

A detailed illustration of a hand holding a pocket watch. The hand is wearing a dark suit jacket and a white shirt with a dotted line indicating the cuff. The pocket watch has a white face with black numbers and hands, and a small seconds sub-dial at the 6 o'clock position. The watch is held in a way that the face is visible to the viewer.

# FITTING WORDS

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*Classical Rhetoric  
for the Christian Student*

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## Exam Packet

JAMES B. NANCE



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James B. Nance, *Fitting Words: Classical Rhetoric for the Christian Student: Exam Packet*  
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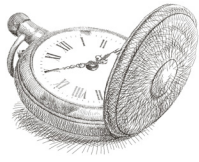
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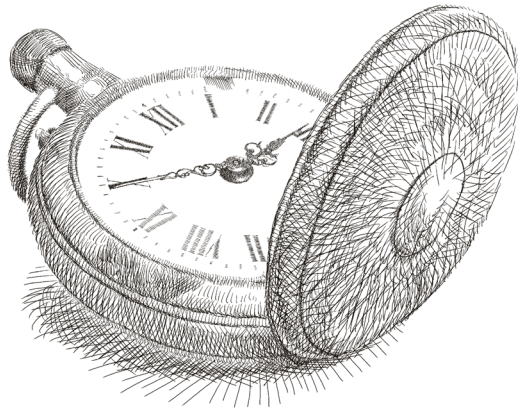
# HOW TO USE THIS EXAM PACKET

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This exam packet includes exam review sheets, exams, and speech judging sheets. These are the items that the instructor should distribute, one to each student, at the appropriate times throughout the year. The purchase of this exam packet grants the buyer the rights to make sufficient copies for one homeschool family or one class. If the instructor prefers not to make copies, additional exam packets may be purchased.

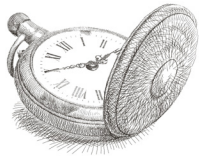
Exam answers and suggested point values are contained in the *Fitting Words Answer Key*.

Speech judging sheet are also included in the student workbook for student use.



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# REVIEW SHEETS



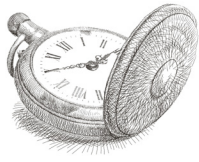
# REVIEW FOR EXAM FOUR

## LESSONS 14-16

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The student should be able to

1. Distinguish between forensic, political, and ceremonial oratory
2. Define forensic oratory
3. Define and give examples of wrongdoing
4. Distinguish between voluntary and involuntary actions
5. Distinguish between universal and particular law
6. Define and distinguish the means, opportunity, and motive of wrongdoing
7. Identify the different states of mind of wrongdoers
8. Distinguish state of mind from motive
9. Explain what makes one wrong worse than another
10. Identify the different classes of victims
11. Define equity and explain how to apply it
12. Identify the five non-technical modes of persuasion
13. Define political oratory
14. State Aristotle's four definitions of happiness
15. Identify Aristotle's sixteen constituent parts of happiness
16. State Aristotle's four definitions of goodness
17. Distinguish between admittedly and disputably good things
18. Explain what makes one good thing better than another
19. Define ceremonial oratory
20. Define the noble
21. Define virtue
22. Identify and distinguish the nine forms of virtue
23. Identify several noble deeds
24. Explain how to improve the effect of praise.



# REVIEW FOR EXAM EIGHT

LESSONS 25-28

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The student should be able to

1. Explain the importance of understanding the nature of the audience in persuasion
2. Identify several characteristic differences between the young and old, according to Aristotle
3. Identify several characteristic differences between men and women
4. Identify several differences between the beliefs of Christians and atheists
5. Define style and describe its proper use
6. Define nominalization and identify them in sentences
7. Improve the clarity of nominalized sentences
8. Distinguish between active and passive voice in sentences, and improve the clarity of passive sentences
9. Describe several methods of making your flow of thought clear in a series of sentences
10. Describe the proper use of rhythm in speeches
11. Describe the proper use of parallel construction in speeches
12. Describe the proper use of sentence length in speeches
13. Describe the proper use of coordinated sentences in the final lines of a speech
14. Rewrite sentences to improve their rhythm, parallel construction, sentence length, and coordination
15. Describe the three levels of style—simple, middle, and grand—and their uses
16. Define figure of speech
17. Identify and use the following figures of speech:
  - Parallelism and Isocolon
  - Antithesis
  - Ellipsis and Zeugma

