

Important Concepts . . .

Preview Review



Language Arts Grade 8 TEACHER KEY

W2 - Quiz

Important Concepts of Grade 8 Language Arts

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Materials Required

Textbooks:

1. *ResourceLines* 7/8
2. *SightLines* 8

Language Arts Grade 8

Version 5

Preview/Review W2 - Quiz TEACHER KEY

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Preview/Review Concepts for Grade Eight Language Arts

TEACHER KEY



W2 - Quiz

W2 - Quiz

Part I: Working towards Clarity in Communication

1. Rewrite the following paragraph inserting quotation marks where needed.

Tommy, would you like to read the class your sentence using the word dinosaurs?
asked Mrs. Jones.

Sure, answered Tommy. I find dinosaurs very interesting. I think they are really cool.

Very good, said Mrs. Jones. What about you, Susan? Do you have a sentence
using the word dolphin?

Yes, Susan replied. The article Young Dolphins was very easy to understand.

Thank-you said Mrs. Jones. Put away your books as it is just about time for recess.
Tomorrow we will be watching the film, Animals that Hibernate, so you don't need
to bring your books to class.

As the recess bell rang and the children hurried out the door, Mrs. Jones could hear
the children saying A movie! That's sweet.

"Tommy, would you like to read the class your sentence using the word

'dinosaurs'?"

***"Sure," answered Tommy. "I find dinosaurs very interesting. I think they are
really cool."***

***"Very good," said Mrs. Jones. "What about you, Susan? Do you have a sentence
using the word 'dolphin'?"***

***"Yes," Susan replied. "The article 'Young Dolphins' was very easy to
understand."***

***"Thank you," smiled Mrs. Jones. "Put away your books as it is just about time
for recess. Tomorrow we will be watching the film, 'Animals that Hibernate',
so you don't need to bring your books to class."***

As the recess bell rang and the children hurried out the door, Mrs. Jones

could hear the children saying, “A movie! That’s sweet.”

2. Read the following choppy sentences. Proofread, edit, and revise the sentences so they read smoothly. Be sure not to change the context (meaning) of the paragraphs.

Spring is busy. I live on a farm. Farm animals usually have babies in the early spring. But, sometimes the babies get sick. And it makes us have more work. We always want the babies to be healthy and are sad when they don’t get better. It is fun to see the babies play. They act like human children. So it seems that they have games they like to play.

Answers will vary. Spring is busy on the farm where I live. Farm animals

usually have babies in the early spring. They are a lot of work. We always

want the babies to be healthy and are sad when the babies get sick.

Sometimes they don’t get better. When they do get better, it is fun to watch

the babies play. Just like human children, it seems that they have games

they like to play.

Part II: Paragraphs

1. Identify six different transitional words. What are they used for?

Answers will vary. See list on page 1 of W2-Lesson 3.

2. A paragraph is

- A. a collection of sentences that relate to or tie in with one main idea**
- B. a collection of unrelated sentences that follow one another
- C. a list of details
- D. none of the above

Read the scrambled paragraph below, then answer question 3.

(1) The early Greeks ate bread baked into flat cakes. (2) It was very healthful and contains many vitamins and minerals. (3) American Indians made bread from corn meal and baked it over a fire. (4) Bread is eaten by man more than any other food. (5) The Egyptians were the first to use yeast, which makes bread rise while baking.

3. What is the topic sentence of the above scrambled paragraph?

- A. 2
- B. 3
- C. 4**
- D. 5

Read the the following paragraph below, then answer question 4.

The princess was the most beautiful brunette in the world. Her eyes were large lively, and sparkling her looks sweet and modest her nose without a fault her mouth small and her lips vermilion red. It wasn't surprising that Aladdin, who had never before seen such a blaze of charms. was delighted and dazzled. That his heart became filled with admiration and love.

4. The above paragraph is faulty because it includes
- A. too many supporting sentences and is, therefore, repetitious
 - B. too few descriptive words to describe the even well
 - C. too many topic sentences and is, therefore, confusing
 - D. *incorrect punctuation and is, therefore, confusing***

Part III: Short Stories

1. Explain what a short story is in terms of length, character, and setting. Tell whether it is fiction or not.

Answers will vary. A short story can be read in one sitting. Characters and setting are present, important, but not thoroughly developed. A short story may be fiction or non-fiction.

2. Name three types of conflict possible in a short story.

character vs character

character vs self

character vs environment

3. Explain when a writer would use the technique called “flashback”. Give an example from a film you have seen or a short story you have read.

A flashback sends the reader to an earlier event that is relevant to the present situation.

Examples will vary.

Part IV: Understanding What You Read

Read the legend, “How the Opossum Stole Fire”, in *SightLines* 8, pages 146-151. Answer each of the following questions using complete sentences.

1. This legend explains why opossums look like they do. It describes how fire was discovered. Explain another way fire may have been discovered in ancient times.

Answers will vary.

2. How does Yaushu go about gaining the old man’s trust? How does he steal the fire?

Yaushu pleaded. He used all his powers of persuasion. He gave the old man some cornmeal. Yaushu stole some embers with his tail while the Lord of the Fire was sleeping.

3. What punishment does Yaushu receive for stealing from Lord of Fire? What does he look like, physically, after his ordeal?

The fur has never grown back on his tail.

He has trouble walking.

Part V: Paragraph Writing

Be sure you have read the legend, “How Opossum Stole Fire”, in your text, *SightLines* 8, pages 146-151.

Imagine you experience a power blackout for twenty-four hours. During this time, you have no access to light, fire, or heat. What effects would the blackout have on your shelter and food? Include these points to develop your paragraph fully.

- Where does this occur?
- What are the circumstances of the situation?
- Who is affected by this?
- What are your feelings during the experience and afterwards?
- What advice can you give others facing the same situation?

Answers will vary.

Congratulations! You have completed the second set of lessons!

