

8.1

Kinds of Sentences

Day 1

- A **sentence** is a group of words that expresses a complete thought.

Different kinds of sentences have different purposes. A sentence can make a statement, ask a question, give a command, or express strong feeling. All sentences begin with a capital letter and end with a punctuation mark. The punctuation mark at the end of the sentence is determined by the purpose of that sentence.

- A **declarative sentence** makes a statement. It ends with a period.

Edgar Allan Poe wrote suspenseful short stories.

- An **interrogative sentence** asks a question. It ends with a question mark.

Did Poe also write poetry?

- An **exclamatory sentence** expresses strong feeling. It ends with an exclamation point.

What a great writer Poe was!

- An **imperative sentence** gives a command or makes a request. It ends with a period.

Read "The Pit and the Pendulum."

Our class is reading "The Raven" by Edgar Allan Poe.

Was it fun?

It surely scared me!

Read some of his other poems.



Edouard Manet, Illustration to Poe's "The Raven," c. 1875

Exercise 1**Identifying Kinds of Sentences**

Write whether each sentence is *declarative*, *interrogative*, *exclamatory*, or *imperative*.

1. Edgar Allan Poe was born in Boston in 1809.
2. Did you know that Poe lost his parents at a very early age?
3. How awful that must have been!
4. The boy lived with his foster parents.
5. Wasn't his foster father a wealthy merchant?
6. Poe was raised in Richmond, Virginia.
7. He attended college briefly.
8. Did he enlist in the army?
9. I can't believe that he went to West Point!
10. Read a biography of Poe.
11. Didn't he also edit magazines?
12. What impressive writing Poe produced!
13. Poe was a master of the short story.
14. How greatly he influenced other writers!
15. Tell me what you think about his writing.
16. Poe died at the age of forty.
17. Isn't that very young?
18. How sad that his life was so short!
19. What a tragedy!
20. Find out more about Poe.

Exercise 2**Capitalizing and Punctuating Sentences**

Write each sentence, adding capital letters and punctuation marks where needed.

1. is it true that Edgar Allan Poe wrote the first detective story
2. is private detective C. Auguste Dupin in one of Poe's tales
3. tell me if you have read Poe's famous poem about the raven
4. what a harrowing ending this poem has
5. Poe's writings are very popular in Europe
6. Did the young man go to college in Virginia
7. poe is also highly regarded for his literary criticism
8. he lived in Philadelphia during a part of his career
9. His writing includes mystery, suspense, fantasy, and humor
10. What a great adventure story "The Narrative of A. Gordon Pym"

Day 2

WRITING PROMPT

This is one of the two writing prompts administered to all grade 8 students in April 2014.

Prompt

Your teacher asked you to write an essay about an adult you want to be like when you get older.

Before you begin to write, think about an adult you want to be like when you get older. Who is that person? What is that adult like and **why** do you want to be like him or her?

Now write an essay about an adult you want to be like when you get older. Give enough detail so that your teacher will understand.

WRITER'S CHECKLIST

1. Look at the ideas in your response.

_____ Have you focused on one main idea?

_____ Have you used enough detail to explain yourself?

_____ Have you put your thoughts in order?

_____ Can others understand what you are saying?

2. Think about what you want others to know and feel after reading your paper.

_____ Will others understand how you think or feel about an idea?

_____ Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper's subject.)

_____ Do you have sentences of different lengths? (Hint: Be sure you have a variety of sentence lengths.)

_____ Are your sentences alike? (Hint: Use different kinds of sentences.)

3. Look at the words you have used.

_____ Have you described things, places and people the way they are? (Hint: Use enough detail.)

_____ Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)

_____ Have you used the right words in the right places?

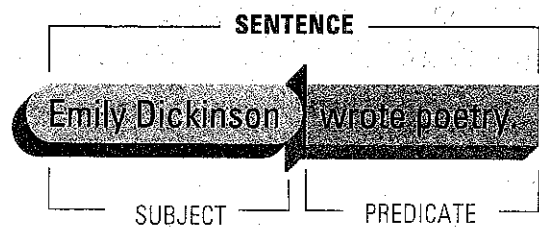
4. Look at your handwriting.

_____ Can others read your handwriting with no trouble?

8.2

Sentences and Sentence Fragments

Every sentence has two parts: a subject and a predicate.



- The **subject part** of a sentence names whom or what the sentence is about.
- The **predicate part** of the sentence tells what the subject does or has. It can also describe what the subject is or is like.

A sentence must have both a subject and a predicate. It must also express a complete thought.

- A **sentence fragment** does not express a complete thought. It may also be missing a subject, a predicate, or both.

