nor," the verb agrees with the subject that is closest to the verb.
 - Example: *Either the teacher or the students have the book.* (Since "students" is plural, the verb "have" is plural.)
 - Example: *Neither the students nor the teacher has the book.* (Since "teacher" is singular, the verb "has" is singular.)
5. Collective nouns take singular verbs when acting as a single unit:
 - A collective noun refers to a group of individuals treated as a single entity, such as "team," "family," or "group." These nouns generally take a singular verb.
 - Example: *The team is winning the game.* (The "team" is acting as a single unit, so the verb is singular.)
 - However, if the members of the group are being emphasized individually, a plural verb might be used.
 - Example: *The team are arguing among themselves.* (Here, "are" is plural because the focus is on the individuals in the group.)
6. Indefinite pronouns (e.g., everyone, anyone, each, neither, somebody) are singular and take singular verbs:
 - Many indefinite pronouns, such as "everyone," "someone," and "each," are always singular, even though they refer to multiple people or things.
 - Example: *Everyone is invited to the party.* (The subject "everyone" is singular, so the verb "is" is singular.)



- Example: *Each of the students has a book.* (The subject "each" is singular, so the verb "has" is singular.)
- 7. Some nouns that end in -s (e.g., news, mathematics, economics) are singular and take singular verbs:
 - While many nouns that end in -s are plural, some are singular and require singular verbs. These include words like "news," "mathematics," "economics," and "physics."
 - Example: *The news is good.* (The noun "news" is singular, so the verb "is" is singular.)
 - Example: *Mathematics is difficult for some students.* (The noun "mathematics" is singular, so the verb "is" is singular.)

Subject-Verb Agreement:

1. Each of the exercises (take, takes) about twenty minutes to complete.
2. The ladies and the child (is, are) planning to have pizza for lunch.
3. The teacher, along with her students, (is, are) determined to have a good year.
4. Please tell me when John and Mary (go, goes) to the store.
5. The class (watch, watches) a movie every Friday night.
6. The number of issues (seem, seems) to be increasing.
7. The husband and his wife (drive, drives) a convertible.
8. Hardly anyone (speak, speaks) to her.
9. He or his sister (want, wants) to visit Europe next summer.
10. She (take, takes) her dog for a walk each evening.
11. The brother and sister (want, wants) to visit their aunt and uncle.
12. The high school senior, along with his parents, (is, are) upset over the sudden policy change.
13. The songs they sing (stay, stays) in my mind all day.
14. Ten dollars (is, are) too much to charge for such a small item.
15. She and her mother (talk, talks) on the phone almost every day.



takes — "Each" is singular, so the verb must be singular as well.

are — "The ladies and the child" is a compound subject, so the verb should agree with the plural subject ("ladies" and "child" collectively).

is — "The teacher" is singular, so the verb should also be singular, even though "along with her students" is included.

go — "John and Mary" is plural, so the verb should be plural as well.

watches — "The class" is singular, so the verb should be singular.

seems — "The number" is singular, so the verb should be singular as well.

drive — "The husband and his wife" is a compound subject, so the verb should be plural.

speaks — "Hardly anyone" is singular, so the verb should be singular.

wants — "He or his sister" is a singular subject (because it's one of them, not both), so the verb should be singular.

takes — "She" is singular, so the verb should be singular as well.

want — "The brother and sister" is a plural subject, so the verb should be plural.

is — "The high school senior" is singular, even though "along with his parents" is added.

stay — "The songs they sing" is plural, so the verb should be plural.

is — "Ten dollars" is considered singular when referring to an amount, so the verb should be singular.

talk — "She and her mother" is a plural subject, so the verb should be plural.

Independent and Dependent Clauses

When trying to identify independent clauses, use your instincts. If the clause can stand on its own as a complete sentence, it is independent. Below are examples of simple and complex sentences; the independent clauses are italicized:



1. *I brought my umbrella.*
2. Because it was raining, *I brought my umbrella.*
3. *I brought my umbrella*, but John insisted that it wasn't necessary.
4. *I brought my umbrella*, only to find out that it wasn't raining at all.

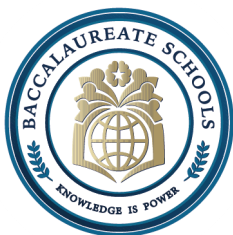
Notice that only the italicized parts of the sentence can stand alone as sentences. While the expression "because it was raining" contains both a subject and a verb, it cannot stand alone as a sentence, so it constitutes a dependent clause.

Use the same instincts to identify dependent clauses that you used to identify independent clauses. If the clause cannot stand on its own, it is dependent. In the following examples, the dependent clauses are italicized.

1. *After the game was finished*, we went home.
2. *In order to accomplish your goals*, you must believe in yourself.
3. *Because he feared a failing grade*, John completed his homework.

Determine whether the underlined word groups are dependent clauses, independent clauses, or not a clause.

1. Although it was raining, Maria went for a jog at Civitan Park. D
2. Brianna eats chocolate whenever she gets a poor grade in math. D
3. After the flood, the family moved into a temporary shelter. P
4. While walking at the park, John saw a raccoon eating potato chips. IC
5. Students enrolled in bachelor's and associate's degree programs must pass the Regents' Test as a graduation requirement. IC
6. Students who fail to show up for the Regents' test must enroll in the Regents' remediation courses. P
7. When you finish your homework, please take the dog for a walk. DC
8. After Juan completed the assignment, he swam laps at the gym. DC
9. Christa left home at 4:00 a.m. since she had to drive to Atlanta for a meeting. DC



10. Before completing the assignment, Evan decided to eat a quick lunch. P

Sentence Structures :

1. Simple Sentence: Contains a subject, verb, and object, and expresses a complete thought. It can be short or long, like "Chelsea ran to the shop."
2. Compound Sentence: Joins two simple sentences with conjunctions like *and*, *but*, or *or*. Each part can stand alone, e.g., "Chelsea ran to the shop, but it was closed."
3. Complex Sentence: Combines a dependent clause (incomplete thought) with an independent clause (complete thought). For example, "Although Chelsea ran to the shop, she didn't get there in time."

Subordinating conjunctions:

after although as because before even if	that though unless until when whenever where
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even though if in order that once provided that rather than since	whereas wherever whether while why so that than
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