

Practice Final Exam

The actual final will be shorter than this.

I will ask you vocabulary questions; skills questions; and fiction reading questions.

Important Reading Vocabulary. Know the meaning of each word.

1. scan – Read over quickly to find general main idea. Start with title: look for repeated words in 1st and last paragraphs; check for subheadings and lists; read first sentence of each paragraph.
2. skim – Look for a specific word, number or fact. You look through the reading as if you were skimming, but you KNOW what you are trying to find.
3. heading, subheading - Bold or underlined sentences or phrases in the body of the reading.
4. bullet point – Lines in a list that start with a number or “bullet” like * or ->
5. topic or subject – The general THING the writing is about. Usually a noun.
6. main idea – The idea – including opinion – the writer has about the topic. A full sentence or more.
7. comprehension - Your understanding of the main idea and facts of a reading.
8. example - A specific short STORY or EXAMPLE the writer tells about an idea. These stories make the idea more easy to understand.
9. core meaning – The general meaning that all members of a word family share. Not a specific DEFINITION: it’s a general IDEA.
10. part of speech – Four important parts of speech are noun, verb, adjective and adverb. (There are also conjunctions, pronouns, prepositions, interjections and function words like articles.)
11. word family – The group of all word forms (noun, verb, adjective, adverb) that have the same root and the same core meaning. For example: “expansion, expander, to expand, expanded, expansive, expansively” is a FULL word family.
12. outline - A way to understand a reading. Similar to a graphic organizer. It uses Roman numerals and groups paragraphs together. Each Roman numeral stands for one main idea.
13. setting – The place and time that a story takes place -- "where and when."
14. character – The people who are involved in the story. They are usually named.
15. theme – Major idea that the author is thinking about or discussing in a work of fiction. A theme is usually an abstract noun, like "Happiness ... Justice ... The family ... Love".
16. title - The name of a piece of writing. It's short; uses special capitals; and is
17. never a full sentence.
18. predict - Make a good guess about what will happen in the future, based on
19. specific facts in a reading.
20. fiction / nonfiction -*Fiction* is the style of writing based on imagination. *Non-fiction* is the style of writing based on facts.

Unit 1

end up as, not surprisingly, nothing more than, range from ___ to ___, take the place of, throw away,

along with, hold onto, in place of, in some cases, look into

Unit 2

be responsible for, for the time being, in the process of, it turns out that, on the other hand, to some degree, be concerned about, identity theft, in the meantime, invasion of privacy, social media, take a picture

Unit 3

more and more, public transportation, traffic congestion, be symbolic of, have a vision, a large number of, make a decision, a sense of unity, succeed in

Unit 4

made up of, do research on, be addicted to, no question that, have sth in common

Unit 6: from time to time, get along with, watch over, safety in numbers, take over, when it comes to, be in charge of, close together, follow the rules, in search of, a key component, to solve a problem

Vocabulary Words: Learn the Word Families

Unit 1

Contemporary, explore. an instrument, a material, a structure, energy, a grant, primary, a purpose, a resource, a vehicle

Unit 2

Aware, compensate, considerably, section, skilled, technique, analyze, area, benefit, code, feature, unique

Unit 3

Community, environment, reliance, resident, restrict, trend, anywhere in the world, city planning, economic opportunities, construct, design, distinctive, diverse, income, route

Unit 4

access, complex, expand, illustrate, item, project, addicted, operation, have in common, augment, device, efficient, extend, interact, predict, similar, interact, research, example of, mechanical, positive, negative

Unit 6

cooperate, determine, dominant, dramatic, protect, status, breed, colony, offspring, pack, conflict, furthermore, intelligent, interaction, location, suitable, be in charge, architects, managers, nest, queen, threat, swarm

Here are a few examples - it's NOT complete!

noun	verb	adjective	adverb
explorer, exploration	to explore	explored, exploratory	
structure	to structure	structured	
energy	energized	energetic	energetically
resource		resourceful	resourcefully

purpose	repurpose	purposeful	purposefully
compensation	to compensate	compensated	
consideration	to consider	considerate	considerately
skill		skillful	skillfully
technique		technical	technically
analysis	to analyze	analytical	analytically
benefit	benefit	beneficial	beneficially
feature	feature	featured	
environment		environmental	environmentally
reliance	to rely	reliable	reliably
resident, residence	to reside	residential	residentially
restriction	to restrict	restricted, restrictive	restrictively
plan, planner	to plan	planned	
economy, economist		economical	economically
design, designer	to design	designed, designer	
diversity	to diversify	diverse	
distinction		distinctive	distinctively
access	to access	accessed	
complex		complex	
expansion	to expand	expanded, expansive	expansively
addiction		addicted	
augmentation	to augment	augmented	
efficiency		efficient	efficiently

interaction	to interact	interactive	interactively
prediction, predictor	to predict	predicted, predictive	predictively
mechanism		mechanical	mechanically
extension, extender	to extend	extended, extensive	extensively
cooperation	to cooperate	cooperative	cooperatively
drama, dramatist		dramatic	dramatically
determination, determiner	determine	determined	
dominance, dominator		dominant	dominantly
protection, protector	to protect	protected, protective	protectively
conflict	to conflict with	conflicted	
intelligence		intelligent	intelligently
	to suit	suitable	suitably
location, locator	to locate	located	
manager, management	to manage	managed	

Short-Answer. Answer each question with a sentence.

1. Tell me what steps you should do BEFORE you start reading a non-fiction assignment.
Preview the reading: how long it is, how difficult, how much time will you need?
Read it. Highlight as you read. Read it again. Take a break and read it again – a day later.
If there are questions, scan for answers.

If you have little time (like on a quiz), DON'T preview – just read it, fast. Then scan questions and scan for answers.
2. What should you do about 24 hours after reading an assignment?
Read it again!
3. What is "scanning"? How is it different from "skimming"?
When you scan, you're looking for a specific piece of knowledge; when you skim, you're just looking for a general idea of what it's about, how long it is, and what the general idea is.

4. What is the difference between the *title* of a reading, the *topic* of a reading, and the *main idea* of a reading?

The title of a reading is its NAME. When you write it, you should use “.” quotation marks and copy it exactly.

The topic is the NOUN that the writing is all about. To answer a question about a topic, write something like “The topic is the differences between mammals and birds.”

The main idea is what the writer thinks about it. To answer a question what the main idea is, write something like “The main idea of the reading is that birds and mammals have three major differences, and the differences are what allow birds to fly.”

5. What are some differences between *fiction* writing and *non-fiction* writing?

You should know this!

6. What is a *schema*?

The human brain organizes knowledge by schema. The schema for one topic includes your memories, emotions, and connected information. It includes all the facts you have learned over your life. If you FIRST try to “wake up” your schema about a topic before you read, you will learn and remember more, because the NEW facts will connect to the facts you already know.

Unit 6: Review these questions to prepare for a new reading

1. For animals, what are the benefits of living together? Think of different animals and specific ways they benefit from living in a group.
2. How is a “pack” different from a “colony” and a “swarm”? What are other names for animal groups?
3. How do the specific animals in Reading 1, “Living Together,” raise their offspring?
4. What is a swarm?
5. What animals can swarm? Which animals cannot swarm? Why?
6. How does a swarm work?
7. What are the different ways animal groups are organized? Do all animal groups have a leader? Is there only one or can there be several?
8. How do different animals communicate with each other?
9. How do human beings interact with animals in groups? Which ones do we live with? Which ones are common? Which ones are rare?