**Grade 8**

**English Language Arts**

**Part B: Reading**

****

**Review Guide**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Overview**

**Test Date:** Wednesday, June 25 at 9:00 am

The test will contain 90 multiple-choice questions

This test was developed to be completed in 1 hour 45 minutes

You may **NOT** use a dictionary, a thesaurus, or other reference materials

The readings will include the following types of texts:

* Informative (articles and comics)
* Narrative (short stories, scripts, novel excerpts)
* Poetic (poems and lyrics)

The following pages contain review notes.

**What to Study**

You should be familiar with the terms listed below that were discussed in our units. For each term you need to *understand* it and *identify examples* of it in a text.

Parts of Speech & Grammar:

* Simple sentence
* Compound sentence
* Complex sentence
* Independent clause
* Dependent clause
* Comma
* Colon
* Dash
* Semi-colon
* Comma splice
* Sentence fragment
* Run-on sentence
* Noun
* Adjective
* Verb
* Adverb
* Pronoun
* Synonym

Essay Writing:

* Thesis Statement
* Body Paragraph

Reading (Short Stories & Poetry):

* Conflict
* Protagonist
* Antagonist
* Theme
* Point of View (narration)
  + First Person
  + Third Person Limited
  + Third Person Omniscient
* Irony
  + Verbal
  + Dramatic
  + Situational
* Foreshadowing
* Imagery
* Simile
* Metaphor
* Plot Structure
  + Exposition
  + Rising Action
  + Climax
  + Falling Action
  + Resolution
* Vocabulary
  + Context clues
* Alliteration
* Assonance
* Rhyme Scheme
* Personification
* Onomatopoeia
* Hyperbole
* Oxymoron
* Stanza

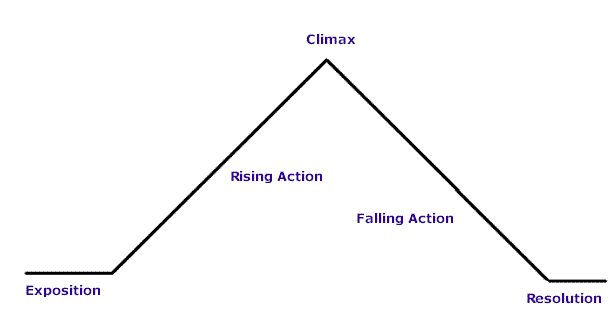
**Short Story Study Notes**

**Character**

* Protagonist
* Main character of the story that changes (The most important character)
* changes and grows because of experiences in the story
* Antagonist
* A major character who opposes the protagonist
* Types of antagonists:
  + people
  + nature
  + society

**Conflict**

* A struggle between two opposing forces
* Types
  + Internal – takes place in a character’s own mind
    - Man vs. Him(Her)self
  + External – a character struggles against an outside force
    - Man vs. Man
    - Man vs. Nature
    - Man vs. technology, progress
    - Man vs. Society
    - Man vs. Supernatural

**Plot**

* Plot: Series of related events that make up a story.

Exposition

* + Section that introduces characters, the setting, and conflicts.

Setting

* + The time and place of the story’s action

Rising Action

* + Consists of a series of complications.
  + These occur when the main characters take action to resolve their problems and are met with further problems:
    - Fear
    - Hostility
    - Threatening situation

Climax

* + The turning point in the story: the high point of interest and suspense

Falling Action

* + All events following the climax or turning point in the story. These events are a result of the action taken at the climax.

Resolution

* + The end of the central conflict: it shows how the situation turns out and ties up loose ends

**Point of View**

* Vantage point from which the writer tells the story.
  + First person- One of the characters is actually telling the story using the pronoun “I”
  + Third person limited- Centers on one character’s thoughts and actions.
  + Third person omniscient- All knowing narrator. Can center on the thoughts any actions of any and all characters.

**Irony**

* A contrast between expectation and reality
* Verbal Irony – saying one thing but meaning something completely different.
* Situational Irony – A contradiction between what we expect to happen and what really does happen
* Dramatic Irony – occurs when the reader knows something important that the characters in the story do not know.

**Theme**

* The central message or insight into life revealed through a literary work.
* The “main idea” of the story
* Theme: Life lesson, meaning, moral, or message about life or human nature that is communicated by a literary work.
* In other words…Theme is what the story teaches readers.
* Examples of theme:
  + *Money can’t buy happiness.*
  + *Don’t judge people based on the surface.*
  + *It is better to die free than live under tyranny.*
* Themes are not explicit (clearly stated).
* Themes are implied (you have to read the story, look for looks, and determine the theme).

**Foreshadowing**

* Clues the writer puts in the story to give the reader a hint of what is to come.

