7th Grade

Unit 2 1−2 9 Pre/Post Test

Study Guide

**Text Features: (P. 87)**

1. Define text features. **Parts of an informational text (not in the main body) such as bold, italics, captions, glossary, index, graphics, charts, graphs, etc.**
2. What is the purpose for text features? **To help organize the text and provide structure for the reader.**

**Transition Words: (P. 122)**

1. Give an example when you would use the following transition words:
   1. in contrast **(differences):** **Red Delicious apples are sweet; in contrast, Granny Smith apples are tart.**
   2. Similarly **(alike): I have many different colors of Nike shoes; similarly, I wear a lot of Sketchers of the same hue.**

**Advertising Techniques: (P. 98-99)**

1. What is a statistic? Give an example.

**A fact using numbers – for example: Fifty percent of teens play video games.**

1. Give an example where you have seen a commercial then wanted to purchase the product.

**(This answer is based on your own experience, so answers may vary.)**

1. Explain how advertising can affect purchasing decisions? (P. 88)

**The more a consumer views an advertisement, the more likely they are to buy it or request someone to purchase it for them.**

1. Define the transfer advertising technique. Give an example.
   1. **Definition: An advertising technique which associates good feelings with a product to make the buyer/consumer feel like they will experience the same if they purchase the product.**
   2. **Example: If an ad for McDonalds shows a family smiling as they are eating together, then consumers would feel like they will be happy if they eat at McDonalds with their families.**
2. Define the bandwagon advertising technique. Give an example.

**Definition: Makes the buyer feel left out if they don’t purchase the product.**

**Example: “Try the new headphones that EVERYONE is using, you won’t regret it!”**

**Credible Resources: (p. 106, 110)**

1. How can you determine the creditability of a resource? (P. 106)

**Check for the authority, accuracy, timeliness, and purpose/audience.**

1. Define and name three primary sources. (P. 110) AN ORIGINAL
   1. **autobiographies**
   2. **Letters, diary entries**
   3. **Government records**
   4. **speeches**
2. Define and name three secondary sources. (P. 110) Not an original; when other authors analyze, interpret, or critique a primary source.
   1. **biographies**
   2. **textbooks**
   3. **movie and book reviews**
3. Which websites (domain extensions) are most reliable? (P. 110):
   1. **Least reliable: .com (commercial); .net (network)**
   2. **Most reliable: .edu (education); .org (organization); .gov (government)**
4. How does diction/tone indicate credibility? (P. 113 & 134)

**Diction: word choice**

**Tone: writer’s attitude**

**They reveal the author’s position, the strength of the author’s position/purpose, whether**

**they’re biased, and level of knowledge.**

1. How do advertisers influence kids online? (P. 116)

**Advertisers influence kids online through many different mediums. For example, kids who spend time on Social Media or the internet (Youtube) are more likely to see a large variety of ads that are specifically targeted towards their age group. Once kids see these ads, they are more likely to be interested enough to either ask their parents to purchase the product for them or purchase it themselves.**

**Developing Ideas:**

1. If you were given a main idea, how would you identify appropriate supporting details?
   1. **Evidence to back up or prove the main idea**
   2. **Clues in the passage refer to the main idea**
   3. **Specific examples in the passage clarify the main idea**
   4. **Look for the 5 W’s (who, what, when, where, why)**



1. Identify evidence in the passage that shows:
2. (underline evidence) public health issues have increased
3. (double-underline evidence) McDonald’s marketing is causing unhealthy eating choices

Wayne Altman thinks voluntary guidelines are critical. He´s a family physician in the Boston area who has three sons ages 13, 5 and 4. He´s particularly concerned about Ronald McDonald. ˆWe know that children under 8 have no ability to distinguish between truth and advertising,˜ he says. ˆSo, to have this clown get a new generation hooked on a bad product just isn´t right.˜

Because of the obesity, heart disease and food−related illnesses fed partly by savvy food marketers such as McDonald´s, Altman says, ˆWe have a generation of children that is the first to have a life expectancy less than its parents.˜

Plenty of others think as Altman does, even though Ronald is regularly used to promote Ronald McDonald House Charities. Ronald also shows up in schools. He´s got his own website, Ronald.com, where the clown promises that kids can ˆlearn, play and create while having fun.˜ And he´s the focal point of a new social−media campaign that nudges kids to download their own photos with images of Ronald and share them with friends.

More than 1,000 doctors, including Altman, recently signed a petition that asked McDonald´s to stop using Ronald to market to kids. ˆPeople have a right to sell and advertise,˜ he says. ˆBut where do we draw the line?˜

McDonald´s, which recently announced it will modify its Happy Meals in September by reducing the number of fries and adding apple slices, has no plans to dump Ronald.