**7th Grade ELA/Pre-AP Final Exam Study Guide**

**Directions:** Use all resources (literature book, dictionary, thesaurus, Internet) to define the following terms. In your literature book, the Glossary of Literary Terms can be found on p. R100. You may use the examples from the book to place in chart below.

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| Term | Definition | Example |
| 1. Fact (p. R111) | A statement that can be proved, or verified. | President Obama is President of the United States. |
| 2. Opinion (p. R111) | A statement that cannot be proved because it expresses a person’s beliefs, feelings, or thoughts. | Vanilla ice cream is the best flavor, no matter what anyone else says. |
| 3. Style (p. R108) | A manner of writing; it involves how something is said rather than what is said. | “Battleground” by Stephen King is written in a style that makes use of vivid verbs, precise nouns, long descriptive sentences, and realistic dialogue. |
| 4. Tone (p. R109) | Expresses the writer’s attitude toward his/her subject. | Words such as “angry”, “sad”, and “humorous” can used to describe different tones. |
| 5. Mood (p. R105) | The feeling or atmosphere that a writer creates for the reader. Descriptive words, imagery, and figurative language all influence the mood of a work. | In “The Monsters are Due on Maple Street” by Rod Serling creates a mood of fearfulness and dread. |
| 6. Repetition (p. R107) | A technique in which a sound, word, phrase, or line is repeated for emphasis or unity. Repetition often helps to reinforce meaning and create an appealing rhythm. | “Cannon to right of them,  Cannon to left of them,  Cannon in front of them.” |
| 7. Personification (p. R106) | The giving of human qualities to an animal, object, or idea. | In “Rikki-Tikki-Tavi,” the animals personified. They have conversations with each other as if they were human. |
| 8. Alliteration (p. R100) | The repetition of consonant sounds at the beginning of words | “Crusts of **b**lack **b**urned **b**uttered toast,  Gristly **b**its of **b**eefy roasts…” |
| 9. Rhyme (p. R107) | The repetition of sounds at the end of words. Words rhyme when their accented vowels and the letters that follow have identical sounds. | *Cat* and *hat* rhyme, as do *feather* and *leather*. |
| 10. Imagery (p. R104) | Consists of words and phrases that appeal to a reader’s five senses. Writers use sensory details to help the reader imagine how things look, feel, smell, sound, and taste. | “When the sun paints the desert with its gold,  I climb the hills.  Wind runs round boulders, ruffles  My hair…” |
| 11. Metaphor (p. R105) | A comparison of two things that are basically unlike but have some qualities in common. | In “Nothing Gold Can Stay,” the speaker of the poem compares youth to different things in nature, like a sunset and green leaves |
| 12. Simile (p. R108) | A figure of speech that makes a comparison between two unlike things using the word *like* or *as*. | “It is as hot as the center of the sun in this room.” |
| 13. Onomatopoeia (p. R106) | The use of words whose sounds echo their meanings, such as *buzz*, *whisper*, *gargle*, and *murmur*. | A snake’s “hiss” is an example of onomatopoeia. |
| 15. Paraphrase (p. R113) | The restating of information in one’s own words. | The elephant is 15 feet long and weighs one ton.  Paraphrase: The elephant is big and heavy. |
| 16. Inference (p. R112) | A logical guess that is made based on facts and one’s knowledge and experience. | I could infer that the new boy was not from Dripping Springs by his Australian accent. |
| 17. Chronological Order (p. R110) | The arrangement of events by their order of occurrence. This type of organization is used in fictional narratives and in historical writing, biography, and autobiography. | On Monday, May 15, 2012, it was partly cloudy. But then, on Tuesday, May 17, it was rainy. |
| 18. Predict (p. R113) | A reading strategy that involves using text clues to make a reasonable guess about what will happen next in a story. | What can you predict about Ponyboy after the incidents in the book *The Outsiders*? (He will have a tough time dealing with the trauma of his youth.) |
| 19. Summarize (p. R114) | To briefly retell the main ideas of a piece of writing in one’s own words. | “Battleground”is a horrific tale about an assassin that has his past come back to life (literally) and eventually assassinate him. |
| 20. Author's Purpose (p. R100) | A writer usually writes for one or more purposes: to express thoughts or feelings, to inform or explain, to persuade, and to entertain. | In his “Remarks at the Dedication of the Aerospace Medical Health Center,” Pres. John F. Kennedy’s purpose was to persuade Americans that the U.S. should lead the world in space research. |
| 21. Draw Conclusions (p. R111) | To make a judgment or arrive at a belief based on evidence, experience, and reasoning. | Because Hinton portrays the trials and tribulations of teenage life based on social class as tough to deal with, the reader concludes social class divisions hurt the humans involved. |
| 22. Sequential Order **OR** Order of Events (p. R113) | A pattern of organization that shows the order of steps or stages in a process. | First, you take the bread out. Second, you slab some jelly on one slice and then some peanut butter on the other. Finally, put the slices together, eat, and enjoy! |
| 23. Character Traits (p. R101) | The qualities shown by a character. | Rikki-Tiki-Taviis instinctual, protective, and methodical. |
