

*Important Concepts . . .*

# Preview Review



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

***W3 - Quiz***

## 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 W3 - Quiz TEACHER KEY

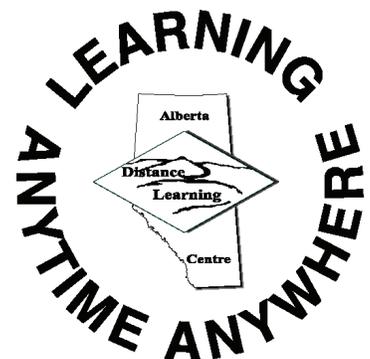
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# Preview/Review Concepts for Grade Eight Language Arts

## *TEACHER KEY*



*W3 - Quiz*



## W3 - Quiz

### Part I: Working towards Clarity in Communication

Rewrite the following sentences, and place semicolons in the correct places.

1. It was a boring speech we fell asleep.

***It was a boring speech; we fell asleep.***

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2. The contestants were Shania Twain, country singer Jerry Seinfeld, comedian Tom Hanks, actor and Oprah Winfrey, talk show host.

***The contestants were Shania Twain, country singer; Jerry Seinfeld comedian;***

***Tom Hanks, actor; and Oprah Winfrey, talk show host.***

---

3. The storm was coming we had to get back to shore.

***The storm was coming; we had to get back to shore.***

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### Part II: Paragraphs and Essays

Beside each statement in questions 1 to 3, write **T** if the statement is true or **F** if it is false.

1. The last paragraph in an essay should do the following.

  **F**   Introduce a new idea to get the reader interested.

  **T**   Sum up all of the ideas presented.

  **T**   Draw a conclusion.

  **T**   Contain a final, clinching sentence.

  **F**   Give credit to sources used.



2. Supporting details in an essay are found in

  **F**   the introduction

  **T**   the body

  **F**   the conclusion

  **F**   all of the above

3. A paragraph is

  **T**   a collection of sentences that relate to or tie in with one main idea

  **F**   a collection of unrelated sentences that all begin with the same letter or sound

  **F**   a list of details to keep the writing accurate

4. Read the following statement:

“The age for obtaining a learner’s driving permit should be raised to 16.”

Imagine you must write a five-paragraph essay either agreeing or disagreeing with this statement. Write a topic sentence for each of your paragraphs in preparation for an essay outline. (5 marks)



1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

### Part III: Reading and Writing

Read the following passages. Then answer questions 1 to 5.

- A. An old man and a boy stood on the high dunes overlooking the sea, which was dark violet-blue and feathered white where the wind kissed it. No boat was out. Below, the beach lay golden yellow in the late-afternoon light. A horseman trotting his mount splashed through the shallows. The hoof marks were brief silver coins.
- B. There were other figures on the beach making the most of summer's end, and the old man smiled to see them there, his family. The boy beside him was his favourite grandchild. Moses Ullman was seventy years old. The years had been good and full of adventure. They had turned him from a rather ugly awkward youth with a diving nose, so fiercely hooked that it might have chopped wood, into an old gentleman with a splendid snowstorm of silver-white hair. Lines of ugliness had come to rest in lines of strength and peace. He still had his strength: strong bony wrists, hands twisted and knotted, the nails yellow and thick as sea shells, His digestion was perfect. He could eat anything.

1. As described in paragraph A, how rough or calm is the sea?

- A. It was calm and smooth  
**B. It had small, white-tipped waves.**  
C. It had huge, dark waves.

2. Why are the hoof marks called "brief silver coins" at the end of the same paragraph?

- A. The water that collected in the round hoof marks reflected silvery light, but the waves quickly washed the hoof marks away.**  
B. In the sand, the horseshoes left traces of metal that reflected the light.  
C. Sand blew into the hoof marks and quickly filled them so they were no longer visible.

3. What is the shape of Moses Ullman's nose as described in paragraph B?

- A. It curves upward at the tip.  
B. It is round and fat.  
**C. It curves downward.**

4. As described in paragraph B, what image do you have of Moses Ullman's hair?

- A. It is cut short and neat.  
B. It is combed flat against his head.  
**C. It is rather wild and unruly.**

5. How are Moses Ullman's fingernails similar to sea shells, as described in the same paragraph?

- A. *They have similar colour and thickness.*
- B. Size and toughness are similar to sea shells.
- C. They share hardness and shape.

## Part IV: Writing Skills

If you had one wish, what would it be? Write a personal essay in which you discuss your wish. Give reasons for choosing this wish and explain how it would change your life. The following questions may help you explore and define your topic fully.

- How old are you now?
- Would the wish be different if you were older/younger?
- How would you know you had a wish? (a genie? a magic egg?)
- Is the wish something that would affect only you?
- How might others be affected by your wish?
- What are your emotional reactions to this situation and to its consequences?

Space is provided for planning and outlining, a first draft, and the final copy.

Your writing will be marked on content and mechanics.

### Content:

- Meaningful and worthwhile
- Developed in a logical order
- Topic sentence clearly stated
- Appropriate and adequate supporting details

### Mechanics:

- Spelling
- Sentence structure
- Punctuation
- Paragraph structure