**Symbol**

* An object, person, or event that functions as itself, but also stands for something more than itself.
* Symbolism can be found in colors:
  + Black is used to represent death or evil.
  + White stands for life and purity.
  + Red can symbolize blood, passion, danger, or immoral character.
* Objects are often used to symbolize something else
  + Dove = Peace, Rainbow = Hope, Mountain = Obstacles/Adversity
* Symbols used in literature are objects used to represent other things or ideas
* In literature, symbolism is used to provide meaning to the writing beyond what is actually being described.
* The plot and action that take place in a story can be thought of as one level, while the symbolism of certain things in the writing act on another level to enhance the story.

**Figurative Language**

* Involves some imaginative comparison between two unlike things.
* Simile – comparing two unlike things using like or as.
  + “I wandered lonely as a cloud”
* Metaphor – comparing two unlike things (not using like or as)
  + Life is a roller coaster, it has lots of ups and downs.
* Personification – Giving human qualities to non-human things.
  + “The wind howled”

**Suspense**

* Uncertainty or anxiety the reader feels about what is going to happen next in a story.

**Imagery**

* Language that appeals to the senses.
  + Touch
  + Taste
  + Sight
  + Sound
  + Smell

**Poetry Study Notes**

**Alliteration**

* The repetition of the first consonant sound in a word.
  + Peter Piper picked a peck of pickled peppers.

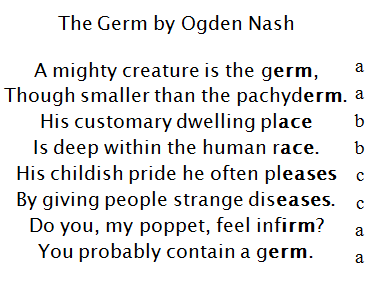
**Assonance**

* The repetition of vowel sounds in a series of words.
  + The fat cat was wearing a miniature hat as he lay down on the mat.

**Rhyme**

* The repetition of ending sounds in words.
  + Thad was a very sad lad.

**Rhyme Scheme**

* A rhyme scheme is a pattern of rhyme (usually end rhyme, but not always).
* Uses the letters of the alphabet to represent sounds to be able to visually “see” the pattern.

**Onomatopoeia**

* The use of words which imitate sound.
  + Thud! Boom! Crack! Buzz!

**Simile**

* A comparison between two objects using "like", "as", or "than”.

**Metaphor**

* A comparison between two dissimilar objects. Usually the words “is”, “are”, or “was” are used.
  + For me time is money.

**Personification**

* Giving inanimate or non-living objects human characteristics.
  + The trees danced in the wind.
    - Write a sentence using personification.

**Hyperbole**

* A hyperbole is an exaggeration or overstatement. It is often meant to be humorous.
  + He inhaled the sandwich.
  + I have a million things to do.

**Oxymoron**

* A figure of speech that combines two words with opposite meanings.
  + Jumbo shrimp, act naturally, calm storm, cold sweat, good grief

**Stanza**

* a group of lines separated from other lines by breaks in the poem. Similar to a paragraph**.**

**Context Clues**

* When you come across a word you don't know, don’t stop reading.
* You can often figure out the meaning of an unfamiliar word by using the words around it. The surrounding sentence or paragraph is known as the context.

Here's an example: *Sue's boss was a callous man. He did not react to her tears and apologies.*

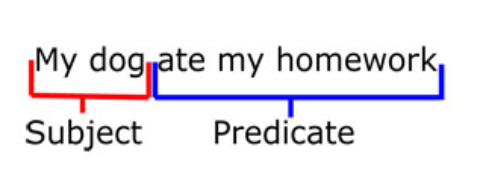
* From the context you know that a callous man does not react to tears and apologies. Callous means “hard-hearted” or "insensitive to emotion."

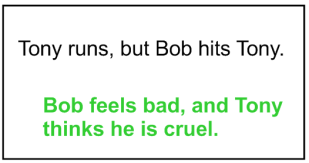
**Synonym**

* A Synonym is a word that has almost the same meaning as another word.
* For example, a synonym for beautiful is stunning:
  + She is a beautiful girl.
  + She is a stunning girl.

**Parts of Speech & Grammar**

**Simple Sentence**

* Contain a subject and a predicate
* Express a *complete* thought
  + The *subject* is the actor.
  + A *Predicate* modifies the *subject* of a   
    sentence.



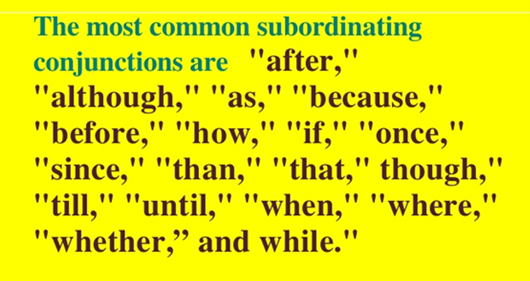
**Compound Sentence**

* Contain *two* independent clauses.
* Like a simple sentence sandwich.
* Coordinate conjunctions are used to join independent clauses in compound sentences.
  + For, and , nor, but, or, yet, so

**Complex Sentence**

* Consists of one or more independent clause and one or more subordinate clauses.





