|  |  |  |
| --- | --- | --- |
| **Review Term** | **Definition** | **Example from *Westing Game*** |
| **Exposition** | 1. | * Sunset Towers
* 16 heirs to the Westing fortune
* Sam Westing is “murdered”
 |
| **2.**  | * where the various conflicts take place
* events that lead to the climax
 | * Bombs explode throughout Sunset Towers.
* JJ Ford hires a PI to get information.
* The heirs make their guesses in the presence of EJ Plum.
 |
| **Climax** | **3.** | * Judge Ford discovers that Sandy is Sam Westing.
* Judge Ford tries to confront Sandy, but he dies.
* Crow is arrested after she announces that she is the answer to the Westing game.
 |
| **4.** | * Conflict decreases and begins to resolve
 | * Turtle holds a trial to find out more about the Westing game.
* She then discovers the answer, and Crow comes back because she is found innocent.
* The Westing house burns down by means of the fireworks
* Turtle finds Julian Eastman, who is one of Sandy McSouthers's disguises.
 |
| **Resolution** | **5.** | * Turtle wins the game.
* We meet the heirs 5 years later.
* Julian Eastman dies.
 |
| **Antagonist** | * The person fighting against the hero in the story
 | 6. |
| **7.** | * The “hero”/ person the reader wants to succeed
 | * The Heirs
 |
| **Internal Conflict** | * A conflict that is in a person’s head
* An inner struggle
 | 8.  |
| **External Conflict** | 9. | * Mr. Hoo is always on his son about studying and helping out at the restaurant.
 |
| **Person against Self** | * A character struggling to make a tough decision
 | 10.  |

**Exam Review: Plot/ Conflict**

**(use notes in reading section)**

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

**MIDTERM EXAM REVIEW**

**Directions: Fill-in all numbered sections of the organizers with term, definition, or example.**

|  |  |  |
| --- | --- | --- |
| **Review Term** | **Definition** | **Example from *Westing Game*** |

|  |  |  |
| --- | --- | --- |
| **Person against Person** | 11.  | * Grace and Turtle are constantly bickering and fighting.
 |
| **Person against Nature** | * A problem/ struggle with an element of nature in the story
 | 12. |
| **13.** | * A problem/ Struggle with laws/ rules in the story
 | * Crow is arrested for the murder of Sam Westing.
 |
| **Direct Characterization** | 14.  | “Flora Baumbach thought the short, sleek haircut was adorable, especially the way it swept forward over her little chin, but Turtle did not want to look adorable. She wanted to look mean.”  |
| **15.**  | * The reader must infer what the character is like through his speech, thoughts, and actions.
 | ‘“Gorgeous,” Mrs. Wexler replied, clutching her husband’s arm as her high heels wobbled in the deep plush pile. She, too, managed an approving glance in the mirror before the elevator door opened.’ |
| **Character Trait** | * words that describe a character’s personality
 | Turtle is**16.** |
|  17. | * Message/ lesson from the author
 | People are not always who they appear to be.  |

**Exam Review: Grammar**

**(grammar folder)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Review Term** | **Definition** | **Teacher Example** | **Write an example sentence using the rule.** |
| Commas in a series | * Comma used to separate three or more items in a series
 | * In order to do well on my exam, I must complete my review, study, and get a good night’s sleep.
 | 18. |
| Commas with coordinate adjectives | * Comma used to separate to adjectives that modify the same noun
 | * My happy, jolly dad always makes me laugh when I am feeling down.
 | 19. |
| Commas to separate an introductory element | * Comma used after an intro element
 | * While studying for exams can be overwhelming, doing a little each night can make it easier.
 | 20. |
| Commas with appositives | * Commas used around an appositive to rename a noun
 | * The midterm exam, a test covering first and second quarter, is given in January.
 | 21. |

|  |  |  |  |
| --- | --- | --- | --- |
| Commas to join independent clauses | * Comma used with a conjunction between two sentences
 | * I need to get a good night’s sleep, and I need to eat breakfast to help my exam grades.
 | 22. |
| Commas to set off direct address | * Comma(s) need to address that person being spoken to
 | * Students, please study for your exams!
 | 23. |
| Pronoun/ Point of view | * 1st person- I, mine, us, we
* 2nd person- you , yours, your
* 3rd person- he, she, them, it
 | * I am first
* You are second
* Everyone else is third
 | 24. |

**Review: Figurative Language**

(notes and practices in reading section)

|  |  |  |  |
| --- | --- | --- | --- |
| **Review Term** | **Definition** | **Teacher Example** | **My example** |
|  irony | * a contrast between what is expected and what really happens
 | “The sun sets in the west (just about everyone knows that), but **Sunset Towers faced east….and had no towers”** | 25. |
| foreshadowing | * the use of hints or clues in a narrative to suggest what action is to come; It helps to build suspense in a story because it suggests what is about to happen.
 | “Yes, she had the right number. It might be a **trick**, but it was **no coincidence**.”  | 26. |
| mood | * the overall emotion or feeling created in a piece of literature
 | “A **cold, raw wind** is blowing as the three teens spot smoke coming from the chimney of the old, abandoned Westing house” | 27. |
| alliteration | * Using the same beginning consonant sound for several words
 | “Chris decided not to tell him about the **limper** on the **lawn**…” | 28. |
| onomatopoeia | * The use of words with sounds that echo their sense or meaning.
 | “…as he rushed into the **sizzling, crackling** kitchen.”  | 29. |

|  |  |  |  |
| --- | --- | --- | --- |
| imagery | * writing in which an author uses vivid words and description to help the reader picture events in his/ her mind; usually appeals to the five senses
 | “Turtle Wexler looked every inch the witch, her **dark unbraided** hair **streaming wild in the wind** from under her **peaked hat**, a **putty wart pasted on her small beaked nose**.” | 30. |
| simile | * A comparison of two unlike things using “like”/ “as”
 | “He was waiting at the front door when I got back from the track meet, mad **as** a **wet cat**.” | 31. |
| metaphor | * A direct comparison of two unlike things
* Does not use “like”/ “as”
 | “Turtle’s crutch is her braid.” | 32. |
| symbolism | * When an object stands for a bigger idea/ concept
 |  Chess  | 33.  |
| personification | * Giving human qualities to objects
 | A cluster of red sparks…**kissed** the ceiling…” | 34. |