You often use fragments when talking with friends or writing personal letters: Some writers use sentence fragments to produce special effects. You should use complete sentences, however, in anything you write for school or business.

Correcting Sentence Fragments		
Fragment	Problem	Sentence
Her sister.	The fragment lacks a predicate. <i>What did her sister do?</i>	Her sister discovered the poems in her bureau.
Wrote about her emotions.	The fragment lacks a subject. <i>Who wrote about her emotions?</i>	This gifted poet wrote about her emotions.
Of meaning.	The fragment lacks both a subject and a predicate.	Her poems contain many layers of meaning.

Subjects, Predicates, and Sentences

DAY 3

Exercise 3 Identifying Sentences and Sentence Fragments

Write each sentence, underlining the subject part once and the predicate part twice. If it is a fragment, write *fragment* and explain why it is a fragment.

1. Emily Dickinson lived in Amherst, Massachusetts.
2. At her parents' home.
3. Few of her poems were published during her lifetime.
4. Considered one of the greatest American poets.
5. You should study her poems carefully.
6. Dickinson's sister collected her poems.
7. This famous poet.
8. Insisted on complete privacy.
9. Her poems reflect her intensely emotional nature.
10. Many readers are attracted to her highly original style.
11. Dickinson's poetry comments on all matters of life.
12. Wrote about love and beauty.
13. Dickinson analyzes her emotions poetically.
14. So much fine work.
15. Found a world of her own.
16. With clear, precise observation.
17. Her writing style gives every word weight.
18. Her poetry uses sharp phrases and rich imagery.
19. Most of her poems include original insights.
20. To every possible human concern.

Exercise 4 Correcting Sentence Fragments

Rewrite each sentence fragment to make it a complete sentence. Add a subject or a predicate or both.

1. Emily Dickinson author.
2. Lived from 1830 to 1886.
3. With clarity and style.
4. Began to retreat into herself at the age of twenty-three.
5. Moved quietly about the house.
6. Caught only glimpses of her.
7. In the nineteenth century.
8. Biographies of Dickinson.
9. Dickinson's poetry.
10. Observed the world and wrote about it.

Day 4

Squirrels That Smell Like Snakes

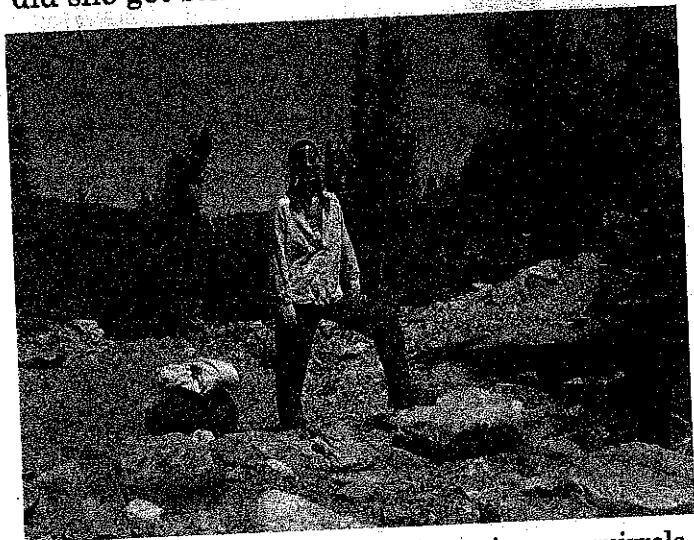
by Cheryl M. Reifsnyder, Ph.D.

From the trunk of her Volkswagen hatchback, Dr. Barbara Clucas aimed her camera. Nose a-twitch, a California ground squirrel bounded toward Clucas's bait: a circle of sunflower seeds. A ground squirrel will almost always stop for sunflower seeds. Inside the circle of seeds was a rattlesnake skin.

The squirrel grabbed the skin with both front paws and began to chew. Then it smeared snakeskin-scented saliva onto its fur.

Clucas is a scientist who studies animal behavior—especially squirrel behavior—at the University of California, Davis. How did she get started studying how ground squirrels use snakeskins?

Other researchers had seen chipmunks and mice taking snakeskin baths. One day, Clucas saw a ground squirrel doing the same thing, using a skin left behind by a snake. As a snake grows, from time to time it must shed its skin. That shedding lets a new, larger skin underneath expand and make room for more growth. Clucas watched the ground squirrel chew the skin and then smear a mixture of snake scent and saliva onto its sides, hind legs, and tail.



Dr. Barbara Clucas loves her job: spying on squirrels.