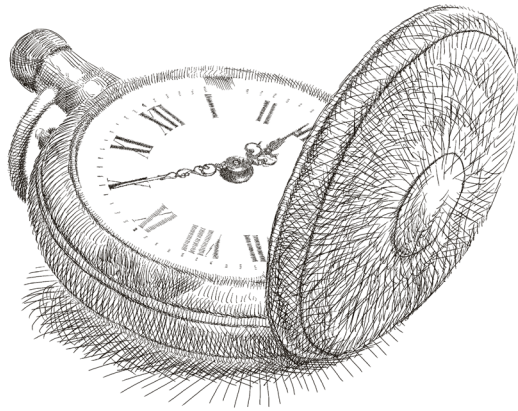
- Asyndeton
- Polysyndeton
- Parenthesis
- Alliteration and Assonance
- Antimetabole and Chiasmus
- Anaphora
- Epistrophe
- Climax
- Epanalepsis
- Anadiplosis
- Polyptoton

18. Define figure of thought

19. Identify and use the following figures of thought

- Metaphor
- Simile
- Metonymy
- Synecdoche
- Personification
- Apostrophe
- Dubitatio
- Rhetorical question
- Hyperbole
- Litotes
- Oxymoron
- Irony

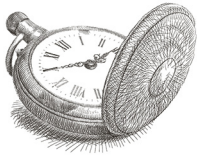
20. Define and use allusion



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# EXAMS





# EXAM ONE

## LESSONS 1-4

NAME \_\_\_\_\_

DATE \_\_\_\_\_

You will need a Bible for this exam.

1. Define *rhetoric*.

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2. List Cicero's three goals of rhetoric, showing how they relate to truth, goodness, and beauty.

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3. Give two Bible references where God is characterized as a *speaking* God.

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4. Give three Bible references where we are told to speak *righteously*. One reference must be from Proverbs and another from the New Testament.

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5. Name two early philosophical rhetoricians.

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6. Name a famous sophist. What characterized the rhetoric of the early sophists?

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7. Write out *one* of the two Developing Memory quotes from the *Phaedrus* dialogue.

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8. Summarize the story of the birth of technical rhetoric, including names, places, and years. Explain how the situation led to the writing of handbooks of rhetoric.

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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

## LESSONS 25-28

NAME \_\_\_\_\_

DATE \_\_\_\_\_

1. What is defined as “the adaptation of suitable words and sentences to the matter devised”? \_\_\_\_\_

2. In two or three sentences, explain why it is helpful for a speaker to understand his audience.

[illegible]

3. Aristotle identified about twenty differences between young men and old men. List four.

Young

[illegible]

Old

[illegible]

4. Circle the nominalizations in this sentence, then rewrite the sentence, improving its clarity by turning some nominalizations into corresponding verbs or adjectives.

Computers do not have the capability to experience thought, but they do have the capability for the storage and processing of data with extreme quickness.

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5. Rewrite this grammatically passive sentence to make it grammatically active and clearer.

A generous gift was given to the College of Music by the graduating seniors.

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6. Name the three levels of style, and circle the one which can be described in this way: “The purpose of this level is to teach or inform; stylistic devices are used, but are not apparent.”

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7. The lesson presented four methods of making your flow of thought clear in a series of sentences. Describe two of those methods.

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8. “A speech is a work of prose. Consequently, we do not need to consider rhythm in oratory.” Correct this misunderstanding by briefly stating a proper approach to rhythm in speeches.

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9. Explain the difference between a *figure of speech* (scheme) and a *figure of thought* (trope).

