

*Important Concepts . . .*

# Preview Review



*Language Arts*

*Grade 7*

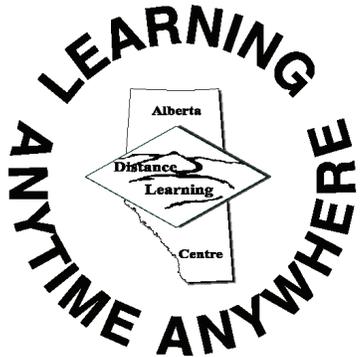
*W2 - Quiz*

Important Concepts of Grade 7 Language Arts	Materials Required
W1 - Lesson 1 ..... Communication Skills	Textbooks
W1 - Lesson 2 ..... Sentence Structure	<i>ResourceLines 7/8</i>
W1 - Lesson 3 ..... Punctuation Skills	
W1 - Lesson 4 ..... Writing Paragraphs	
<b>W1 - Quiz</b>	<i>SightLines 7</i>
W2 - Lesson 1 ..... What's a Short Story?	
W2 - Lesson 2 ..... Short Story Analysis	
W2 - Lesson 3 ..... Literary Techniques	
W2 - Lesson 4 ..... Essays	
<b>W2 - Quiz</b>	
W3 - Lesson 1 ..... Poetic Structure	
W3 - Lesson 2 ..... Forms of Poetry	
W3 - Lesson 3 ..... Letters	
W3 - Lesson 4 ..... Writing Poetry About Letters	
<b>W3 - Quiz</b>	

Language Arts Grade 7  
Version 5  
Preview/Review W2 - Quiz

Publisher: Alberta Distance Learning Centre  
Author: Sandra Baker  
In-House Teacher: Connie Stasiuk and James Tapankov

Project Coordinator: Dennis McCarthy  
Preview/Review Publishing Coordinating Team: Nina Johnson,  
Laura Renkema, and Donna Silgard



The Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

**ALL RIGHTS RESERVED**

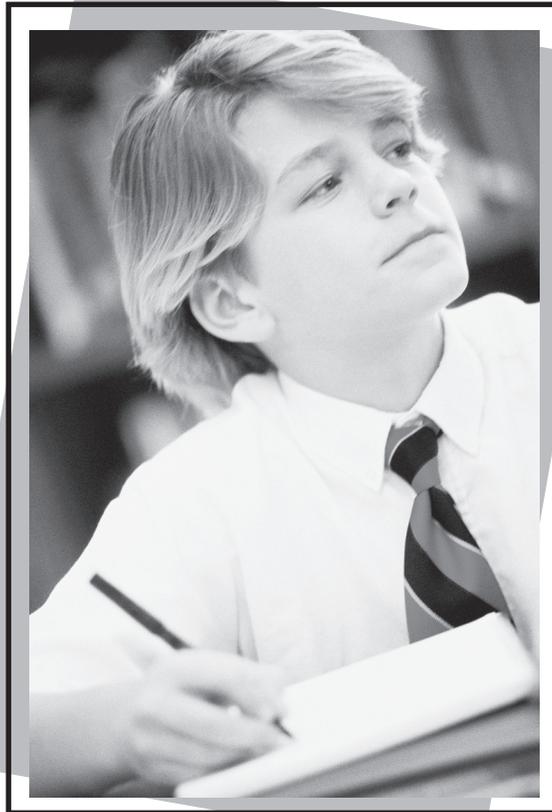
Copyright © 2007, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from the Alberta Distance Learning Centre.

No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

**IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.**

# **Preview/Review Concepts for Grade Seven Language Arts**



*W2 - Quiz*



## W2: Quiz

### Part I: Short Answer

Answer the following questions.

1. What does chronological order mean?

---

---

2. What is a stereotype?

---

---

3. What is the theme of a story?

---

---

4. What two things should the setting of the story include?

---

---

5. What is internal conflict?

---

---

## Part II: Reading

Read the story “The Dinner Party” by Mona Gardner on page 35 of *SightLines 7*. Then, answer the following questions.

1. What stereotype does the colonel believe?

---

---

3. Foreshadowing is a technique where something in the story gives a hint of what will happen later in the story. What foreshadowing is used in this story to show that the colonel’s stereotyping might be proven wrong?

---

---

2. How does the American naturalist know there is danger in the room?

---

---

4. How does the American keep everyone calm after seeing the snake? Why did he use that particular way to get the people at the table to stay still?

