

Quarter 3 Week 6 Assignment Sheet

Writing 8

Ms. Sandlin

Middle School Writing

3/12/24

Instructions: After completing/working on each day's assignment include a parent initial signature below.

Day One/Tuesday:
<ul style="list-style-type: none">- Complete the sentences in active/passive voice. Parent Initial: _____
Day One/Wednesday:
<ul style="list-style-type: none">- Complete the sonnet practice handout that the class worked on on Tuesday. Follow the rhyme scheme. Label the accented and unaccented syllables in each iamb. Email Ms. Sandlin with any questions.- Complete the comma handout. (From & back) Parent Initial: _____
Day Two/Thursday:
<ul style="list-style-type: none">- Complete the active/passive voice examples handout.- ^{Read instructions &} Complete the active verbs handout. Follow instructions provided. Parent Initial: _____
Day Three/Friday:
<ul style="list-style-type: none">- Complete the literary and poetry terms handout practice from class on Tuesday. Review the term definitions provided in the packet. Email Ms. Sandlin with any questions.- Locate a poem online or in a book that you consider to be exceptional. Write the poem down or print it. Label the rhyme scheme and circle and label any poetry term from the first assignment handout (figurative language, metaphor, simile, hyperbole, personification, etc.). Parent Initial: _____
Day Four/Monday:
<ul style="list-style-type: none">- Complete the parts of speech entries.- Complete the grammar handout: action and linking verbs. Follow instructions provided.- Find a poem online that you find to be exceptional. Write the poem or print it. Label a rhyme scheme to the poem, if applicable. Circle and label any poetry term from the first assignment handout (figurative language, metaphor, simile, hyperbole, personification, etc.). (See back page)

- Complete the grammar verbs (active/passive) handout.
-

Parent Initial: _____

The weekly schedule has been broken down to maximize parent and student success. Parents: please oversee that student work is at individual/grade-level standard. Please sign below after checking students' daily work.

I have looked over each day's assigned work and verify its quality and completion.

Parent signature: _____ Date: _____

Questions? Contact Ms. Sandlin
debra.ann.sandlin@gmail.com
(509) 379-6846

7.4 Voice

Active and Passive Voice

A verb is active if its subject performs the action. A verb is passive if its action is performed upon the subject.

Active Voice	Passive Voice
The storm damaged the pine tree.	The pine tree was damaged by the storm.
My mother painted that landscape.	That landscape was painted by my mother.

A passive verb is made from a form of *be* plus the past participle of a transitive verb.

THE VERB ELECT IN THE PASSIVE VOICE		
Tense	Basic Forms	Progressive Forms
Present	I am elected	I am being elected
Past	I was elected	I was being elected
Future	I will be elected	
Present Perfect	I have been elected	
Past Perfect	I had been elected	
Future Perfect	I will have been elected	

EXERCISE A: Distinguishing Between Active and Passive Voice. After each sentence, write *active* or *passive* to describe the verb.

EXAMPLE: The police have already been notified. passive

- A strange car was parked in our driveway. _____
- The letter carrier left a large package for you. _____
- Nancy's nomination was seconded by Luis. _____
- Detective Sharp examined the chain of paper clips with interest. _____
- The firm was founded by Alec's grandfather in 1912. _____
- By this weekend, a new Homecoming Queen will have been chosen. _____
- These peaches have been bruised. _____
- The damaged airliner landed safely. _____
- Aunt Betsy taught Ellen and me how to play golf. _____
- Waldo's new book is being praised by all the critics. _____

EXERCISE B: Forming the Tenses of Passive Verbs. Write the passive forms indicated.

