

*Important Concepts . . .*

# Preview Review



***Language Arts Grade 8 TEACHER KEY***

***W2 - Lesson 1: Short Story Elements I***

## Important Concepts of Grade 8 Language Arts

W1 - Lesson 1 .....	Literary Techniques
W1 - Lesson 2 .....	Poetic Elements
W1 - Lesson 3 .....	Literary Techniques and Advertising
W1 - Lesson 4 .....	Media and Technology
W1 - Quiz	
W2 - Lesson 1 .....	Short Story Elements I
W2 - Lesson 2 .....	Short Story Elements II
W2 - Lesson 3 .....	Narrative Paragraphs
W2 - Lesson 4 .....	Descriptive and Expository Paragraphs
W2 - Quiz	
W3 - Lesson 1 .....	Explanatory Writing
W3 - Lesson 2 .....	Persuasive Writing
W3 - Lesson 3 .....	Essay Writing
W3 - Lesson 4 .....	Persuasive Essay Writing
W3 - Quiz	

## Materials Required

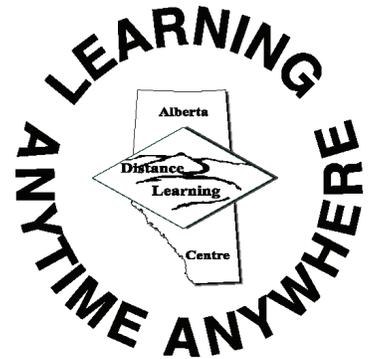
### Textbooks:

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

Language Arts Grade 8  
Version 5  
Preview/Review W2 - Lesson 1 TEACHER KEY

Publisher: Alberta Distance Learning Centre  
Author and In-house Teacher: Cheryl Frose

Project Coordinator: Dennis McCarthy  
Preview/Review Publishing Coordinating Team: Nina Johnson,  
Laura Renkema, and Donna Silgard



The Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

### ALL RIGHTS RESERVED

Copyright © 2007, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from the Alberta Distance Learning Centre.

No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

**IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.**

# Preview/Review Concepts for Grade Eight Language Arts

## *TEACHER KEY*



*W2 - Lesson 1:  
Short Story Elements I*

# OBJECTIVES

By the end of this lesson, you should

- recognize, understand, and be able to draw a diagram representing the plot structure of a short story, including introduction, rising action, climax, falling action, and resolution and/or denouement
- recognize, understand, and explain the elements of a short story, including setting, characters, and plot
- identify and explain character qualities and motivations using evidence from the text
- understand the correct usage of quotation marks and incorporate them into your own work

## GLOSSARY

**climax** - the turning point; the most intense moment - either mentally or in action

**falling action** - all of the action that follows the climax

**introduction** - the start of the story; the situation before the action starts

**resolution and/or denouement**  
- the conclusion, the tying together of all of the aspects of the story

**rising action** - the series of conflicts and crises in the story that lead to the climax

## Welcome to W2 – Language Arts 8: Preview/Review

Welcome! This Preview/Review course will help you master key elements in the Grade 8 Language Arts curriculum. The key elements are divided into specific skills or tools. Understanding these elements and being able to put them into practice helps make you a better communicator. They help you be a better writer, reader, listener, presenter, and viewer.

These skills also assist you in other courses because you are often required to share information by sending it to and receiving it from others. Communication skills are necessary for learning in any subject or context.

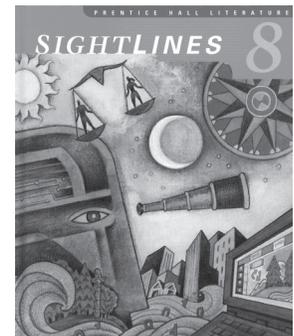
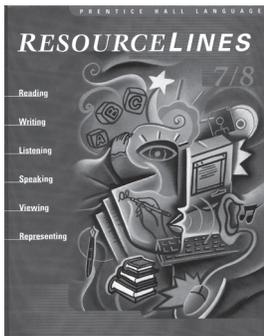
Some of the tools, such as similes, may be familiar to you and you will use them with confidence. Others, such as coherence, may require more practice before you can use them effectively. All the tools and skills in these lessons are necessary for you to become a more careful, thoughtful, and powerful communicator.

These lessons, which focus on specific skills or tools, are organized into a variety of exercises and end with a review of the week. The review is designed to help assess your understanding of the concepts you previewed or reviewed and to see where more learning might be required.

You may be working on these lessons on your own, or you may be in a classroom situation. If you are in a classroom situation, your teacher may choose activities for you to do in pairs or groups.

