

First Semester Exam- 7th Grade Advanced English

1. The climax affects the meaning of a story by
 - A. indicating how the conflict will be settled
 - B. developing the conflict
 - C. explaining what happens to everyone
 - D. introducing the main characters
2. In a story about a political campaign, which event is most likely to be the resolution?
 - A. the politician's decision to run for office
 - B. one candidate raising his arms in victory
 - C. a debate between the candidates
 - D. securing the finances needed to fund the campaign
3. Define the term theme. (2 pts.)

Read the passage below. Then select the answer that **best** identifies the conflict the main character faces. (1 pt.)

4. Denise had had it with Catherine acting so dramatic and la-dee-dah, just because she had gotten the main role in the play. The final straw came at the dress rehearsal when Catherine said to Mr. Fiore, "I'll do everything in my power to make the play a grand success." "Your power!" Denise blurted out. "Who do you think you are- Catherine the Great?" The heads of everyone in the Drama Club turned towards her. Unfazed, Denise continued angrily. "Everyone knows I should have gotten this part!"
 - A. external conflict: man vs. nature
 - B. external conflict: man vs. man
 - C. external conflict: man vs. society
 - D. internal conflict

Read the passage below. Then write the best answer to the question. (2 pts.)

5. Read the passage below. What type of conflict is represented by Rodney's problem? Prove your choice through one or two sentences of explanation. (2 pts.)

Rodney chewed his fingernails and sweated. The honor code said he must report cheating to the teacher. But Sam was his best- and just about only- friend...

6. Read the passage below. What information could be different *for the reader* if it had been written in third-person omniscient point of view? (2 pts.)

I didn't like waiting; I didn't like not knowing. The clock in the hallway showed half past four. Dara had been inside the room for fifty minutes. Was the job interview going well? I had no idea, but I guessed that the longer it went on, the better her chances were.

Read the story excerpt below. Then answer the questions (7-8).

My father and grandfather would often speak of the earlier days in North Dakota- of the strong man who could swing a hundred-pound sack of wheat to his back by flinging it over his shoulder with his teeth, of tornadoes that switched the roofs of barns and houses, and of hailstorms that rained sheep-killing stones, heaping July wheat fields with desolations of ice.

Even more fascinating to me were their stories of early winters. I would never see any winters like these, they said, for a new and milder weather cycle now prevailed. I would never know the bitter years that built the grim legends of our northern land.

- *“The Cold Wave” by Lois Philips Hudson*

7. Consider the title of the story and write the sentence from the story that most likely foreshadows a future event in the story. (1 pt.)
8. Based on this foreshadowing, what do you think might happen? (2 pts.)

Read the excerpt from a 1906 book about child labor. Then answer the questions (9-10) that follow.

Work in the coal breakers is exceedingly hard and dangerous. Crouched over the chutes, the boys sit hour after hour, picking out the pieces of slate and other refuse from the coal as it rushes past to the washers. From the cramped position they have to assume, most of them become more or less deformed and bent-backed...

The coal is hard, and accidents to the hands, such as a cut, broken, or crushed fingers, are common among the boys. Sometimes there is a worse accident: a terrified shriek is heard, and a boy is mangled and torn in the machinery, or disappears in the chute to be picked out later smothered and dead. Clouds of dust fill the breakers and are inhaled by boys, laying the foundations for asthma and miners' consumption.

I once stood in a breaker for half an hour and tried to do the work a twelve-year-old boy was doing day after day, for ten hours at a stretch, for sixty cents a day... There was blackness, cloud of deadly dust enfolded everything, the harsh grinding roar of the machinery and ceaseless rushing of coal through the chutes filled the ear.

9. List two possible injuries/ailments the author says the boys face in the coal mines. (1 pt. each)
10. In one sentence, explain what the author is trying to convince the reader to believe. (2 pts.)

11. Rewrite the following sentence so that it becomes an example of personification. (2 pts.)

The volcano began to erupt and let out a huge blast of steam.

Read the following statement then answer questions 12 & 13.

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.

12. What two unlike things are being compared in this metaphor? (1 pt. each)

13. What point is the writer making with this statement? Analyze the sentence and prove you understand by answering in 2-3 sentences. (2 pts.)

14. Create your own metaphor comparing your English teacher to something.
Provide a one sentence **explanation** of your metaphor. (3 pts.)

15. Explain why the comic is an example of irony. Be specific by using information from the picture, don't just state the definition of irony. (2 pts.)



Use the readings on the Civil War to answer questions 16-22. (1 pt. each)

16. In which of the selections does the author state opinions?

- A. Both selections
- B. Neither selection
- C. The newspaper selection
- D. The textbook selection

17. Which of the underlined words indicates the author is attempting to produce an emotional response from the readers?

- A. In the *Harper's Weekly* story: "The newly formed Confederate States of America Army..."
- B. In the *Harper's Weekly* story: "...Army viciously attacked..."
- C. In the textbook excerpt: "...stated their intent to secede..."
- D. In the textbook excerpt: "...Southern troops fired upon a federal fort..."

18. Which of these phrases best illustrates "slanted" or opinionated language?

- A. "in a rash decision"
- B. "stated its intent to secede"
- C. "years of internal fighting"
- D. "no immediate information"

19. Both passages suggest a cause-and-effect relationship between two events. What are those events, and in what order do they happen?

- A. Fort Sumter is attacked and then South Carolina leaves the Union.
- B. Soldiers from Fort Sumter attack South Carolina because it secedes from the Union.
- C. The secession of South Carolina is followed by the attack on Fort Sumter.
- D. Union soldiers secede from South Carolina after Fort Sumter is attacked.

20. Which of the following would be the best *main idea/purpose* for the passage from the textbook?

- A. To explain that the Civil War was long and difficult war and had a lasting impact on the country.
- B. To explain that the Civil War should not have been fought and peace needed to be worked out.
- C. To explain that the start of the Civil War began with the secession of South Carolina and the battle at Ft. Sumter.

21. Which of the following would be the claim for the passage from *Harper's Weekly*?

- A. The South was wrong to attack and hopefully the war will end soon.
- B. It was a good decision to attack Ft. Sumter and more should follow.
- C. The North needs to counter the attack on Ft. Sumter with one of their own.

22. Provide one piece of textual evidence to support your answer choice for #21.