EVERYTHING YOU NEED TO KNOW TO ACE THE PROVINCIAL EXAM

Courtesy of Mrs. Fehr. You’re welcome.

**Literary Terms**

* Metaphor:
	+ a comparison of 2 things that are not alike.
* Simile:
	+ a comparison using “like” or “as”.
* Personification:
	+ when objects, ideas or animals are given human qualities
* Alliteration:
	+ a repetition of the same first sound
* Assonance:
	+ the repetition of similar vowel sounds within consecutive words
* Consonance:
	+ The repetition of similar consonant sounds within consecutive words
* Rhyme scheme
	+ Duh
* Onomatopoeia:
	+ Using sounds words, such as “woof” and “roar”
* Antithesis:
	+ An opposition or contrast of ideas
* Ambiguity:
	+ Vague in context and difficult to interpret
* Understatement:
	+ Restraint or lack of emphasis in expression
* Hyperbole:

Exaggeration

* Irony:
	+ Occurs when a statement or situation means something different from what is expected.
* Dramatic Irony:
	+ Reader or audience sees a character’s mistakes or misunderstandings, but the character does not
* Verbal Irony:
	+ The writer says one thing, but means another
* Situational Irony:
	+ When there is a great difference between what is expected and what happens
* Mood
	+ The overall feeling
* Tone
	+ The author’s “tone of voice”; the author’s own attitude toward his or her characters, setting, conflict, etc
* Sarcasm
	+ Use of praise to ridicule someone
* Satire
	+ Literary tone used to ridicule human weakness or vice, often to make change or improvement
* Universal theme
	+ What is the central message? What are you supposed to get from the piece of literature?
* Symbolism
	+ When an object is representative of an abstract idea or concept

Parts of stories:

* Plot
	+ The events that happen in a piece of writing
* Point of view
	+ First (I) or Third Person (He, She, Bob)
	+ Limited (they know some things) or Omniscient (they know everything)
* Stream of consciousness
	+ Most personal point of view, the character’s actual thoughts and feelings
* Setting
	+ Time and place
* Conflict
	+ Internal
		- Man v. himself
	+ External
		- Man v. Man
		- Man v. Society
		- Man v. Nature
* Complication/Crisis
* Climax
	+ Highest point in action
* Resolution
	+ conclusion

Parts of speech

* adjective
	+ describes or modifies a noun or adjective (a, an, the are adjectives)
	+ proper adjectives go with proper nouns and are capitalized
* adjective clause
	+ a subordinate clause used as an adjective to modify a noun or pronoun
* adverb
	+ describes or modifies a verb, adjective, or other adverb
	+ an adverb tells how, when, where, why, how and how much
* adverb clause
	+ a subordinate clause used as an adverb to modify a verb, adjective, or another adverb
* antecedent
	+ the noun the pronoun refers to or replaces
	+ all pronouns have antecedents
* clause
	+ a group of words containing a verb and its subject
	+ a main or independent clause is one that can stand alone
	+ a subordinate or dependent clause is one that does not express a complete thought and cannot stand alone
* compound sentence
	+ consists of two independent clauses
* complex sentence
	+ contains one independent clause and one or more dependent clauses
* diction
	+ word choice
* idiom
	+ a phrase or expression that means something different than what the words actually say, ex., they’re up to their necks in word (means they’re really busy)

**The Writing Variables**

1. Central Idea: what is the message I want to get across?
2. Form: what am I writing?
3. Purpose: why am I writing it?
4. Public Audience: who am I writing it for?
5. Context: in what setting and context am I writing it?

**Instruction/Command Words**

* **Analyze**: Analysis is usually a matter of taking things apart to see how the different parts contribute to the whole.
* **Assess**: The important thing here is that you make some kind of judgment on the matter. The marker wants you to come to some kind of conclusion about the view being discussed.
* **Evaluate**: Explain the relative worth of the idea or account and justify your conclusion. How is the theme significant?
* **Discuss**: Don’t just summarize, think critically about the subject.
* **Comment on**: Similar to “discuss”, you are being asked to make critical judgments about the topic.
* **Compare and contrast**: show **both** similarities and differences
* **Explain**: (A common instruction word) Spell out as if to an intelligent but relatively uninformed person.
	+ It is important to assume that the person you are speaking to/writing for doesn’t know much about the subject so that you **fully** explain yourself.
* **Illustrate**: Provide examples that illuminate the points under discussion.
	+ Think about painting a picture for the reader using specific examples and quotes.
* **Interpret**: Give a realistic account of the data, drawing conclusions from the evidence you have been given. You are being asked to say what you believe and show how you are right.
* **Justify**: Provide evidence and arguments that support the conclusion given (yours or theirs).