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10. What is an *allusion*?

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Problems 11–27: Identify the rhetorical figure used, by name, from the following list:

Alliteration	Dubitatio	Oxymoron
Anadiplosis	Ellipsis	Parallelism
Anaphora	Epanalepsis	Parenthesis
Antimetabole	Epistrophe	Personification
Antithesis	Hyperbole	Polyptoton
Apostrophe	Irony	Polysyndeton
Assonance	Isocolon	Rhetorical question
Asyndeton	Litotes	Simile
Chiasmus	Metaphor	Synecdoche
Climax	Metonymy	Zeugma

11. “The search of science for the absolute weapon has reached fruition in this country. But she stands ready to proscribe and destroy this instrument.”  
—Bernard Baruch, Speech to U.N. June 14, 1946

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12. “I am the good shepherd.” —John 10:11 \_\_\_\_\_

13. “We few, we happy few, we band of brothers.” —Henry V, “St. Crispin’s Day”

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14. “...the pit is prepared, the fire is made ready, the furnace is now hot...”  
—Jonathan Edwards, “Sinners in the Hands of an Angry God”

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15. “The highest duty of the writer, the composer, the artist is to remain true to himself...” —John F. Kennedy, “In Praise of Robert Frost”

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16. “...a frightful deluge of inextricable dangers, present disaster, and everlasting desolations.” —Martin Luther, “Here I Stand”

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17. “This day shall gentle his condition: And gentlemen in England now a-bed...” —Henry V, “St. Crispin’s Day”

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18. “You do nothing, you plan nothing, you think of nothing...” —Cicero, “Against Catiline”

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19. “Better is a dry morsel with quietness, than a house full of feasting with strife.” —Proverbs 17:1

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20. “...government...shall not take from the mouth of labor the bread it has earned.” —Thomas Jefferson, Inaugural Address

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21. “The devils watch them... like greedy hungry lions that see their prey...” —Jonathan Edwards, “Sinners in the Hands of an Angry God”

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22. “For they determine whether we use power or power uses us.” —John F. Kennedy, “In Praise of Robert Frost”

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23. “Who shall give it to us? Shall it be imposed by chastisement, or shall it be freely accepted by penance?” —Fulton John Sheen, “The Cross and the Double Cross”

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24. “When words are many, sin is not absent.” —Proverbs 10:19, NIV

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25. “He blotted out every living thing...man and animals and creeping things and birds of the heavens.” —Genesis 7:23, ESV

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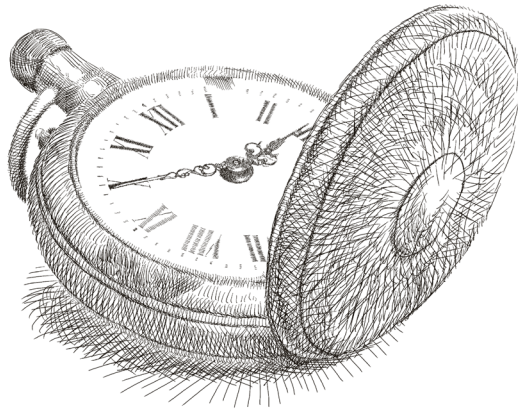


26. "...add to your faith virtue, to virtue knowledge, to knowledge self-control, to self-control perseverance, to perseverance godliness..." —2 Peter 1:5–6

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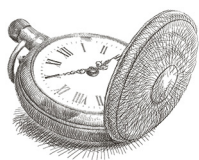
27. "Look, the world has gone after Him!" —John 12:19

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# **SPEECH JUDGING SHEETS**



# SPEECH JUDGING SHEET

## LESSON 13: EMOTION SPEECH

Student name \_\_\_\_\_

Date \_\_\_\_\_

Title/Topic \_\_\_\_\_

Primary emotion desired \_\_\_\_\_

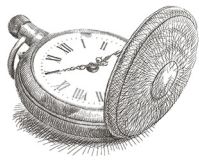
### POINTS

1. The desired emotion was effectively produced and was \_\_\_\_\_ / 5
2. appropriate to the topic.
3. Each element of the definition of the desired emotion was \_\_\_\_\_ / 5  
considered and applied.
4. Vivid language and descriptions were used to produce the \_\_\_\_\_ / 5  
desired emotion.
5. The speech was well arranged and unified, with introduc- \_\_\_\_\_ / 5  
tion, body, conclusion.
6. The student was prepared, speaking audibly, clearly, and \_\_\_\_\_ / 5  
with good speed and expression, maintaining ethos.