The textbooks *SightLines 8* and *Resource Lines 7/8* are necessary to complete some of the assignments.

Each lesson contains a Learning Log to help you think about your learning process. You will identify main points covered in the lesson and questions to help focus your learning. Record them in the Learning Log. This process helps ensure you have understood all the concepts studied.



# W2 - Lesson 1: Short Story Elements I

## Quotation Marks

**Quotation marks** enclose a direct quotation – a speaker’s exact words. Remember to begin a new paragraph for each new speaker’s words.

Example:

- “Come on,” said Jack, “Let’s go to the movie.”
- “OK,” replied Bob, “What’s playing?”
- “Planet of the Apes,” said Jack. “I heard it is very good.”

## Activity 1

Rewrite the following sentences, adding quotation marks where needed.

1. Are you sure we go this way questioned the group.

*“Are you sure we go this way?” questioned the group.*

---



---



---

2. Maybe, said Mr. Smith, I will go on Sunday.

*“Maybe,” said Mr. Smith, “I will go on Sunday.”*

---



---



---

3. His exact words were, Be home by nine.

*His exact words were, “Be home by nine.”*

---



---



---



**Quotation marks** are used to enclose the titles of magazine articles, short stories, poems, songs, and television and radio programs.

**Example:**

- Have you read the poem “The Road Less Travelled”?

## Activity 2

Rewrite the following sentences, adding quotation marks where needed.

1. Did you read the short story Night Hawk?

*Did you read the short story “Night Hawk”?*

---



---



---

2. The magazines Time and Sports Illustrated are delivered to our house monthly.

*The magazines “Time” and “Sports Illustrated” are delivered to our house monthly.*

---



---



---

3. The show Extreme Makeover: Home Edition is very popular.

*The show “Extreme Makeover: Home Edition” is very popular.*

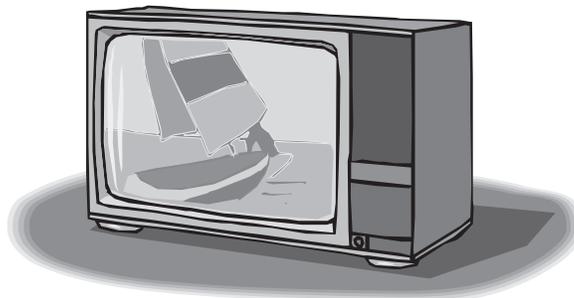
---



---



---



**Quotation marks** can also be used in place of italics or underlining to indicate a word that is being defined or explained, and to distinguish words within sentences.

Example:

- Do not use the word “stuff” in your answer; be more specific.

### Activity 3

Rewrite the following sentences, adding quotation marks where needed.

1. Did you spell the word eccentric correctly?

*Did you spell the word “eccentric” correctly?*

---

---

2. I decided to use the word great instead of good in the sentence.

*I decided to use the word “great” instead of “good” in the sentence.*

---

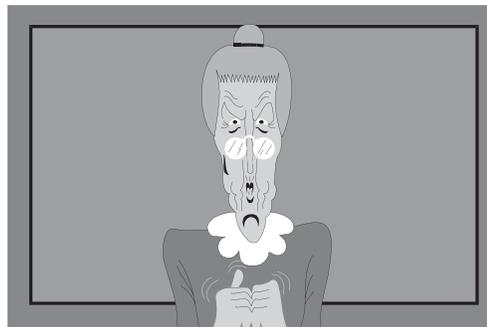
---

3. The one time I began a sentence with because my teacher was not pleased.

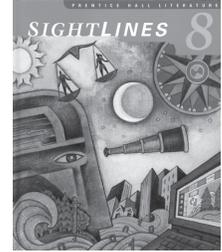
*The one time I began a sentence with “because” my teacher was not pleased.*

---

---



### Reading and Comprehension



Turn to page 51 in *SightLines 8*. Read the story “Catch” by Sarah Ellis. As you are reading, answer the following questions:

**Activity 4** *(Teachers: you may choose to read the story and discuss the questions as a group or individually, depending on students.)*

1. What are Rita and Aunt Darlene celebrating?

***Rita has obtained her driver’s license.***

---

2. What event happens as they are about to leave the shop?

***Aunt Darlene stops to talk to an old man who has lost his dog.***

---

3. How does Rita get to her music practice?

***Aunt Darlene loans Rita her car.***

---

4. What happens during Rita’s music practice?

***Rita is late and irritated. However, the practice goes very well, and she begins to feel better.***

---

5. What happens in the underground parking lot?

***Rita is stalked and harassed and almost attacked.***

---

6. Who saves Rita?

***A man in green overalls.***

---

## Activity 5

Fill in the information on the following chart.