**Characteristics of an “Above Level” Answer**

* **Be sophisticated**: think outside the box, show some original thought, mature ideas.
* **Be precise**: support with examples that really pop.
* **Be concise**: you don’t need to write a lot if you write it *well*.
* **Be creative and artistic**: again, think outside the box, show original thought that is creative.
* **Be insightful**: Dig deep and create real (and possibly new) meaning from texts and themes.
* **Be thorough**: Give a good number of examples, don’t leave any doubt in the marker’s mind.
* **Reference specific terms and techniques learned in class**: For example, figures of speech, literary terms, the writing variables.

**Comprehension Strategies**

* **Comprehension strategies** include **textual cues** (taking hints from the text) and **organizational patterns** (looking at the way a text is organized to make meaning)

**Preparatory Strategies (Before Reading)**

* Look at the book jacket or summary paragraphs
* Skim the headings and sidebars
* Scan the entire text before reading
* Look at the illustrations
* Think about what I know about the subject before reading
* Think about other texts of this kind I have read
* Pose questions I expect the text will answer
* Predict what the text will be about

**Elaboration Strategies (During Reading)**

* Make up titles and subtitles if they do not exist in the text (this helps to determine the main ideas)
* Note words that seem important or whose meaning is unclear
* Formulate questions
* Predict the way the plot, or argument, will be developed
* Visualize characters, situations and scenes
* Look for cues to the structure of the text
* Think about how the ideas in the text relate to things I already know
* Reject or revise my predictions
* Read some parts more slowly than others in order to understand or enjoy the text
* Sketch what I imagined, or create a diagram or graph

**Monitoring Strategies (After Reading)**

* Pay attention to how I feel about the situations in the text (after all, you may have to tell the marker about it)
* Paraphrase important ideas
* Stop to think and summarize from time to time
* Reread certain passages

**Textual Cues**

* Prologues
* Epilogues
* Asides
* Soliloquies
* Dramatic Monologues
* Stage Directions
* Camera Angles
* Visual Compositions

**Organizational Patterns**

* Juxtaposition:
	+ Using two themes, characters, phrases, words, or situations together to compare or contrast.
* Stream of consciousness
	+ When the author writes down his or her thoughts as quickly as they come, often resulting in leaps in syntax and punctuation which emphasizes fragments of thought and feeling.
* Scenes, acts
* Chapters
* Verses, Stanzas

**External Organization**

* Tables of contents
* Chapter headings and subheadings
* Act and scene divisions
* Glossaries
* Jacket covers
* Margin notes
* End notes, footnotes, prologues, epilogues, indices, page layouts, font styles, boldface type, graphics, colour

**Internal Organization**

* Formatting (paragraphing, stanza breaks)
* Verbal cues that convey how ideas are related
	+ For example, transition words:
		- First, second, third, etc
		- Finally, to begin
		- Therefore, consequently
		- See the next page for more common transition words related to common organizational patterns

**Common Organizational Patterns**

* Chronology
	+ after, before, during, next, until, soon, etc.
* Comparison and Contrast
	+ in comparison, in contrast, on the other hand, although, however, but, etc.
* Cause and Effect
	+ Because, as a result, since, therefore, so, etc
* Concept and Example
	+ For example, for instance, like, etc
* Problem and Solution
	+ Because, instead of, rather than, therefore

**Using Cues**

* Syntactic cues:
	+ Word order and rules, patterns of language, sentences, phrases assist in constructing meaning and identifying unknown words.
* Semantic cues:
	+ Meaning in language that helps you understand texts; Making connections between words, language, understanding of the world, experiences and various texts.
* Graphophonic cues:
	+ Sound-symbol relationships of language that help you make meaning of texts
* Pragmatic cues:
	+ Using the context (social and cultural), purpose, and language to construct meaning for yourself individually