(Required time: 3–5 minutes) Time \_\_\_\_\_

Deduction for time \_\_\_\_\_

**TOTAL** \_\_\_\_\_ / 25



# SPEECH JUDGING SHEET

## LESSON 15: SAINT CRISPIN'S DAY

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Student name \_\_\_\_\_

Date \_\_\_\_\_

What's he that wishes so?  
My cousin Westmoreland? No my fair cousin:  
If we are mark'd to die, we are enow  
To do our country loss; and if to live,  
The fewer men, the greater share of honour.  
God's will! I pray thee, wish not one man more.  
By Jove, I am not covetous for gold,  
Nor care I who doth feed upon my cost;  
It yearns me not if men my garments wear;  
Such outward things dwell not in my desires;  
But if it be a sin to covet honour,  
I am the most offending soul alive.  
No, faith, my coz, wish not a man from England:  
God's peace! I would not lose so great an honour  
As one man more, methinks, would share  
from me  
For the best hope I have. O, do not wish one  
more!  
Rather, proclaim it, Westmoreland, through  
my host,  
That he which hath no stomach to this fight,  
Let him depart; his passport shall be made  
And crowns for convoy put into his purse:  
We would not die in that man's company  
That fears his fellowship to die with us.  
This day is called the feast of Crispian:  
He that outlives this day and comes safe home  
Will stand a tip-toe when the day is named,  
And rouse him at the name of Crispian.  
He that shall live this day and see old age,  
Will yearly on the vigil feast his neighbors,  
And say, "Tomorrow is Saint Crispian":  
Then will he strip his sleeve and show his scars,  
And say, "These wounds I had on Crispin's day."

Old men forget; yet all shall be forgot,  
But he'll remember with advantages  
What feats he did that day: Then shall our names,  
Familiar in his mouth as household words,  
Harry the King, Bedford and Exeter,  
Warwick and Talbot, Salisbury and Gloucester,  
Be in their flowing cups freshly remember'd.  
This story shall the good man teach his son;  
And Crispin Crispian shall ne'er go by,  
From this day to the ending of the world,  
But we in it shall be remembered;  
We few, we happy few, we band of brothers;  
For he today that sheds his blood with me  
Shall be my brother; be he ne'er so vile,  
This day shall gentle his condition:  
And gentlemen in England now a-bed  
Shall think themselves accursed they were  
not here,  
And hold their manhoods cheap whiles any  
speaks  
That fought with us upon Saint Crispin's day.

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### CONTENT SCORING

- 2 *points*    Lost a line
- 1 *point*    Additional line lost, lost phrase,  
lines swapped
- 1/2 *point*    Lost a word, phrases swapped
- 1/3 *point*    Incorrect word, words swapped
- 1 *point*    Restarting at a previous line
- 1/2 *point*    Corrected word, major inappropriate  
pause
- 1/3 *point*    Momentary inappropriate pause,  
repeated word
- 1 *point*    for each word hint.

	POINTS LOST
<b>CONTENT</b> ( <i>from front of sheet</i> )	
Number of hints:	_____
Other problems with content	_____
<b>VOICE</b>	
Unclear, mumbling, not enunciating	
Saying <i>um, uh, oops...</i>	_____
Improper pronunciation	_____
Too fast	_____
Too quiet, could not hear easily	_____
Other problems with voice	_____
<b>TOTAL</b>	_____/ 30