**Independent Clause**

* A [clause](http://www.grammar-monster.com/glossary/clause.htm) that can stand alone as a [sentence](http://www.grammar-monster.com/glossary/sentences.htm) (i.e., it expresses a complete thought).
* An independent clause, like all clauses, has a [subject](http://www.grammar-monster.com/glossary/subject.htm) and [verb](http://www.grammar-monster.com/glossary/verbs.htm).
  + Here is an example of an independent clause (shaded). Notice how it could stand alone as a sentence.
  + *I have enough money to last me the rest of my life, unless I buy something.*

**Dependent Clause**

* A dependent [clause](http://www.grammar-monster.com/glossary/clause.htm) (or [subordinate clause](http://www.grammar-monster.com/glossary/subordinate_clause.htm)) is one that cannot stand alone as a complete [sentence](http://www.grammar-monster.com/glossary/sentences.htm), because it does not express a complete thought.
* Like all clauses, a dependent clause has a [subject](http://www.grammar-monster.com/glossary/subject.htm) and [verb](http://www.grammar-monster.com/glossary/verbs.htm).
  + Here is an example of a dependent clause (shaded). Notice how the shaded clause could not stand alone as a sentence.
  + *The crew could see the whale, which had surfaced only 50m behind them.*

**Comma**

* The comma serves several purposes:

1**.** Commas separate items in a series.*Example: He went to the park with Dan****,*** *his cousin****,*** *and his friend.*

2. In compound sentences use a comma before the conjunction.*Example: He performed the routine flawlessly****,*** *and the judges rewarded him with a perfect score.*

3. Use a comma in complex sentences after the introductory subordinate clause.*Example: When the photographer took the picture****,*** *she knew exactly how it would turn out.*

4. Separating items in dates and addresses. Example : Monday, September 24, 2012. *Example : 165 Athabasca Drive, Devon, Alberta.*

5. Commas can punctuate interrupters. An *interrupter* is a word, phrase, or clause that significantly breaks the flow of a sentence.

**Colon**

* Starts a list
  + We need these things**:** paper, pencils, erasers, pens, and glue.
* Precedes a formal quotation
  + Hemingway said**:** “There is no friend more loyal than a book.”
* Separates hours and minutes
  + The time is 7**:**45 A.M.

**Semi-Colon**

* Connects to main clauses where a conjunction is not used:
* Cody worked at A & W**;** he was dismissed.
* Separates items in a list that contains other punctuation:
* I have lived in Devon, Alberta**;** Kalispell, Montana**;** and Victoria, British Columbia.

**Hyphens (dashes)**

* Divide words at the end of text or indicate compound adjectives before a noun.

**Sentence Fragment**

* A sentence should have a subject, a verb and express a complete thought. If it fails to do so, then it is a sentence fragment.
* A sentence fragment is a sentence that:
  + Does not express a complete thought - *Example: Joe is.*
  + Is lacking a subject - *Example: Eating chicken.*
  + Is lacking an action - *Example: A book without a cover.*
  + Is a dependent clause, standing alone - *Example: When I went to the store.*

**Run-on Sentences**

* A run-on sentence is a sentence in which two or more independent clauses (sentences that   
  could stand on their own) are joined together improperly.
* For example:
  + I went to the store I got milk and cookies.

**Comma Splice**

* When two independent clauses are connected by *only* a comma, they constitute a run-on sentence that is called a comma-splice.

**Noun**

* A noun refers to a person, place, or thing—such as an object, concept, idea, or event.

**Adjective**

* An adjective is a word that modifies a noun or a pronoun. It can describe, limit, or identify the noun or pronoun.
  + Example: She likes oatmeal cookies
* A descriptive adjective adds details and answers the question, What is it like/
  + Example: *fresh* vegetables, *white* cat

**Verb**

* Verbs are words or nouns that express an action, or state of being

**Adverb**

* An adverb is a word that modifies a verb, an adjective, or another adverb.
* An adverb usually tells: how, when, where, to what extent, or how often.
* Many adverbs end in “ly”
  + Example: “No,” George said **stubbornly.**

**Pronoun**

* A pronoun takes the place of one or more nouns or a group of words in a sentence.

**Essay Writing**

**Thesis Statement**

* A thesis statement is a complete sentence that contains one main idea.
* This idea controls the content of the entire essay.
* A thesis statement that contains subpoints also helps a reader know how the essay will be organized.

**Body Paragraph**

* The body paragraphs in an essay support the main idea in the thesis statement by breaking it down into smaller ideas or subtopics.
* Ideas in the body paragraphs should relate back to the thesis statement.