

1st Semester Exam Study Guide Packet

The following information and practice will assist in your review for the 1st semester exam. Please take the time to study and ask questions. As you are working through this packet, highlight the areas that you feel you need me to explain, and I will do so. This is a very important assessment, and I want you to do well. Work hard and concentrate.

Main Idea and Supporting Details Practice Exercises

ELACC7RL2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Practice 1: A Musical Mouse Read the selection, and then answer the questions that follow.

- (1) There are many different kinds of mice. Some are good swimmers; others like to swing from trees by their tails. And one kind, the white-footed mouse, is not only a good swimmer and tree climber, but it's also quite musical!
- (2) This minute, furry creature's body is about 8 inches (20 cm) long, with a tail of another 3 inches (7.5 cm). It weighs only about 0.8 ounces (23 g). It's been around North America for a long time; scientists have found 40-million-year-old fossils of the tiny creature's ancestors!
- (3) Some people call the white-footed mouse the "wood mouse" because it lives in so many wooded areas throughout North America. Other people call the white-footed mouse the "deer mouse." One reason is that its fur is the same colors as a deer's—soft brown on its back; white on its underside. Another reason is that the mice carry deer ticks that spread Lyme disease.
- (4) The whitefoot makes its nest almost anywhere. It likes a home that is warm and dry, like a hollow tree or empty bird's nest. But most of the time the whitefoot runs along the ground looking for food. It eats seeds, nuts, leaves, bark, and insects. It sleeps by day and looks for food at night—its long whiskers and big ears help it find its way in the dark.

- (5) Does the whitefoot really make music? In a way, it does because it often makes a humming sound. And it taps its little paws very fast on a dead leaf or hollow log to make a buzzing, drumming sound! Scientists aren't sure why the mouse is a drummer; it just is!
- (6) So the next time you're in the woods, walk quietly. There might be a white-footed mouse nearby, and you wouldn't want to interrupt a mouse in the middle of its song . . . would you?

1. What is the main idea of this selection?
 - a. Deer are brown and white.
 - b. The white-footed mouse taps its paws in a drumming sound.
 - c. The woods of North America are full of mice.
 - d. Scientists study the habits of mice.
2. Which is a supporting detail for that main idea?
 - a. The white-footed mouse is also known as the wood mouse.
 - b. The deer mouse may carry ticks that transmit a disease.
 - c. The mouse taps on a dead leaf or hollow log.
 - d. The white-footed mouse isn't very big.
3. Which would make the best substitute title for this selection?
 - a. "How to Build a Better Mousetrap"
 - b. "Concert in the Woods"
 - c. "Caution: Lyme Disease Ahead!"
 - d. "All about Rodents"
4. What is the main idea of paragraph 2?
 - a. The white-footed mouse lives in Canada.
 - b. The white-footed mouse is also called the wood or deer mouse.
 - c. The white-footed mouse hums.
 - d. The white-footed mouse is very small.
5. Which detail in paragraph 2 is interesting, but not needed to find the main idea of that paragraph?
 - a. Its tail is 3 inches (7.5 cm) long.
 - b. Scientists found 40-million-year-old fossils of its ancestors.
 - c. It weighs 0.8 ounces (23 g).
 - d. Its body is about 8 inches (20 cm) long.

Reading Context Clues Practice Exercises

ELACC7L4: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Practice 1: Planning Ahead: Read the selection, and then answer the questions that follow.

- (1) It was late when Marco finally got to the store. He'd been planning this surprise party for weeks, but somehow time was running out! "I can handle it all by myself," he'd told his mom when he first suggested a surprise party for his cousin's birthday. "I mean, how hard it is to throw a party?"
- (2) "It can be very time-consuming. There's a lot to do," replied his mom. But Marco reiterated, "I can handle it all myself!"
- (3) Marco did all the mundane, tedious things first, like making a list of who to invite, buying the invitations, and addressing and mailing them out. He found it somewhat irritating when people called to RSVP right in the middle of his favorite TV show, but he thanked them and checked their names on the list so he'd know who would and wouldn't be attending the party.
- (4) Then he planned the menu. He knew Paco loved Crema Catalana—a cold custard with a crispy, crunchy, caramel coating. Marco thought his mom made the best, so he asked her to make it for the party. Of course, he planned to have a giant birthday cake with candles for Paco to blow out for luck. Marco also picked other good things to serve.
- (5) The day of the party, Marco blew up balloons and made colorful garlands. He draped the paper-chain ribbons across the curtains and attached the balloons to the wall with double-stick tape. Everything looked quite festive. He called his Uncle Santiago to make sure he'd bring Paco at the right time, supposedly just to drop in for a minute on the way to dinner. Then Marco checked on the food supplies. The snacks were ready. The Crema Catalana was in the refrigerator keeping cold, awaiting that final, lastminute caramel topping. And the cake was ready, awaiting the candles on top... "Oh, no!" Marco cried. "I forgot to pick up candles! Mom, do we have any birthday candles?"
- (6) "Sorry, honey," she replied. "I wish you'd told me... I could have picked some up on the way home. You'll have to run to the store to

get some."