EXAMPLE: future of *remember* (with *she*) she will be remembered

- past of *disappoint* (with *we*) _____
- past perfect of *injure* (with *he*) _____
- past progressive of *consult* (with *they*) _____
- present of *remind* (with *I*) _____
- present perfect of *report* (with *it*) _____
- future of *select* (with *she*) _____
- present progressive of *build* (with *it*) _____
- present of *honor* (with *I*) _____
- past of *invite* (with *you*) _____
- future of *publish* (with *it*) _____

Name: _____

Iambic Pentameter/Sonnets

<i>Rhyme Scheme</i>	U /	U /	U /	U /	U /	_____
A ..	_____	_____	_____	_____	_____	_____
	Iamb 1	Iamb 2	Iamb 3	Iamb 4	Iamb 5	
B ..	_____	_____	_____	_____	_____	_____
A }.	_____	_____	_____	_____	_____	_____
B }.	_____	_____	_____	_____	_____	_____
C }.	_____	_____	_____	_____	_____	_____
D }.	_____	_____	_____	_____	_____	_____
C }.	_____	_____	_____	_____	_____	_____
D }.	_____	_____	_____	_____	_____	_____
E }.	_____	_____	_____	_____	_____	_____
F 0.	_____	_____	_____	_____	_____	_____
E 1.	_____	_____	_____	_____	_____	_____
F 2.	_____	_____	_____	_____	_____	_____
	13. _____	_____	_____	_____	_____	_____
G	_____	_____	_____	_____	_____	_____
	14. _____	_____	_____	_____	_____	_____
G	_____	_____	_____	_____	_____	_____

USING COMMAS TO SEPARATE ELEMENTS WITHIN A SENTENCE

LEARN! Study how to use commas to separate elements within a sentence.

Rule 12. Use a comma to separate introductory words, such as mild interjections and the words *yes* and *no*, from the sentence that follows them.

Well, what do you think? No, I have not seen the snow shovel.

Rule 13. Use commas to separate items in a series. These items may be *words, phrases, or short clauses*.

Send for Alvin, Louise, and Harold. (*words*)

Early pioneers traveled through wild country, over barren deserts, and up steep mountains. (*phrases*)

We took our places, the whistle blew, and the game began. (*clauses*)

Rule 14. Use a comma to separate co-ordinate modifiers. Consider modifiers co-ordinate if *and* sounds correct when placed between them.

Mr. Arnold is a loyal, enthusiastic member. [*loyal and enthusiastic*]

Ed lives in the red brick house on the corner. [*not red and brick*]

Rule 15. Use a comma between the clauses of a compound sentence joined by the co-ordinate conjunctions *and, but, or, nor,* and *for*.

I have made the biscuits, but I can't eat them.

Rule 16. When a semicolon separates the clauses of a compound sentence, use a comma in the second clause to indicate an omitted verb.

I wore green; Edna, blue. [*The comma replaces wore.*]

Rule 17. Use a comma wherever necessary to prevent misreading.

Inside, the barn was gaily decorated for the dance.

Rule 18. Use a comma after any of these word groups when they are used in an introductory way: *adverbial clauses, phrases containing verbals* (infinitives, participles, or gerunds), *long prepositional phrases,* and *two or more consecutive prepositional phrases*.

To obtain a ringside seat, order tickets now. (*verbal phrase*)

When the crowd became boisterous, I left. (*adverb clause*)

At the edge of the clearing, a fawn gazed at its reflection in a small lake. (*two prepositional phrases*)