---

---

5. Why does this story show that the colonel’s stereotyping of women is not true?

---

---

---

---

---

### Part III: Multiple Choice

Complete the following multiple choice questions by placing the letter of the BEST response in the blank.

- \_\_\_\_\_ 1. The main idea of a paragraph is expressed in
- A. the supporting sentences
  - B. the topic sentence
  - C. the concluding sentence
  - D. the closing sentence
- \_\_\_\_\_ 2. Which of the following uses personification?
- A. The sun smiled down upon us.
  - B. The sun shone brightly.
  - C. The sun was a golden ball hanging in the sky.
  - D. The sun was shining in my eyes.
- \_\_\_\_\_ 3. An essay
- A. is a short nonfiction discussion of a topic
  - B. is an extended piece of writing that explores a subject in detail
  - C. may vary from a few hundred words to several thousand
  - D. all of the above
- \_\_\_\_\_ 4. A term that means all the paragraphs are focused on the main idea is
- A. coherence
  - B. organization
  - C. unity
  - D. none of the above
- \_\_\_\_\_ 5. A narrative paragraph
- A. describes a person, place, or thing
  - B. explains something
  - C. tells a story
  - D. gives instructions
- \_\_\_\_\_ 6. A closing sentence
- A. signals completion of the thought
  - B. concludes the paragraph
  - C. reinforces the main idea
  - D. all of the above

- \_\_\_\_\_ 7. A descriptive paragraph
- A. describes a person, place, or thing
  - B. explains something
  - C. tells a story
  - D. gives instructions
- \_\_\_\_\_ 8. In planning an essay, one may use
- A. an outline
  - B. a thought web
  - C. brainstorming
  - D. all of the above
- \_\_\_\_\_ 9. An expository paragraph
- A. describes a person, place, or thing
  - B. explains something
  - C. tells a story
  - D. relates an event
- \_\_\_\_\_ 10. Coherence means
- A. ideas are connected
  - B. paragraphs are smoothly connected
  - C. the essay is easy to understand
  - D. all of the above



## Expectations For Composition

<b>Composing</b>	
<b>Okay</b>	<b>Needs Improvement</b>
<input type="checkbox"/> You wrote on the assigned topic. <input type="checkbox"/> You presented a clear main idea. <input type="checkbox"/> You gave enough details to support the main idea. <input type="checkbox"/> You organized your ideas in a logical order.	<input type="checkbox"/> You did not write on the assigned topic. <input type="checkbox"/> Your central idea is not clear. <input type="checkbox"/> Your details are vague or minimal. <input type="checkbox"/> Your ideas are repeated or show gaps.
<b>Style/Audience Awareness</b>	
<b>Okay</b>	<b>Needs Improvement</b>
<input type="checkbox"/> You wrote with your audience in mind. <input type="checkbox"/> You used vocabulary (words) that expressed your meaning well. <input type="checkbox"/> You used sentences that made your main idea interesting to your audience. <input type="checkbox"/> Your voice (or personality that shows in your writing) was clear and interesting.	<input type="checkbox"/> You wrote without an audience in mind. <input type="checkbox"/> Your vocabulary is weak and does not express your meaning well. <input type="checkbox"/> Your sentences are mostly simple. <input type="checkbox"/> Your voice (or personality that shows in your writing) is not strong enough to make your writing as interesting as it could be.
<b>Sentence Formation</b>	
<b>Okay</b>	<b>Needs Improvement</b>
<input type="checkbox"/> For the most part, you wrote complete and correct sentences.	<input type="checkbox"/> Your composition contains run-ons and/or sentence fragments.
<b>Usage</b>	
<b>Okay</b>	<b>Needs Improvement</b>
<input type="checkbox"/> For the most part, you wrote using appropriate subject-verb agreement, verb tenses, word meaning, and word endings.	<input type="checkbox"/> Your composition contains a pattern of errors in subject-verb agreement, verb tenses, word meaning, and/or word endings.
<b>Mechanics</b>	
<b>Okay</b>	<b>Needs Improvement</b>
<input type="checkbox"/> For the most part, you wrote using correct punctuation and capitalization.	<input type="checkbox"/> Your composition contains many errors in punctuation and/or capitalization.
<b>Spelling</b>	
<b>Okay</b>	<b>Needs Improvement</b>
<input type="checkbox"/> For the most part, you wrote using correct spelling.	<input type="checkbox"/> Your composition contains many spelling errors.

Teacher's Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