- (7) And that's how Marco ended up at the store just before closing, when there was just one checkout open, and a very slow clerk. The lady in front of Marco kept asking, "Is it always this slow?" After the fifth time, Marco replied, somewhat politely, "Yes, ma'am, except on Thursdays. Why don't you come back then?"
- (8) The lady turned in a huff and galumphed out of the store, leaving one less person in front of Marco.
- (9) Finally, Marco got to the counter. "I just have these birthday candles, Ma'am, and I can't be late for the party," he said hurriedly as he put some money on the counter. "Just keep the change!"
- (10) He ran home as fast as he could, arriving just in time to hear everyone inside yell "Surprise!" as Paco and Uncle Santiago walked in the door ahead of him!

1. Which is most likely the meaning of *reiterate*?
 - a. refused
 - b. said for the first time
 - c. said again
 - d. sat down
2. Which is NOT a meaning of *mundane*?
 - a. boring
 - b. ordinary
 - c. dull
 - d. unusual
3. What kind of context clue does the author use for Crema Catalana?
 - a. an example of a similar dessert
 - b. a definition
 - c. a synonym
 - d. none of the above
4. What kind of context clue does the author use for *garlands*?
 - a. a definition
 - b. an antonym
 - c. a restatement to clarify
 - d. examples of other hanging objects

From the context, which is most likely the meaning of *galumphed*?

- a. tip-toed
- b. ran
- c. stomped
- d. skipped

Thesis Statement Worksheet

ELACC7W1: Write arguments to support claims with clear reasons and relevant evidence.

ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Directions: State if the following thesis is weak or strong. Why?

Example: Crime must be stopped.

--Weak because it is a general statement. What crime? Where?

1. The court needs to implement stronger sentences.
2. Charles Dickens is a good author.
3. History is an important subject.
4. Charles Dickens uses the setting of his novels to emphasize the theme of class division.
5. Socialism is the best form of government for Kenya because it will promote equal opportunity for workers.
6. If the government takes over the copper industry in Kenya, it will become more efficient through regulation and standardization.

7. Sigmund Freud is one of the greatest psychologists in medical history.

8. Because Banana Herb Tea Supplement promotes rapid weight loss that results in the loss of muscle and lean body mass, it poses a potential danger to customers.

9. Movies are becoming more and more daring in their subject matter.

Clauses and Phrases

ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

- a. Explain the function of phrases and clauses in general and their function in specific sentences.

Exercise: In the following sentences underline each **adverb dependent clause**.

1. Because I partied all weekend, I never found time to do my homework.
2. I hate to drink coffee because it always upsets my stomach.
3. When you win the lottery, you can buy me dinner.
4. Although I don't remember his name, I'm sure that man is a famous actor.
5. As I was walking down Broadway, a police car jumped the curb and ran over my cat.

Exercise: In the following sentences underline each **adjective dependent clause**.

1. John Smith, who was an early English explorer, is most famous for his love for the Native American girl Pocahontas.
2. TVI, which is the only community college in Albuquerque, is now offering courses in computer science.

3. A mule, which is the cross between a horse and a donkey, is known for being stubborn.
4. Money that is gained dishonestly spends just like money that is earned honestly.
5. I like to drink soda at Duffy's, which is my favorite hangout.

Sentence Structure and Grammar Practice Exercises

ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.**

Practice 1: Identifying Sentence Structure: For each sentence, identify its structure type. Underline independent clauses once. If there are dependent clauses in the sentences, underline them twice.

1. Friendly dogs usually prance around in an attempt to express their glee, and they also often bark a lot.
2. My dog, who is shy and easily frightened, barks most often when she meets strangers.
3. Scaredy-cat dogs are often the loudest barkers.
4. Because scaredy-cat dogs are sometimes fearful, they can be difficult to train.
5. Having a happy, well-behaved dog is one of life's great pleasures.
6. Since I don't have the book, I could not do the report.
7. The well-known poet, who was immortalized, is Edgar Allen Poe.
8. Ginger, who is a girl in room 18, will run for representative.
9. Before the rain came, we were able to go swimming.
10. After we formed the carpool, Dave's driving day was Thursdays.

Conjunctions

ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

- a. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.**

Apply your knowledge of conjunctions by circling them in the following sentences.

1. After going to the concert, we treated ourselves to dessert and soda.
2. Let's take a walk while the muffins bake.
3. That car is unattractive but so reliable that you should consider buying it.
4. When Gail changes his mind and decides to audition for the musical, he will definitely get the part.
5. When it rains, it pours.
6. The store isn't busy yet, but I know it will be soon.
7. Please help yourself to the chips and salsa, or if you have a sweet tooth, enjoy some homemade ice cream.
8. I don't want to clean my apartment or study for exams, yet going for a hike sounds very appealing.
9. Our puppy is smart yet goofy; he picks apples right from the tree and eats everything but the seeds.
10. You shouldn't wear that bonnet with the fake flowers and berries unless you want to attract every bee in the country.

Relative Pronouns

ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

- a. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.**

Directions: Circle the relative pronoun in each sentence below.

1. The lady, who was here to see you yesterday, called again this morning.
2. Bring me the letters that lie on the table.
3. Is this the train which leaves for New York at six o'clock?
4. Tell me what you have read.
5. He used such materials as could be found.
6. Whosoever will may come.
7. Whichever path you take, will lead you home.
8. Whatever comes, be patient.
9. Who told you that?
10. That is all that was said.