

Language Arts 7 & 8

Meeting week assignments

Due: 10/17

1. Revise, edit, and complete the final draft of your personal narrative assignment.
2. Write a review of a movie or album of music (see attached assignment sheet).
3. Complete the attached Grammar Practice activities.

NAME:

DATE:

Movie / Music Review

Congratulations! You have landed one of the most coveted jobs on the market today. You are getting paid to give your opinion!

That's right, you're a movie and music reviewer for a weekly magazine called *The Good Stuff*. Your latest work assignment is to write a review of a movie or an album of music of your choice. This means, you need to sit down and enjoy a movie (at least 1hr. long) or an album of music (at least 30 min. long) and write a 1-page review for the magazine.

Important details:

1. The audience of *The Good Stuff* consists mostly of teen and young-adult readers. Make sure you keep the interests of your audience in mind.
2. Your review should be at least 300 words in length.
3. Decorate your review with colors and pictures, printed and/or drawn, like a magazine page.
4. Your reviews will be put up on walls or bulletin boards in the classroom/school, so make sure you are doing your best work.
5. Here are some suggestions to get started writing:
 - What is your overall impression of the movie/album?
 - What are the strengths and weaknesses of the movie/album?
 - Describe some key scenes or songs.
 - Give it a rating out of 10 and explain your reasons for your rating.
 - Who would you recommend it to? Why?

Grammar Practice

Name Class Date

8.4 Identifying the Subject

Key Information

Most sentences begin with the subject.

Temperatures fall at night.

Many questions begin with a word that is part of the predicate.

Do clouds affect temperature?

Rearranging the words to form a statement helps to locate the subject.

Clouds do affect temperature.

In sentences beginning with *Here is*, *Here are*, *There is*, or *There are*, the predicate precedes the subject.

Here are **today's statistics**.

In commands, the word *you* is the understood subject.

(You) Keep a daily record.

A. Locating the Subject

Underline the complete subject in each of these sentences. If the sentence is a command, write (*You*) on the line before the sentence.

- _____ 1. Do spiders have six legs or eight legs?
- _____ 2. Listen to the directions.
- _____ 3. The man in the tall hat is a magician.
- _____ 4. Is this apple a Red Delicious?
- _____ 5. In the museum there were many Roman statues.

B. Rewriting Sentences for Variety

Rearrange the words of each of the following sentences as indicated. Write your revised sentence in the space provided. Write a sentence of your own at the end.

1. You should imagine my delight at holding a koala. (*Use the understood You.*) _____

2. Your shoes are here under the chair (*Begin with Here are.*) _____

3. You have drawn with charcoal. (*Use a question.*) _____

4. (*Write an exclamatory sentence.*) _____

Grammar Practice

Name Class Date

8.6 Simple and Compound Sentences

Key Information

A **simple sentence** has one complete subject and one complete predicate.

Either the dog or the baby bumped the lamp and broke it.

A **compound sentence** contains two or more simple sentences joined by either a comma and a coordinating conjunction or by a semicolon.

I took the lamp in for repair, but the job cost too much.

A **run-on sentence** consists of two or more sentences incorrectly joined.

INCORRECT: A new lamp will be cheaper, I'll buy a strong one.

To correct a run-on, write separate sentences, or if the sentences are closely related, join them using a semicolon or a comma and a conjunction.

CORRECT: A new lamp will be cheaper. I'll buy a strong one.

A. Recognizing Subjects and Predicates in Compound Sentences

Underline each complete subject once and each complete predicate twice. Circle the coordinating conjunctions *and*, *but*, or *or* when they are used to connect two simple sentences.

1. My cousin moved to Mexico City, and I may visit her soon.
2. We saw the Pyramid of the Sun on the last trip, but my eldest brother missed the tour of the Palace.
3. Jamil and Kendra sometimes ride the ferris wheel, or they choose the scrambler instead.
4. Jamil shoots baskets and tosses rings in the fairway, but Kendra enjoys the exhibits.

B. Identifying Simple Sentences, Compound Sentences, and Run-ons

Write whether each sentence is *simple*, *compound*, or *run-on*. If the sentence is a run-on, rewrite it correctly.

1. Milk, broccoli, and kale are good sources of calcium. _____

2. This song is by Carly Simon I like it. _____

3. Ted bakes cookies, chocolate chip cookies are his favorites. _____

4. Raoul is interested in astronomy, and he owns a telescope. _____

Name Class Date

9.1–2, 5 Proper, Compound, and Collective Nouns

Key Information

Common nouns name any person, place, thing, or idea. Common nouns can be either concrete or abstract. **Concrete nouns** name things you can see or touch.

Abstract nouns name ideas or feelings.

Proper nouns name a specific person, place, thing, or idea. They begin with a capital letter.

Compound nouns are made up of two or more words. They can be written as one word, as two or more separate words, or as two or more words joined by hyphens. To write the plural form of compound nouns of two or more words, make the most important word plural.

Collective nouns name a group of individuals. When the collective noun refers to the group as a unit, use a singular verb. When the collective noun refers to the individual members of the group, use a plural verb.

■ A. Identifying Nouns

Underline the nouns in the following sentences. Circle letters that should be capitalized.

1. The garden is filled with tulips and daffodils.
2. These roses were developed in richmond, virginia.
3. The newspaper published an article about our club at superior middle school.
4. On monday, january 6, rene returns from vacation.

■ B. Forming Plurals

Write the plural form of each compound noun.

1. sidewalk _____
2. attorney-at-law _____
3. concert hall _____
4. seaport _____

■ C. Using Collective Nouns

Underline the correct verb form in parentheses.

1. The herd (graze, grazes) in this field every afternoon.
2. The herd (lift, lifts) their heads at the sound of the gunshot.
3. The jury (deliberates, deliberate) in a secluded room.
4. The jury (disagree, disagrees) about the verdict.

Grammar Practice

Name Class Date

9.3–4 Distinguishing Plurals, Possessives, and Contractions

Key Information

Possessive nouns name who or what owns or has something. They can be singular or plural.

The **dogs'** names are Trooper and Sam.
Traci's dog can do tricks.

To form the possessive of all singular nouns and plural nouns not ending in *s*, add an apostrophe and *s*.

sun	sun's
men	men's
boss	boss's

To form the possessive of plural nouns already ending in *s*, add only an apostrophe.

girls **girls'**

An apostrophe is also used to indicate where letters have been left out in a contraction. A **contraction** is a word made by combining two words into one by leaving out one or more letters.

Brad's the fastest runner in the school.
(*Brad is*)

A. Forming Possessives and Contractions

Add apostrophes where needed and indicate whether the word with the apostrophe is a singular possessive noun, a plural possessive noun, or a contraction by writing *S*, *P*, or *C* in the space next to the word.

1. The new flashlights beam is powerful. _____
2. Charles Babbages invention led to the modern computer. _____
3. These trees bark must be stripped before their wood can be made into paper. _____
4. Deannes familys moving to Tennessee. _____
5. This songs words are difficult to understand. _____
6. The girls uniforms were attractive and practical. _____

B. Using Possessives and Contractions

Underline the word in parentheses that correctly completes the sentence.

1. This (cartoons, cartoon's) characters are realistic.
2. Our (newspapers', newspaper's) late this morning.
3. Tighten these (guitars', guitar's) strings.
4. (Joans, Joan's) Siamese cat won a prize at the pet show.