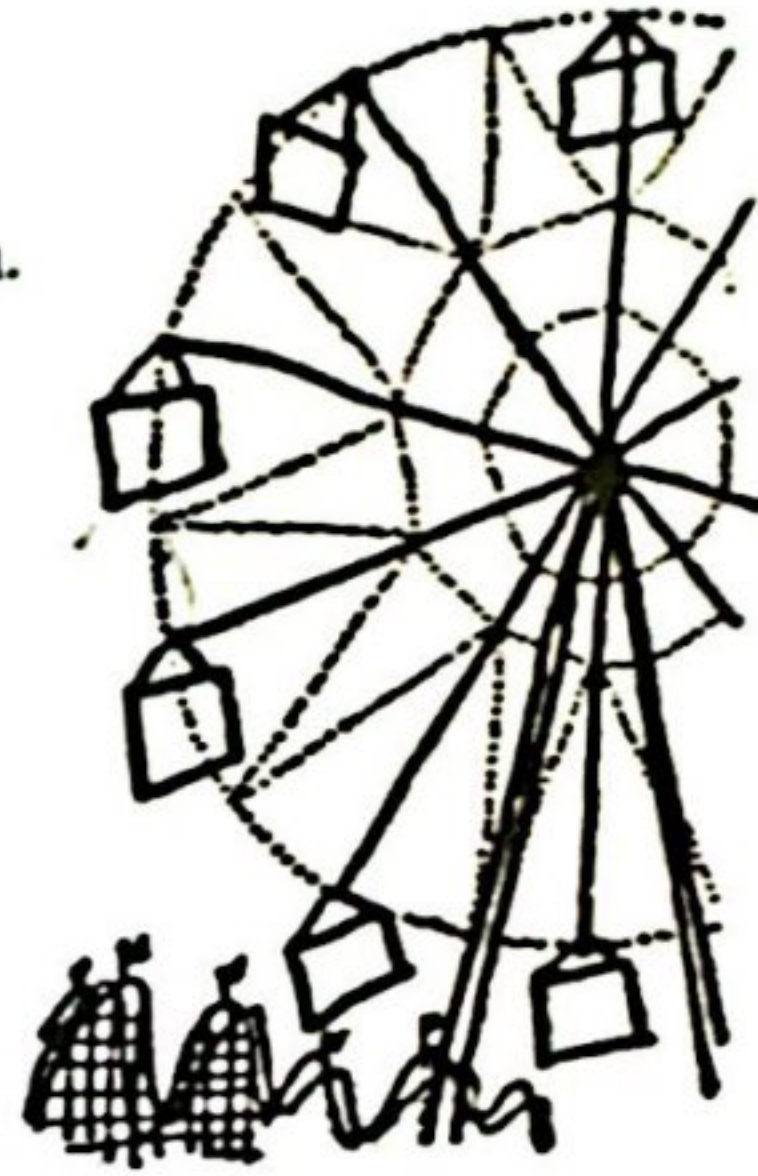
On beautiful snow-capped Mount Morency, skiers spend many pleasant hours. (*long prepositional phrase*)

PRACTICE! (1) Insert needed commas. (2) Above each comma, indicate the rule.

1. By picking your way carefully you may keep your feet dry.
2. At the peak of his career my uncle was killed in an automobile wreck.
3. Yes Susie was born on a cold winter day and so was I.

USING COMMAS TO SEPARATE ELEMENTS WITHIN A SENTENCE—Continued

4. Having turned on the radio I sat back to enjoy my favorite program but just then the telephone rang.
5. No letter has arrived nor do I expect one soon.
6. Lou resembles her father; Elaine her mother.
7. A lumbering cinnamon bear waddled down the path.
8. Outside the air was cool fresh and damp.
9. We moved on a cold blustery afternoon in March.
10. Yes if it rains we shall postpone our trip.
11. For Christmas Eve received a black velvet cape.
12. Loud angry voices drowned the speaker's words.
13. Farther up the hill became steeper.
14. Soon we found ourselves in dense dark underbrush.
15. Ben leaves today; Charles tomorrow; Al next week.
16. Well I didn't expect you or I'd have baked a cake.
17. Carl glared Tony fidgeted Bert groaned and Ed pounded on the desk.
18. After our car broke down we tramped to the highway thumbed a ride and reached Three Oaks at midnight.
19. Oh how well I remember that pleasant restful summer!
20. Before you leave give us your name address and telephone number.
21. While we were in Manitou we had our choice of going to the top of Pikes Peak by automobile by burro or by cog train.
22. Dad ordered roast beef; Mother chicken; and I a steak.



USE! Write and label sentences applying rules 12–18. Note the drawing.

PROOFREAD! Be sure that you have made no careless errors.

Sentences in Active and Passive Voice

Below are examples of sentences written in both the active voice and the passive voice. Label each sentence *active* or *passive* inside of the parenthesis that follow them.

