

## Test One Overview

### Reading

|                          |             |         |
|--------------------------|-------------|---------|
| Comprehension            | 3 questions | 3 marks |
| T/False                  | 4 questions | 2 marks |
| Topic /Controlling Ideas | 2 questions | 1 mark  |
| Irregular Verbs          | 6 questions | 3 marks |
| Noun/Adjective Suffixes  | 4 questions | 2 marks |
| Transitions              | 4 questions | 2 marks |
| <b>*13 marks total</b>   |             |         |

### Writing (Essay Choice: Process or Description)

|                        |           |
|------------------------|-----------|
| Organization           | 1-4 marks |
| Content/Ideas          | 1-4 marks |
| Mechanics              | 1-4 marks |
| <b>*12 marks total</b> |           |

### READING:

| Marks            | Possible  | Actual |
|------------------|-----------|--------|
| Comprehension    | 3         |        |
| T/False          | 2         |        |
| Topic/Con. Ideas | 1         |        |
| Verbs            | 3         |        |
| Adj./Nouns       | 2         |        |
| Transitions      | 2         |        |
| <b>TOTAL:</b>    | <b>13</b> |        |

### TOTAL:

| Marks           | Possible  | Actual |
|-----------------|-----------|--------|
| <b>Reading:</b> | <b>13</b> |        |
| <b>Writing:</b> | <b>12</b> |        |
| <b>TOTAL:</b>   | <b>25</b> |        |

### ESSAY RUBRIC

| Score | Organization   | Content/<br>Ideas   | Mechanics  |
|-------|--|---|--|
| 1     | No topic sentence and few or no supporting details.                          | Student wrote about the wrong topic                                   | Multiple errors in spelling and grammar and meaning is not clear.                      |
| 2     | Weak topic sentence and few or no supporting details. Few or no transitions. | Weak ideas and student may have gone off topic.                       | Multiple errors in spelling and grammar that make the meaning unclear at times.        |
| 3     | Good topic sentence and some supporting details. Some use of transitions.    | Good ideas and information. Could use more detail.                    | Many errors in spelling, grammar, capitalization and punctuation but meaning is clear. |
| 4     | Clear topic sentence and supporting details. Excellent use of transitions    | Clear understanding of topic. Logical ideas and adequate information. | Few errors in spelling, grammar, capitalization and punctuation<br>Meaning is clear.   |

### WRITING:

| Marks         | Possible  | Actual |
|---------------|-----------|--------|
| Organization  | 4         |        |
| Content/Ideas | 4         |        |
| Mechanics     | 4         |        |
| <b>TOTAL:</b> | <b>12</b> |        |

## ENGL 101 Test #1 Revision

### “The Day of the Dead”



1. The Day of the Dead is a cultural holiday in Mexico that is celebrated from October 31st to November 2nd every year. In Spanish, it is called “Dia de los Meurtos,” and it is a three day festival that is recognized all over the world. The Day of the dead is an exciting cultural event that is actually a celebration of life.
2. On the Day of the Dead, families gather at the grave of a loved one and plant flowers or decorate the tombstone. Often, candles or the favorite food of the dead person is placed near the burial place. Friends and family sing songs and tell stories to celebrate the person who is no longer alive. Some people do not prefer to celebrate at a cemetery, so they set up a table at their house. The table is decorated with pictures, candles and flowers to celebrate the dead person’s life. While some people think it is strange to celebrate a dead person, many people believe it teaches children to remember the importance of family and the beauty of life.
3. During the three day festival, many fun events are planned. After visiting the grave of a family member, there is usually a large meal outside called a picnic. At six o’clock in the evening, bells begin to ring. Sometimes, people ring them all night long as they sit together to share stories about the loved one they lost to death. Often, they light candles in honor of the dead person and it creates a beautiful image in the darkness. At sunrise, the bells stop and people who have been up all night blow out the candles and go home.
4. The Day of the Dead is a holiday that is different from other holidays. Many people cannot imagine that death and fun could go together. For Mexican people, it is an honor to celebrate the life of a dead person. Many people dress up in skeleton costumes and there are lots of skull-shaped sweets and candy. Skeletons are symbols for the human body. Often, children paint skulls made out of clay with bright colors. Death is a part of life and this holiday is a way for people to remember family members who have died in a special way.

