

Summer reading assignment 8th grade:

Pick two books (cannot be a book that has been made into a movie)

Both books need to be a fiction book. Both assignments will be 2 pages worth of completed paragraphs.

The format will affect your grade for this assignment. The report needs to be:

Times New Roman 12 sized font

Double spaced

1 inch margins

2 pages

Both final assignments will include:

1. A thesis surrounding A THEME in your book
2. An introduction paragraph
3. A conclusion paragraph
4. Several body paragraphs supporting your thesis
5. 3 **direct quotes**
 - a. These will indicate the specific page or chapter the scene took place in the book. At least **three direct quotes** need to be in your final paper. The direct quotes should not be random, and should aid the topic discussed. The direct quote should also be somewhat explained. Below is an example on how to achieve this:

If my thesis was: Ender struggles with relationships, but eventually learns compassion and mercy.

Ender struggles in his relationship with his brother Peter. At some points in the novel, it is presented how Peter was almost chosen to lead the army against the buggers. Peter is a malicious and violent character, who time and time again proves how unsuitable he was for the task that Ender was chosen to complete. **“There was something in Peter’s eyes, when he was in his mad mood, and whenever Ender saw that look, that glint, he knew that the one thing Peter would not do was leave him alone,”** (2). Orson Scott Card depicts Peter as cruel, unpleasant, and punishing. Peter was a necessary character to show how power can lead to evil, and overall that some people are just evil. Peter would have never been chosen because of these qualities. This creates a conflict between him and Ender throughout the entire book.

There is a sentence before the quote giving some background on the quote, as well as a sentence after the quote that solidifies the need for the quote. It helps support your thesis further.

For more helpful hints on in-text citation (parenthetical citation) visit www.owl.english.purdue.edu and make sure to go to the MLA section

Parts of Speech Practice

Name _____ Period _____

1. Prepositions—a word that shows the relationship between words in a sentence.

Practice #1: How many prepositions can you find in the paragraph below that describes a professor's desk? Hint: There are 32!

You can sit before the desk (or in front of the desk), The professor can sit on the desk (when he's being informal) or behind the desk, and then his feet are under the desk or beneath the desk. He can stand beside the desk (meaning next to the desk), before the desk, between the desk and you, or even on the desk (if he's really strange). If he's clumsy, he can bump into the desk or try to walk through the desk (and stuff would fall off the desk). Passing his hands over the desk or resting his elbows upon the desk, he often looks across the desk and speaks of the desk or concerning the desk as if there were nothing else like the desk. Because he thinks of nothing except the desk, sometimes you wonder about the desk, what's in the desk, what he paid for the desk, and if he could live without the desk. You can walk toward the desk, to the desk, around the desk, by the desk, and even past the desk while he sits at the desk or leans against the desk.

Practice #2: Unnecessary Prepositions

In everyday speech, we fall into some bad habits, using prepositions where they are not necessary. It would be a good idea to eliminate these words altogether, but we must be especially careful not to use them in formal, academic prose. HINT: Avoid using two prepositions in a row. Avoid ending a sentence (even questions) with a preposition.

Directions: Delete the following unnecessary prepositions.

- She met up with the new coach in the hallway.
- The book fell off of the desk.
- He threw the book out of the window.
- She wouldn't let the cat inside of the house.
- Where did they go to?
- Where is your college at?

2. Nouns—a person, place, or thing; be aware of nouns that are not typical “common” nouns but are perhaps “abstract” nouns. Also note the common endings for nouns that might be in the “abstract” category: organization, misconception, weirdness, statehood, government, democracy, philistinism, realtor, tenacity, violinist. Proper nouns—names of people, places, and things—are capitalized.

Practice #1—How many nouns can you find in this song? (NOTE: There 32, including the title.)

My Favorite Things *(with apologies to Oscar Hammerstein II)*
Raindrops on roses and whiskers on kittens
Bright copper kettles and warm woolen mittens
Brown paper packages tied up with strings
These are a few of my favorite nouns
Cream colored ponies and crisp apple streudels
Doorbells and sleigh bells and schnitzel with noodles
Wild geese that fly with the moon on their wings
These are a few of my favorite nouns

Girls in white dresses with blue satin sashes
Snowflakes that stay on my nose and eyelashes
Silver white winters that melt into springs
These are a few of my favorite nouns
When the dog bites
When the bee stings
When I'm feeling sad
I simply remember my favorite nouns
And then I don't feel so bad.

3. Pronouns—a word that replaces a noun

Practice #1—See if you can identify all the pronouns in the following passage. Hint: There are 13 pronouns.

from "The Masque of the Red Death" by Edgar Allan Poe

But the Prince Prospero was happy and dauntless and sagacious. When his dominions were half depopulated, he summoned to his presence a thousand hale and light-hearted friends from among the knights and dames of his court, and with these retired to the deep seclusion of one of his castellated abbeys. This was an extensive and magnificent structure, the creation of the prince's own eccentric yet august taste. A strong and lofty wall girdled it in. This wall had gates of iron. The courtiers, having entered, brought furnaces and massy hammers and welded the bolts. They resolved to leave means neither of ingress or egress to the sudden impulses of despair or of frenzy from within. The abbey was amply provisioned. With such precautions the courtiers might bid defiance to contagion. The external world could take care of itself. In the meantime it was folly to grieve, or to think. The prince had provided all the appliances of pleasure. There were buffoons, there were improvisatori, there were ballet-dancers, there were musicians, there was Beauty, there was wine. All these and security were within. Without was the "Red Death."

