

## Figurative Language Test 1

**Directions:** Choose only one answer. You are responsible for making clean marks and erasing your mistakes. Try your best. When you are done, check your answers.

**SECTION 1 – DEFINITIONS:** Match the term with the definition. Shade in the appropriate bubble.

For questions 1 through 4. **Not all of the choices are used.**

1. metaphor	A. exaggeration for effect
2. alliteration	B. comparison of two or more things using "like" or "as"
3. simile	C. when one idea or sentence is stretched over two or more lines.
4. hyperbole	D. repeating the same starting sounds of words.
	E. comparison of two or more things <b>not</b> using "like" or "as"

For questions 5 through 8. **Not all of the choices are used.**

5. rhythm	A. repeating the same starting sounds of words.
6. repetition	B. when one idea or sentence is stretched over two or more lines.
7. rhyme	C. a regular pattern of stresses, like a beat.
8. enjambment	D. when a poet repeats a word or words to emphasize
	E. when two words share the same final sound

For questions 9 through 12. **Not all of the choices are used.**

9. personification	A. when a words pronunciation imitates its sound
10. onomatopoeia	B. when the outcome of a situation is the exact opposite of what was expected
11. imagery	C. giving human traits or characteristics to an object or idea
12. irony	D. writing that uses the five senses to create "pictures"
	E. exaggeration for effect

# Figurative Language Test Questions 9th Grade

**M Carnoy**



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*Common Core State Standards: Language Arts 9th And 10th Grade* Speedy Publishing,2015-04-27 9th and 10th graders usually associate language arts to boredom They will be required to write compositions and read literary pieces This guide will help students write objectively as laid out in the 4 paged document There will be writing assignments activities and objectives to help sharpen the students writing skills Encourage them to write and be creative by giving them a copy today

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*Promotion of Social Awareness* Robert L. Selman,2003-05-15 Education specialists have written volumes on the best ways to help children learn to read and write but who is helping them navigate the potentially treacherous waters of social interactions While in school to study children are also preoccupied with understanding the rules governing social relationships Issues of trust and loyalty rivalry and conflict belonging and exclusion affect all school aged children but very few lesson plans include social development skills The Promotion of Social Awareness summarizes thirty years of research on the social development of children in elementary and middle school and shows how this work has led to a series of programs that promote the social competence of children and adolescents Rich with lessons drawn from real life the book includes an in depth account of the author s partnership with an innovative program designed to help educators promote a sound ethic of social relationships among children a case study of a teacher particularly gifted at promoting such relationships and the tale of how the author s theoretical framework fared cross culturally when exported to Iceland The Promotion of Social Awareness documents Robert Selman s efforts both as a practitioner trying to help young people develop their interpersonal skills and as a researcher attempting to understand the factors that promote or hinder social development Selman believes that getting along with others involves concrete and measurable social skills and actions that can be taught The book underlines how the science of social development has given rise to initiatives and programs that can be used in educational settings to help children get along with each other and may in the long run help prevent violence drug abuse and prejudice Unique in its marriage of theory and practice The Promotion of Social Awareness will appeal to a wide readership including developmental psychologists educators and parents

*Learning and Communication Disorders* American Psychological Association,1982 4035 entries to journal articles and monographs published between 1971 1980 Intended for parents educators researchers and practitioners Sources were publications from all countries in fields of psychology education medicine and social sciences Classified arrangement Each entry gives author title abstract author s institution and bibliographical information Subject author indexes      *Second Language Instruction/acquisition Abstracts* ,1996

Comparison of a Theoretically Sound Reading Program with Current Practices of Secondary Schools in the Upper Midwest John Stephen Simmons,1962      **Resources in Education** ,1978

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## **Table of Contents Figurative Language Test Questions 9th Grade**

1. Understanding the eBook Figurative Language Test Questions 9th Grade
  - The Rise of Digital Reading Figurative Language Test Questions 9th Grade
  - Advantages of eBooks Over Traditional Books
2. Identifying Figurative Language Test Questions 9th Grade
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Figurative Language Test Questions 9th Grade
  - User-Friendly Interface
4. Exploring eBook Recommendations from Figurative Language Test Questions 9th Grade
  - Personalized Recommendations
  - Figurative Language Test Questions 9th Grade User Reviews and Ratings
  - Figurative Language Test Questions 9th Grade and Bestseller Lists

5. Accessing Figurative Language Test Questions 9th Grade Free and Paid eBooks
  - Figurative Language Test Questions 9th Grade Public Domain eBooks
  - Figurative Language Test Questions 9th Grade eBook Subscription Services
  - Figurative Language Test Questions 9th Grade Budget-Friendly Options
6. Navigating Figurative Language Test Questions 9th Grade eBook Formats
  - ePub, PDF, MOBI, and More
  - Figurative Language Test Questions 9th Grade Compatibility with Devices
  - Figurative Language Test Questions 9th Grade Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Figurative Language Test Questions 9th Grade
  - Highlighting and Note-Taking Figurative Language Test Questions 9th Grade
  - Interactive Elements Figurative Language Test Questions 9th Grade
8. Staying Engaged with Figurative Language Test Questions 9th Grade
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Figurative Language Test Questions 9th Grade
9. Balancing eBooks and Physical Books Figurative Language Test Questions 9th Grade
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Figurative Language Test Questions 9th Grade
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Figurative Language Test Questions 9th Grade
  - Setting Reading Goals Figurative Language Test Questions 9th Grade
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Figurative Language Test Questions 9th Grade
  - Fact-Checking eBook Content of Figurative Language Test Questions 9th Grade
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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