1. Harry ate six shrimp at dinner. ()
At dinner, six raw shrimp were hastily consumed (eaten) by Harry. ()
2. The savannah is roamed by numerous giraffes at this time of year. ()
Thin giraffes roam the savannah in summertime. ()
3. The man behind us on the road stopped and changed the flat tire for us. ()
The flat tire was changed by the man in the old Toyota. ()
4. A movie is going to be watched by us tonight.
We are going to watch a movie tonight. ()
5. I ran the obstacle course in record time. ()
The obstacle course was run by me in record time. ()
6. The entire stretch of highway was paved by the crew. ()
The crew paved the entire stretch of highway. ()
7. Mom read the novel in one day. ()
The novel was read by Mom in one day. ()
8. The critic wrote a scathing review. ()
A scathing review was written by the critic. ()
9. The cleaning crew vacuums and dusts the office every night. ()
Every night the office is vacuumed and dusted by the cleaning crew. ()
10. Write your own example of a sentence in *active voice*.

11. Adjust this sentence so that it is written in *passive voice*.

Name: _____

Active/Passive Part II

I am punctual and dependable.

Punctuality and dependability have been cited by past references as some of my assets as an employee.

I was voted as class treasurer by my sophomore class.
The vote determined me to be class treasurer my sophomore year.

Try two of your own examples:

1.

2.

How would you define *active voice*?

How would you define *passive voice*?

Grammar Lesson

Action and Linking Verbs

Action verbs express physical or mental actions, like *jump* or *think*. In contrast, linking verbs, including forms of the verb *be*, express a state of being. They connect the subject to a word that renames or describes the subject.

Action verbs: I *saw* a seat and *took* it.

Linking verbs: I *was* tired of giving in.

Practice Copy the following sentences from the selections. Underline the action verbs and circle the linking verbs.

1. I am a chief, but my power is gone.

2. I hear America singing, the varied carols I hear.
3. I have a dream that one day every valley shall be exalted.
4. I shall build my race into the proudest segment of your society.
5. It was the same driver who had put me off the bus back in 1943, twelve years earlier.

Writing Application Write a paragraph about a person whose words or actions inspire you. Circle the verbs you have chosen, and then identify whether each is an action or a linking verb.

WG Prentice Hall Writing and Grammar Connection: Chapter 17, Sections 1 and 2

Language Type	Definition
Figurative Language	Imaginative language that is not meant to be interpreted literally
Hyperbole	extreme exaggeration used for emphasis, often used for comic effect Ex: My dad is going to kill me when he gets home.
Simile	a comparison between two unlike things using the word <i>like</i> or <i>as</i> Ex: She is as fast as a cheetah.
Metaphor	a comparison between two unlike things in which one thing is said to be another Ex: She is my sunshine.
Personification	a kind of metaphor that gives objects or abstract ideas human characteristics Ex: The wind sings soft whispers through the night.
Pun	the humorous use of a word or words to suggest another word with the same sound but a different meaning Ex: When a clock is hungry it goes back four seconds.
Rhetorical Devices	A rhetorical device is a use of language that is intended to have an effect on its audience.
Rhetorical Question	a question asked to emphasize a point or create an effect; no answer is expected Ex: Are you kidding me right now?
Parallel Structure	using the same pattern of words (words, phrases, or clauses) to show that two or more ideas have the same level of importance Ex: I came, I saw, I conquered.
Repetition	key words or phrases that are repeated for emphasis or effect Ex: The isolation during my vacation created a situation of relaxation.

Group 1

Quote	Type of Language	Meaning
<p>Sonnet 18: "Shall I compare thee to a summer's day? Thou art more lovely and more temperate:"</p>		
<p>Hamlet: "I will speak daggers to her, but use none." (Act III, Scene II)</p>		
<p>Hamlet: "When sorrows come, they come not single spies, but in battalions." (Act IV, Scene V)</p>		
<p>As You Like It: "All the world's a stage, and all the men and women merely players. They have their exits and their entrances; And one man in his time plays many parts." (Act II, Scene VII)</p>		
<p>The Taming of the Shrew: "Out of the jaws of death." (Act III, Scene IV)</p>		