Practice #2—Types of Pronouns

Directions: Match each pronoun with its type by writing the letter of the type on the line next to the pronoun(s).

- a. personal pronoun—the most common type to replace a noun
- b. demonstrative—nouns that point to something (2 are plural and 2 are singular; 2 refer to things close at hand; 2 refer to things far away)
- c. indefinite pronouns—words that leave in doubt exactly who and sometimes how many
- d. relative pronouns—relative groups of words to a noun; many of these are also interrogative pronouns because they are used to ask a question
- e. reflexive pronouns—used to refer back to an adjacent pronoun; shows emphasis

1. _____ who, whom
2. _____ he, she, it, we
3. _____ whichever, whatever
4. _____ myself, yourself
5. _____ him, her, it, us
6. _____ my, me, I, mine
7. _____ ourselves, himself
8. _____ his, hers, its, your
9. _____ this, that
10. _____ these, those

4. Verbs—words that show action or state of being; divided by time of action (verb tenses)

Practice #1—Identify all the verbs in the following passage. HINT: There are 15. Be aware of verb phrases (verbs that are composed of more than one word—these are a helping verb or two plus the main verb).

from “The Most Dangerous Game” by Richard Connell

Rainsford sprang up and moved quickly to the rail, mystified. He strained his eyes in the direction from which the reports had come, but it was like trying to see through a blanket. He leaped upon the rail and balanced himself there, to get greater elevation; his pipe, striking a rope, was knocked from his mouth. He lunged for it; a short, hoarse cry came from his lips as he realized he had reached too far and had lost his balance. The cry was pinched off short as the blood-warm waters of the Caribbean Sea dosed over his head.

Practice #2—Identify each verb as an action verb or a state of being verb (a verb that indicates who or what something is and does not show action). Write an “A” on the line by each action verb and an “S” for each state of being verb.

_____ is	_____ works	_____ are	_____ seems
_____ sat	_____ was	_____ knock	_____ were

5. Interjections—words that show strong emotion or gives a sharp command. Interjections are typically ONE word and are followed by an exclamation mark. Some interjections that show softer emotion, are followed by a comma and then the rest of the sentence.

Practice #1—Identify the following interjections and punctuate each sentence correctly.

- Wow I won the lottery
- Oh I don't know about that
- Get out
- No you shouldn't have done that
- Fire Get out of the building
- Ouch That sure did hurt

6. Adjectives—words that describe or modify a noun (person, place, or thing). Proper adjectives, like proper nouns, are capitalized.

Practice #1—Identify all the adjectives in the following paragraph. HINT: There 42 adjectives. There are also 17 participles (words that look like verbs but describe and are thus adjectives.)

He remembered yet the East India Tea House at the Fair, the sandalwood, the turbans, and the robes, the cool interior and the smell of India tea; and he had felt now the nostalgic thrill of dew-wet mornings in Spring, the cherry scent, the cool clarion earth, the wet loaminess of the garden, the pungent breakfast smells and the floating snow of blossoms. He knew the inchoate sharp excitement of hot dandelions in young earth; in July, of watermelons bedded in sweet hay, inside a farmer's covered wagon; of cantaloupe and crated peaches; and the scent of orange rind, bitter-sweet, before a fire of coals. He knew the good male smell of his father's sitting-room; of the smooth worn leather sofa, with the gaping horse-hair rent; of the blistered varnished wood

upon the hearth; of the heated calf-skin bindings; of the flat moist plug of apple tobacco, stuck with a red flag; of wood-smoke and burnt leaves in October; of the brown tired autumn earth; of honey-suckle at night; of warm nasturtiums, of a clean ruddy farmer who comes weekly with printed butter, eggs, and milk; of fat limp underdone bacon and of coffee; of a bakery-oven in the wind; of large deep-hued stringbeans smoking-hot and seasoned well with salt and butter; of a room of old pine boards in which books and carpets have been stored, long closed; of Concord grapes in their long white baskets.

7. Adverbs—words that describe or modify a verb, an adjective, or another adverb.
HINT: Most adverbs can be identified by asking the following: when, where, how, to what extent. Most adverbs end in “ly.”

Practice #1—Identify the adverb in each sentence.

1. She certainly drives slowly in that old Buick of hers.
2. I really don't believe him.
3. He literally wrecked his mother's car.
4. She simply ignored me.
5. The teacher completely rejected her proposal.
6. I absolutely refuse to attend any more faculty meetings.
7. They heartily endorsed the new restaurant.
8. I so wanted to go with them.
9. We know this city well.
10. His mother mildly disapproved his actions.

8. Conjunctions—words that join other words, clauses, or phrases together.

Practice #1—Identify the conjunctions in each sentence.

1. She led the team not only in statistics but also by virtue of her enthusiasm.
2. Polonius said, "Neither a borrower nor a lender be."
3. Whether you win this race or lose it doesn't matter as long as you do your best.
4. He took to the stage as though he had been preparing for this moment all his life.
5. Because he loved acting, he refused to give up his dream of being in the movies.
6. Unless we act now, all is lost.
7. Most of the visitors were happy just sitting around in the shade, for it had been a long, dusty journey on the train.
8. John plays basketball well, yet his favorite sport is badminton.
9. That is not what I meant to say, nor should you interpret my statement as an admission of guilt.
10. Ulysses spent his summer studying basic math, writing, and reading comprehension.
11. Ulysses wants to play for UConn, but he has had trouble meeting the academic requirements.
12. Ulysses wants to play for UConn; however, he has had trouble meeting the academic requirements.