| 24. Cultural Values (p.642) | The ideals and beliefs upheld by a society or culture. | Aphrodite, the goddess of love and beauty, represents the belief “to love one another.” |
| 25. Hero (p. R104) | A main character or protagonist in a story. In older literary works, heroes tend to be better than ordinary humans. They are protectors of society who hold back the forces of evil and fight to make the world a better place. | Perseus is the hero of the film *The Clash of the Titans*. |
| 26. Myth (p. R105) | A traditional story that attempts to answer basic questions about human nature, origins of the world, mysteries of nature, and social customs. | “Prometheus” is a Greek myth that explains how humans received the gift of fire. |
| 27. Legend (p. R104) | A story handed down from the past about a specific person, usually someone of heroic accomplishments. | *Young Arthur* by Robert D. San Souci is an example of a legend. |
| 28. Fable (p. R102) | A brief tale told to illustrate a moral or teach a lesson. Often the moral of fable appears in a distinct and memorable statement near the tale’s beginning or end. | “The Race Between Toad and Donkey” by Roger D. Abrahams is an example of a fable from Jamaica. |
| 29. Tall Tale (p. R109) | A humorously exaggerated story about impossible events, often involving the supernatural abilities of the main character. | Stories about folk heroes such as Pecos Bill and Paul Bunyan are typical tall tales. |
| 30. Claim (p. R110) | The writer’s position on an issue or problem. Although an argument focuses on supporting one claim, a writer may make more than one claim in a text. | If students are allowed to use their cell phones in class, they will not do any work. |
| 31. Thesis Statement (p. R114) | The main proposition that a writer attempts to support in a piece of writing. | I believe that we should use cell phones in class because it could serve as an educational resource. |
| 32. Support (p. R114) | Any information that helps to prove a claim. | Students will just text their friends instead of using their cell phones for classwork. |
| 33. Counterargument (p. R111) OR Opposing Viewpoint | An argument made to oppose another argument. A good argument anticipates opposing viewpoints and provides counterarguments to disprove them. | Students can use their cell phones to access articles during research projects. |
| 34. Appositives (p. R61, 6.2) | A noun or pronoun that identifies or renames another noun or pronoun. An **essential** appositive provides information that is needed to identify what is referred to by the preceding noun or pronoun. A **nonessential** appositive adds extra information about a noun or pronoun whose meaning is already clear. | **Essential**:  The book is about the author Dave Barry.  **Non-essential**:  The book, an autobiography, tells how he began writing. |
| 35 Commas (p. R49) | 1. separates items in a series  2. sets off an introductory word, phrase, or dependent clause | 1. She is brave, loyal, and kind.  2. While she was out, I was here. |
| 36. Colons (p. R50) | separates certain numbers | 1:28 P.M. |
| 37. Transitions (p. R32, 2.3) | Words and phrases that show connections between details. Clear transitions help you to unify important ideas. They show the different parts of your writing are related. | Long **before** moutain bikes were made, bicycles were much less comfortable. The **first** cycle, which actually had four weeks, was made in 1645 and had to be walked. **Later**, two-wheeled cycles with pedals were called boneshakers because of their bumpy ride. |
| 38. Characterization (R101) | the way a writer creates and develops characters | * the writer may make direct comments about a character through the voice of the narrator. * the writer may describe the character’s physical appearance * the writer may présent the character’s own thoughts and actions. * the writer may présent thoughts, speech, and actions of other characters. |
| 39. Author’s Perspective (R100) | An author’s perspective or view is the unique combination of ideas, values, feelings, and beliefs that influences the way the writer looks at a topic. **Tone** or attitude often reveals an author’s perspective. | Peter Benchley writes « Great White Sharks » from a perspective that reflects his fascination with the sea and his regret that his novel *Jaws* caused misconceptions about sharks. |
| 40. Point of View (p. R106) | refers to how a writer chooses to narrate a story | **NO EXAMPLE NEEDED HERE** |
| 41. 1st Point of View (p. R106) | the narrator is the character in the story uses first-person pronouns. | 1st person: *I, me,* and *we.*  “I went to the store yesterday.” |
| 42. 3rd person, Limited Point of View (p. R106) | the narrator knows the thoughts and ideas of one character. | 3rd person, limited: *he, she, it,* and *they.*  “Thomas always knew he wanted to be the best train. He worked tirelessly.” |
| 43. 3rd person, Omniscient Point of View (p. R106) | the narrator knows the thoughts and ideas of two or more characters. | 3rd person, omniscient: *he, she, it,* and *they.*  “Jill felt the pain in her heart while John broke the tragic news with a deep, heavy sigh. John felt the tears form in his eyes as he watched her meltdown.” |
| 44. Cause and Effect (p. R110) | Two évents are related by cause and effect when one évent brings about, or causes, the other. The évent that happens first is the cause ; the one that follows is the effect. Cause and effect is also a way of organizing an entire pièce of writing. It helps writers show the relationships between évents and ideas. | Cause : Perseus cuts off Medusa’s head.  Effect : Perseus defeats the Kraken and save Andromeda. |