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Each resource guide consists of

- 12 multiple-choice practices (9-10 in genre-based guides)
- 6 free-response questions (6-10 in genre-based guides)
- Answer keys with detailed answer explanations
- Suggested teaching strategies
- Literary terms list
- Vocabulary lists by chapter or selection
- Free-response Scoring Guide

Middle School and High School Curriculum

Each resource guide targets the skills most appropriate to the difficulty of the reading selections included in the guide. For titles commonly read by middle schoolers, multiple-choice questions have been modified slightly to include just four answer choices, rather than the five choices offered in high school titles.

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APPLIED PRACTICE
Resource Guide
The Great Gatsby
Pre-AP*/AP* Version

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GLOSSARY OF LITERARY TERMS

- absolute**—a word free from limitations or qualifications (“best,” “all,” “unique,” “perfect”)
- adage**—a familiar proverb or wise saying
- ad hominem* argument**—an argument attacking an individual’s character rather than his or her position on an issue
- allegory**—a literary work in which characters, objects, or actions represent abstractions
- alliteration**—the repetition of initial sounds in successive or neighboring words
- allusion**—a reference to something literary, mythological, or historical that the author assumes the reader will recognize
- analogy**—a comparison of two different things that are similar in some way
- anaphora**—the repetition of words or phrases at the beginning of consecutive lines or sentences
- anecdote**—a brief narrative that focuses on a particular incident or event
- antecedent**—the word, phrase, or clause to which a pronoun refers
- antithesis**—a statement in which two opposing ideas are balanced
- aphorism**—a concise statement that expresses succinctly a general truth or idea, often using rhyme or balance
- apostrophe**—a figure of speech in which one directly addresses an absent or imaginary person, or some abstraction
- archetype**—a detail, image, or character type that occurs frequently in literature and myth and is thought to appeal in a universal way to the unconscious and to evoke a response
- argument**—a statement of the meaning or main point of a literary work
- asyndeton**—a construction in which elements are presented in a series without conjunctions

VOCABULARY LIST FOR *THE GREAT GATSBY*

Note: Vocabulary from the literary passage is listed first, followed by vocabulary from the questions and answers.

Passage 1

acute
savours
reproach
wistfully
turbulence
irrecoverable
scarcely
momentum
supercilious
effeminate
leverage
gruff
fractiousness
vista
pungent
ballooned

reiterate
refute
renown
vener
lavish
indolence
censure
scorn
contempt
awe

Passage 2

breeding
incredulously
resumed
entangled
strident
simultaneously
repelled
inexhaustible
patent
clenched
lather
impassioned
deft
consoling
fluently
clad

irrelevant
paradoxical
conspiratorial
disinterested
innate
incongruous
incredulous
euphemistic
dispassionate
mundane
surreal

Passage 3

aquaplanes
cataracts
omnibus
scampered
brisk
ravages
fortnight
corps
harlequin
cordials
verandas
gaudy
shorn
permeate
innuendo
prodigality
weave
opal
obligingly
erroneous

nocturnal
unobtrusive
transience
exploitative
belligerent
anomalous
superfluous
enigmatic
incongruous
prodigality

Directions: This part consists of selections from *The Great Gatsby* and questions on their content, form, and style. After reading a passage, choose the best answer to each question.

Note: Pay particular attention to the requirement of questions that contain the word NOT, LEAST, or EXCEPT.

Passage 1, Questions 1-7. Read the passage from Chapter 1 which begins “Across the courtesy bay” and ends “. . . ballooned slowly to the floor” (pages 10-12) carefully before you choose your answers.

1. The narrator employs the phrase “one of those men” in the second paragraph in order to
 - (A) qualify his positive description of Tom
 - (B) generalize about a type of individual
 - (C) reiterate an earlier statement
 - (D) refute the stereotype of men like Tom
 - (E) emphasize Tom’s difference from other men

2. In the first sentence of the fourth paragraph, the narrator characterizes his relationship to the Buchanans by means of
 - (A) an oxymoron describing the unlikeliness of their friendship
 - (B) an analogy comparing their connection to a summer evening
 - (C) a paradox concerning the nature of their relationship
 - (D) a hyperbole exaggerating his anticipation to see them
 - (E) a euphemism suggesting his uneasiness about the visit

3. In the fifth paragraph (beginning “He had changed since his New Haven years”), the narrator’s attitude toward Tom Buchanan is conveyed primarily through his use of
 - (A) diction with primarily negative connotations
 - (B) analysis of Tom’s dominant personality
 - (C) careful hesitation to speak critically
 - (D) direct allusion to Tom’s past persona
 - (E) subtle mockery of his attire

4. In this passage, Tom Buchanan is portrayed primarily as a man who
 - (A) longs for a return to his former renown
 - (B) is unaware of the impression he makes on others
 - (C) hides his insecurities behind a veneer of confidence
 - (D) enjoys pretentious displays of wealth and power
 - (E) disregards social conventions as shallow and unnecessary

5. The reference to a “frosted wedding cake” in the description of the room serves chiefly to
- (A) establish a setting of marital bliss
 - (B) ridicule the lavish lifestyle of the wealthy
 - (C) create a romantic tone for the scene
 - (D) suggest the ornateness of the house
 - (E) foreshadow a future relationship
6. In the passage, the narrator is most concerned with
- (A) criticizing the indolence found in the upper classes
 - (B) describing the luxury of the Buchanans’ lifestyle
 - (C) presenting himself as being from the same social class
 - (D) maintaining a detached point of view
 - (E) gaining the reader’s empathy for his perspective
7. The narrator’s attitude toward the Buchanans would best be described as a mixture of
- (A) sympathy and censure
 - (B) envy and admiration
 - (C) scorn and contempt
 - (D) pity and disgust
 - (E) awe and confusion

Question 1

(Suggested time--40 minutes)

Read the passage from Chapter 2 of *The Great Gatsby* which begins “So Tom Buchanan and his girl and I . . .” and ends “Meanwhile Tom brought out a bottle of whiskey from a locked bureau door” (pages 31-33). In a well-organized essay, discuss how the author’s use of language--particularly diction and selection of detail--serves to develop the characters of Tom Buchanan and Myrtle Wilson.

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Animal Dreams	The Mayor of Casterbridge
Animal Farm	Metamorphosis
As I Lay Dying	A Midsummer Night's Dream
The Awakening	The Miracle Worker
Beloved	Moby Dick
Beowulf	Much Ado About Nothing
Bless Me, Ultima	The Narrative of the Life of Frederick Douglass
Brave New World	Night
Selections from The Canterbury Tales	The Odyssey
The Call of the Wild	The Oedipus Trilogy
The Catcher in the Rye	Of Mice and Men
The Count of Monte Cristo	Othello
Crime and Punishment	The Outsiders
The Crucible	The Pearl
Cry, the Beloved Country	The Picture of Dorian Gray
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Frankenstein	The Scarlet Letter
The Giver	The Secret Life of Bees
The Glass Menagerie	A Separate Peace
The Grapes of Wrath	Something Wicked This Way Comes
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The Great Gatsby	A Streetcar Named Desire
Gulliver's Travels	A Tale of Two Cities
Hamlet	Tess of the d'Urbervilles
Heart of Darkness	Their Eyes Were Watching God
The Hobbit	Things Fall Apart
Holes	The Things They Carried
The House on Mango Street	To Kill a Mockingbird
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