Setting: *Australia, urban.*

---

Characters: *Rita, Aunt Darlene, Dad, Mom, old man, three men in parking lot*

---

Plot Structure

Introduction: *Darlene and Rita sharing a treat in a ice-cream parlour because  
Rita has passed her driver's license test.*

---

Rising Action: *Darlene's philosophy in life that "everything and everyone is  
connected" comes into play; she helps old man find his dog. Rita is  
almost late for orchestra practice.*

---

Climax: *Three men surround Rita's car in the abandoned car lot. They threaten  
her, trap her inside car.*

---

Falling Action: *(old man) Security guard in a green overall appears and scares  
the men away.*

---

End/Dénouement: *They find out that no security guard was in the lot that night.  
Darlene believes the old man is one of the "others" sent here to  
protect and help Rita.*

---

## Activity 6

This activity requires you to identify and describe the qualities and motivations of the two main characters in “Catch” – Rita and Aunt Darlene. You must support your opinions with evidence from the story.

1. Re-read pages 52 and 53.

a. Describe Rita’s character on these two pages.

***Answers will vary. Rita is a teenager who has just passed her driver’s test.***

***She is impatient and self-centered (as shown when she does not want to***

***help the old man), and hates being late.***

b. Why did Aunt Darlene stop to help the old man find his dog? What does this tell you about her character?

***Answers will vary. Aunt Darlene is kind and generous and believes that***

***to have her priorities in order is important. The loss of a companion is more***

***important than a music practice. “Rita, this man has lost his dog. We***

***have priorities here.”***

2. Re-read pages 54 to 56, stopping at “Whatever you did tonight, bottle it for the concert.”

a. Why did Aunt Darlene loan her car to Rita?

***Answers will vary. Darlene is generous and feels responsible for Rita***

***missing her bus. She was willing to put herself out and catch a ride so***

***that Rita could make her practice on time.***

- b. Describe Rita's attitude as she drives to her practice and parks the car.

***Answers will vary. Rita drove cautiously, just under the speed limit. She was nervous. "At night, when you can't see the drivers, cars seem alive, like wild animals in the jungle."***

- c. How does Rita feel about the other wind instrument players?

***Answers will vary. Rita is envious of Yvette: "...my stand partner, caught it and set it back in place, very precisely. She gave me a little pitying smile. She looked cool and perfect as usual. Yvette probably has a special drip-free nose to go with her zit-free complexion. I wanted to kick her". She is intolerant of others: "Behind me, Claude, who plays English horn, was sucking his reed very enthusiastically. It was a loud, wet, slurpy sound. I wanted to kick him too." However, she felt connected to them after they played the Bach.***

- d. How does Rita's music practice affect her mood?

***The music practice improved Rita's spirits immensely. "All my leftover fury and the tension of the jungle drive dissolved."***

3. Re-read pages 56 to 58, stopping at "...and stick to buses for the rest of my life."

- a. Is Rita's behaviour during this incident believable? Explain.

***Answers will vary. Rita's behaviour is likely typical. She is fearful and subsequently clumsy. She is unable to think clearly.***

b. Why did Aunt Darlene make Rita go driving with her?

***Answers will vary. Aunt Darlene knew that Rita had to face her fear of driving.***

4. Re-read the rest of the story.

a. What does Aunt Darlene’s choice of attire for the concert tell you about her personality? Explain.

***Answers will vary. Her “red off-the-shoulder sequined dress” would seem to indicate that she is self-confident, proud, and not afraid to stand out in a crowd.***

b. Why does Aunt Darlene use complex vocabulary and sentence structure when she addresses the whiny woman who had cornered Rita’s dad?

***Answers will vary. Aunt Darlene is “more than a match for any whiner”. She is likely trying to shame the woman into feeling bad for her comments.***

c. Why does Aunt Darlene complain about sore feet when it is time to go home?

***Answers will vary. Aunt Darlene is aware that Rita is frightened of the underground parking lot as a result of her recent experience. She is trying to allow Rita to avoid the parking lot without having to admit her fear to anyone.***

d. Who do you think are the “others”? Explain.

***Answers will vary. The “others” may be guardian angels.***

## Learning Log

Take time to reflect on and record your learning process for this lesson.

1. What do I know about:

a. Setting

*Answers will vary.*

---

---

b. Plot structure

*Answers will vary.*

---

---

c. Characters

*Answers will vary.*

---

---

2. How can I improve my understanding of short stories?

*Answers will vary.*

---

---

---

---