**Review: Argument Essay Components**

(writing section of binder)

|  |  |  |
| --- | --- | --- |
| **Review Term** | **Definition** | **Example** |
| Opening statement/ attention getter  | * Creative technique used to hook the reader
 | According to the Roman Philosopher Seneca, “He who profits by a crime commits it.” |
| 35. | * opinion or position on a topic
* Usually found at the end of the opening paragraph
 | As revealed by the evidence, Mrs. Mirabel Fallwell was tragically murdered. orSchool lunches aren’t as healthy as they should be. |
| Factual Evidence  | 36.37.38. | “A study by the federal Centers for Disease Control and Prevention in 2006 found that 23.5 percent of high schools offered fast food from places like Pizza Hut and Taco Bell” (*The New York Times*). |
| 39. | * personal experience
* family & friends' observations
* acquaintance or interviewee's story
 | Last week, the only thing I ate at school for lunch was tater tots and French fries and by the time I got on the bus, I was starving and had a headache. |

|  |  |  |
| --- | --- | --- |
| Commentary | **40.****41.****42.** | These statistics are important **because** they point to the effects of poor nutrition and how serious the school lunch problem is.  |
| 43. | * Addressing a point of view that is different from the writer’s.
 | Even though it appears Mrs. Fallwell was drinking wine, this is only meant to be a distraction. The phone and wine glass were neatly placed, revealing that Mrs. Fallwell was clear-minded in control.  |
| Conclusion or Closing Sentence | 44.  | As revealed through the evidence, Mrs. Fallwell was tragically murdered by her nephew, Jerry Jarvis.  |
| Transitions | words and phrases used to connect one idea to the next | Therefore45.46.47. |

**Exam Review: Author’s Purpose/ Mystery Terms**

(organizers in writing and reading section)

|  |  |  |
| --- | --- | --- |
| **Review Term** | **Definition** | **Example** |
| **Author’s Purpose**inform | * writing to report to readers about a topic, idea, or issue
 | 48.  |
| 49.  | * writing to convince a person to take a specific side of a topic. issue
 | * Writing piece to convince the reader that Mirabell Fallwell’s death was a murder/ accident.
 |
| dispute | * writing to explain how a certain topic/ issue in incorrect
 | * Proving wrong the readers who thought differently than you did about Mirabell Fallwell’s murder/ accident.
 |
| entertain | * writing to amuse the reader
 | 50.  |
| **Mystery Vocabulary**Suspense | 51.  | Crow: “Somebody’s in real **danger**, Otis, and I think it’s **me**.” |
| Red herring  | * A so-called clue that leads the reader in the wrong direction.
 | 52.  |
| 53.  | * The person in the story who supposedly committed the crime.
 | * Otis Amber is the suspect of two pairs as the answers are presented to EJ plum.
 |
| Clue | * A piece of evidence that can help lead to solving the crime.
 | 54.  |

**Review: Genre/ Essay Organization**

**Be sure to review the following terms, definitions, and examples.**

|  |  |  |
| --- | --- | --- |
| **Review Term** | **Definition** | **Teacher Example** |
| **Genre**Short stories | * Brief story
* Follows plot line
* Has a theme
 | * “Directions” by Sara Baade
 |
| Mythology | * Contains a god/ goddess
* Has a theme
* Explains how/ why something came into existence
 | * “King Midas and the Golden Touch”
* “Echo and Narcissus”
 |
| Mystery | * Has a crime/ problem that needs to be solved
 | * *The Westing Game*
 |
| Informational Text | * Gives information on a certain topic.
* Factual in nature
 | * “Bugs on the Beat”
* “Monkeys in Delhi”
 |
| **Organization** cause/ effect | * when a writer analyzes the reasons for--and/or the consequences of--an action, event, or decision
 | * A paper that shows how Hades loneliness effected the life of Persephone and the seasons.
 |
| compare/ contrast | * when a writer analyzes similarities and differences
 | * A paper that looks at the similarities and differences of Sydelle Pulaski and Flora Baumbach
 |
| define | * when a writer defines a topic
* the topic is evaluated and analyzed to give the reader a clear understanding
 | * An Encyclopedia Article
 |
| sequential | * writing to describe a series of events or a process in some sort of order
 | * A paper explaining how to make chicken noodle soup.
 |
| chronological | * typically used to write about an event or person from history
* events and information are presented in the order from oldest to newest
 | * An autobiography/ biography
* History Textbook
 |
| categorization | * writing to identify the specific features of the given topic, or topics, and placing them in the appropriate categories.
 | * genre chart
 |

**Practice identification and usage of the following reading skills and strategies:**

1. Exemplify
2. Context Clues
3. Talking to the text
4. inferring/inference, questioning
5. synthesizing
6. visualizing
7. Close and Critical Reading:
	1. What does the text say (summary)
	2. How does the text say it? (Craft)
	3. What does it mean (theme)
	4. So what? (Text to text, text to self, text to world connections)