Group 2

Quote	Type of Language	Meaning
<p>Romeo and Juliet: "It is the east, and Juliet is the sun." (Act II, Scene II)</p>		
<p>Romeo and Juliet: "It seems she hangs upon the cheek of night like a rich jewel in an Ethiop's ear." (Act I, Scene V)</p>		
<p>Romeo and Juliet: "See, how she leans her cheek upon her hand! O that I were a glove upon that hand, that I might touch that cheek!" (Act II, Scene II)</p>		
<p>The Merchant of Venice: "But love is blind, and lovers cannot see."</p>		
<p>Measure for Measure: "Our doubts are traitors, and make us lose the good We oft might win, by fearing to attempt." (Act I, Scene IV)</p>		

Entry: 3/12/24

- 1) Find something that you are wearing that would be considered a **noun**. Write it down.
- 2) Write two **verbs/actions** that you perform after school gets out.
- 3) Write down a (positive) **adjective** to describe yourself.
- 4) Write down a **pronoun** you might use to replace the name of an object.

Entry: 3/5/24

- 1) Name something outside that would be considered a **noun**.
Write it down.
- 2) Write down a **preposition** that describes the location of that
noun.
- 3) Write one **verbs/action** that you perform when you are getting
ready.
- 4) Write down an **adverb** to how you perform that getting-ready
action.
- 5) Write down an **interjection** you might use if you found out that
you had a game after school.

1.3 Action Verbs and Linking Verbs

Nouns are necessary to name all people, places, and things. *Verbs* are also necessary. They give life to nouns by allowing people to make statements about them.

A verb is a word that expresses time while showing an action, a condition, or the fact that something exists.

In the sentence *Sue threw the ball*, the verb *threw* expresses action. In the sentence *The puppy is sick*, the verb *is* expresses a condition. In the sentence *They were here*, the verb *were* shows existence.

This section will discuss the two main kinds of verbs: *action verbs* (verbs that express action) and *linking verbs* (verbs that express condition).

Action Verbs

Verbs that tell what someone or something does, did, or will do are called *action verbs*.

An action verb is a verb that tells what action someone or something is performing.

In the following examples, the verbs tell what actions have been or are being performed by Hank and the parakeet.

ACTION VERBS: Hank *painted* the tool shed.

The parakeet *swings* back and forth.

The person or thing that performs the action is called the *subject* of the verb. In the above examples, *Hank* and *parakeet* are the subjects.

Verbs such as *painted*, *swings*, *shouted*, and *moves* represent visible action. Some action verbs, however, represent mental actions. When people *forget* or *believe*, they are performing mental actions.

MENTAL ACTION: Jefferson *thought* about the problem.

Other verbs such as *sleep* or *relax* also seem to show little action, but they are still action verbs.

1.3 Action Verbs and Linking Verbs

EXERCISE A: Supplying Action Verbs. Write each sentence, adding an action verb for each blank. Then label each verb as *visible* or *mental*.

EXAMPLE: The stars _____ in the dark sky.

The stars twinkled in the dark sky. (visible)

1. They _____ about life on the planet Mars.
2. Someone _____ it was almost midnight.
3. The ping-pong ball _____ off the table.
4. A dog house _____ its occupant from the rain.
5. The witches _____ their terrible brew.
6. Why don't you _____ for a few minutes?
7. No one _____ the dismal weather.
8. The carpenter _____ the pine boards.
9. The waitress _____ at the soggy mess.
10. How did the pilot _____ where to land?

Transitive and Intransitive Verbs

An action verb may be *transitive* or *intransitive* depending on whether or not it transfers its action to another word in the sentence.

An action verb is transitive if it directs action toward someone or something named in the same sentence.

An action verb is intransitive if it does not direct action toward someone or something named in the same sentence.

The word that receives the action of a transitive verb is called the *object* of the verb. In the following examples, *pictures* is the object of *took*, and *something* is the object of *baked*.

TRANSITIVE VERBS: The camera *took* clear pictures.

Irene *baked* something for the bake sale.

Intransitive verbs do not have objects. The action is not directed toward any noun or pronoun in the sentence. The examples at the top of the next page show intransitive verbs.