#### Read the paragraph and answer the questions in complete sentences.

- 1.) What do some people believe the celebration of the Day of the Dead teaches children? **1 Mark/\_\_\_\_\_**
- \_\_\_\_\_
- \_\_\_\_\_
- 2.) How are skeletons and skulls used to celebrate the Day of the Dead? **1 Mark/\_\_\_\_\_**
- \_\_\_\_\_
- \_\_\_\_\_

#### Circle the letter of the best answer:

- 3.) What is the main idea of the entire article? **1 Mark/\_\_\_\_\_**
- A. The Day of the Dead is a holiday when many people decorate with skeletons and skulls.
- B. The Day of the Dead is not like other holidays because people remember their family members.
- C. The Day of the Dead is a celebration for Mexican people to honor the dead and celebrate life.

Circle T if the answer is TRUE. Circle F if the answer is false.

2 Marks/ \_\_\_\_\_

- 4.) Dia de los Muertos means “holiday” in Spanish. T F
- 5.) The Day of the Dead is only celebrated on October 31<sup>st</sup> throughout the world. T F
- 6.) To honor the dead, some people ring bells and stay up all night telling stories. T F
- 7.) Celebrating The Day of the Dead can help people realize the importance of life. T F

Identify the Topic and Controlling Ideas in the following sentences.

1 Mark/ \_\_\_\_\_

8.) The Day of the Dead is an opportunity for people to honor the dead and remember the beauty of life.

Topic \_\_\_\_\_

Controlling Ideas \_\_\_\_\_

9.) Families gather at the grave of a loved one to plant flowers or tell stories about the dead person’s life.

Topic: \_\_\_\_\_

Controlling Ideas \_\_\_\_\_

Change the following irregular verbs to the Past Tense.

3 Marks/ \_\_\_\_\_

- 10.) feel \_\_\_\_\_
- 11.) teach \_\_\_\_\_
- 12.) buy \_\_\_\_\_
- 13.) ride \_\_\_\_\_
- 14.) hear \_\_\_\_\_
- 15.) leave \_\_\_\_\_

Circle A if the suffix makes the word an ADJECTIVE. Circle N if the suffix makes the word a NOUN.

2 Marks/ \_\_\_\_\_

- 16.) historical                    A    N
- 17.) separation                    A    N
- 18.) announcement                    A    N
- 19.) wonderful                    A    N

Read the paragraph and fill in the blanks with the correct transition.

2 Marks/ \_\_\_\_\_

Next                    First                    Finally                    One week later

“Managing My Time”

In order to succeed in my university studies, I realized that using my time wisely was important. 20 \_\_\_\_\_, I made a list of the things that I spend time doing. Once the list was created, I circled the activities that were taking up most of my time. 21 \_\_\_\_\_ I put the list in order with the most important activities and responsibilities at the top. I had to think carefully about the time I would need to study, work, exercise and spend time with my family and friends. After I organized the list, I created a schedule for myself with time for each activity and responsibility. 22 \_\_\_\_\_, I evaluated my schedule to see if my time management was improving. If I still had problems balancing an area, I made changes to my schedule. 23 \_\_\_\_\_, I found that by improving my time management I could balance my study time with time for friends and family so I could succeed in my goals.

**ESSAY WRITING: Choose ONE of the following topics and write a paragraph.** Be sure to include a Topic Sentence with Controlling Ideas. Be sure to use supporting details.

**Process Essay (present and future tense): Describe how to send an e-mail to a friend.**

**Description Essay (past tense): Describe a restaurant you have visited.**

