

## GRADE 7 ORAL EXAM STUDY GUIDE

### SEVENTH GRADE LITERATURE/COMPOSITION ORAL EXAM

#### Literature:

1. Describe the relationship between two of the following people from *Shane*: Shane, Chris, Joe Starrett, Marian Starrett, and Bob Starrett. Use concrete evidence and examples to support your claim.
2. Tom Sawyer is described as mischievous. In what ways is this true? Untrue? Is his mischievousness ever an asset? If so, when?
3. What types of challenges and hardships did Shackleton's crew face in the Antarctic? What enabled them to survive when facing such insurmountable odds?
4. Think about the myths, poems, and songs, told in *Watership Down*. Why and when are these tales told? What do these old tales mean to the rabbits? Provide specific examples of moments to help explain your answer.
5. Choose one poem and explain
  - a. What particular moment in life does the poem communicate; and
  - b. How the poet uses concrete images, adjectives, adverbs and active verbs to communicate this moment in life?
  - c. Use the terms stanza, metaphor, and simile, as appropriate to help explain the poem.

#### Grammar:

1. Define: *noun, pronoun, adjective, verb, adverb, preposition, conjunction, interjection*.
2. What is a sentence (define)?
3. What can a prepositional phrase do in a sentence?
4. Be prepared to identify all parts of speech (listed above) in a sentence, as well as phrases, verbals, clauses (subordinate and independent), complements.

You may be asked to diagram the following sentences to show your knowledge of the above concepts.

1. Skiing is my favorite sport to do in the winter.
2. Snowboarding, a favorite of my classmates, requires that one develop good balance.
3. To climb Mount Everest is on my bucket list.
4. The little girl crying in the street wants her doll back.
5. The old woman, my grandmother, is knitting a blanket.

## **SEVENTH GRADE MEDIEVAL HISTORY ORAL EXAM**

1. Why were the Middle Ages called the “middle” ages? Why might they also be called the “dark” ages? What were they in the middle of—what came before and after? Is “dark” an accurate name for the era? Why or why not?
2. Know the significance of the following dates: 476, 800, 1066, 1215 and 1348. It is not enough to say, “In 1170, Thomas Becket was murdered.” You should also be able to explain the event or events in a larger historical context. For instance, “Thomas Becket was murdered by companions of Henry II because of Henry’s anger over Thomas’s devotion to the Church. This is one example of a conflict happening at the time between the Church and the state.” Be prepared to make connections between different events.
3. How did the various cultures that invaded Europe throughout the Middle Ages influence culture? Think about the early barbarian invaders (Goths, Visigoths), the Huns, and the Norsemen. Pick one of these groups and prepare to talk about their influence using historical examples.
4. What role did the Church play in medieval culture and politics? Be prepared to talk about the early history of the Church in Europe (Clovis and Constantine’s conversions, missionaries such as Gregory the Great and St. Patrick), the cultural influence of the Church (in arts, literature, morality), how the Church sometimes was at odds with secular rulers (Henry II of England, Henry IV of the Holy Roman Empire), and the impact of the Crusades and the Black Death.

## **SEVENTH GRADE PRE-ALGEBRA ORAL EXAM**

1. Be able to find common factors and common multiples.
2. Be able to use square roots and solve problems using the Pythagorean Theorem
3. Be able to classify triangles and polygons, to find areas of parallelograms and trapezoids, and to find circumferences and areas of circles.
4. Be able to describe points on a coordinate plane, find the slope between two points, and graph lines from their equation.

## SEVENTH GRADE EARTH SCIENCE ORAL EXAM

1. What is the difference between a rock and a mineral? What are some methods used to identify different types of rocks and minerals?
2. During this semester you studied the atmosphere, can you describe to me what you know about the Earth's atmosphere?
  - a. What are the primary layers of the Earth's atmosphere?
  - b. What is the composition of the air in our atmosphere?
  - c. How does pressure, temperature and density relate to altitude?
  - d. How do land and water differ in the ways they heat up? How do these differences affect the weather?
  - e. What is weather? What is climate?
  - f. Can you name and then compare and contrast some of the weather phenomena you studied?
  - g. What powers these weather phenomena? Can you describe the process?
3. You studied plate tectonics; you will need to be able to describe the different types of plates, their boundaries and what happens if the plates collide.
4. You also studied earthquakes and volcanoes; what did you find most interesting about them? What are the forces powering these phenomena?

## LATIN I ORAL EXAM

To prepare for your oral examination covering Latin I, review the following concepts to aid you during your translation.

- The order and function of the cases used by nouns and adjectives. For example, the nominative is the subject (or “doer”), the genitive supplies “of” before the word’s definition, etc.
- Reciting 1<sup>st</sup>-5<sup>th</sup> declension endings (including neuter nouns).
- Reciting endings for the present, imperfect, perfect, and pluperfect tenses.
- Translating the present, imperfect, perfect, and pluperfect tenses.
- Reciting the present tense of the irregular verbs *sum*, *possum*, *volō*, and *nōlō*.
- Reciting the personal pronouns for *ego*, *tū*, *nōs*, and *vōs*.

Also, please prepare the passages below and expect to translate at least one for your oral. You may not bring a written translation into your oral. You are strongly encouraged to translate these passages as many times as you wish to develop a familiarity with them. Although you will have access to a vocabulary bank, we will expect you to be familiar with most of the vocabulary since you have had time to prepare these passages beforehand.

- Page 7, Lines 1-8
- Page 7, Lines 11-18
- Page 13, Lines 10-16
- Page 30, Lines 21-25
- Page 32, Lines 1-8
- Page 39, Lines 13-20

## **LATIN II ORAL EXAM**

To prepare for your oral examination covering Latin II, review the following concepts to aid you during your translation.

- The order and function of the cases used by nouns and adjectives. For example, the nominative is the subject (or “doer”), the genitive supplies “of” before the word’s definition, etc.
- Reciting 1<sup>st</sup>-5<sup>th</sup> declension endings (including neuter nouns).
- Reciting endings for active voice verbs in the present, imperfect, future, future perfect, perfect, and pluperfect tenses.
- Reciting endings for passive voice verbs in the present, imperfect, future, future perfect, perfect, and pluperfect tenses.
- Translating verbs in the present, imperfect, future, future perfect, perfect, and pluperfect tenses.
- Recognizing and translating ablative absolutes, gerundives, and participles (present, perfect, and future tenses).

Also, please prepare the passages below and expect to translate at least one for your oral. You may not bring a written translation into your oral. You are strongly encouraged to translate these passages as many times as you wish to develop a familiarity with them. Although you will have access to a vocabulary bank, we will expect you to be familiar with most of the vocabulary since you have had time to prepare these passages beforehand.

- Page 112, Lines 4-10
- Page 146, Lines 1-5
- Page 169, Lines 1-7
- Page 169, Lines 12-20
- Page 177, Lines 1-5
- Page 177, Lines 16-19