Why would a squirrel do such a thing? There was only one way to find out. Clucas needed to spy on ground squirrels.

What Are They Thinking?

7 Before Clucas began, she came up with three different educated guesses, or hypotheses, that might explain why squirrels spread snakeskin saliva on themselves.

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~~_____~~
Idea No. 1: Snakeskin saliva may protect squirrels from their number one enemy, the Northern Pacific rattlesnake.

If that idea is true, then young squirrels and their mothers (who protect them) should spend the most time smearing snakeskin saliva on themselves. More than a third of squirrel pups are eaten by snakes. (An adult male squirrel will fight an attacking rattlesnake, and that's too much trouble for most rattlesnakes.)

Idea No. 2: The smell of snakeskin might make other squirrels think the snake-scented squirrel is tougher.

If this guess is correct, then adult males should spend the most time using snakeskin scent. They are the most likely to fight with one another, and an adult male would get an advantage from seeming tough.

Idea No. 3: Maybe something in snakeskin helps get rid of pesky fleas.

If this idea is right, then young squirrels should spend the most time smearing snake scent on themselves. That's because they have more flea troubles than adults have.

Clucas's guesses helped her know what to look for. Then she could figure out which guess might be right. She was ready to start squirrel watching.

Clucas began by trapping squirrels. She used black hair dye to mark each of them.

"We wanted to give them each an individual number," she said, "so we knew their age and their sex and could tell all of the individuals apart." She also found the squirrels' burrows, so she knew just where to set up her experiments.

Next, she placed the bait: a snakeskin staked to the ground outside a burrow entrance. She surrounded the snakeskin with sunflower seeds to get the squirrel's attention. Then she went into the back of her car, set up her camera, and waited.

"When you're in your car, the squirrels can't see you, and so they don't run away," Clucas said.

In most cases, when a squirrel came out of its burrow, it noticed the seeds—and the snakeskin. Clucas could start filming.

Dr. Clucas's videos show squirrels chewing on snakeskins and smearing the snake scent on themselves.

Clucas planned how to record what the squirrels did. She watched each squirrel for 30 minutes, beginning when the squirrel touched the snakeskin.



She explained that scientists use "time sampling" to study behavior. "You have a beeper," she said. "Every 30 seconds, it goes off and you write down what they're doing."

That's what she did as she watched the ground squirrels. She ended up with 60 pieces of information for each time a squirrel found a snakeskin. She showed that young squirrels and adult females spent about twice as much time applying snake scent as adult males did.

"Even pups who had most likely never encountered a snake—had never even seen the outside world—would do the snake-scent-application behavior," she said. "It was kind of funny, because although they were doing it, they were falling over and doing it very clumsily."

The Idea That Won

The numbers supported only one of her guesses: the squirrels most interested in applying chewed-up snakeskin were those in greatest danger from rattlesnakes, not those with the most fleas and not those who had the most fights with other squirrels.

Clucas's findings raise more questions. How do rattlesnakes respond to squirrel scent when it's mixed with rattlesnake scent? If the squirrels are applying an anti-snake disguise, does it work?

Clucas is busy answering these and other questions. "I'm just really fascinated with watching animals," she said. "It's something I've done all my life." As a scientist, she'll keep watching animals and asking smart questions about their behavior.

- 1 What is the definition of the word hypotheses as it is used in paragraph 7?
- A interests held by a scientist
 - B suspicions not yet confirmed
 - C facts already known to be true
 - D topics that are interesting to study

- 2 The main purpose of the three headings that begin with the words "Idea No." is to
- A emphasize which of the guesses is correct.
 - B show how the guesses changed over time.
 - C argue that one of the guesses is right.
 - D highlight each of the three guesses.

- 3** Why did Dr. Clucas mark the squirrels with black hair dye?
- A** She wanted to make a count of the number of squirrels in the study.
 - B** The squirrels needed to be made visible to any nearby rattlesnakes.
 - C** She needed a method to track each individual squirrel in the study.
 - D** It was too difficult to see the squirrels among leaves and branches.
- 4** According to the passage, which squirrel groups spent the **most** time applying snake scent?
- A** adult males and adult females
 - B** adult females and young males
 - C** adult males and young squirrels
 - D** adult females and young squirrels
- 5** The author organizes the information in this passage by
- A** listing a number of interesting squirrel behaviors, describing each of them in detail, and explaining why each is important.
 - B** arguing that scientists should spend more time observing squirrels and rattlesnakes in order to better understand their behavior.
 - C** identifying an interesting question about squirrels, describing possible answers, and explaining how the question was answered.
 - D** comparing what scientists in the past have learned about chipmunk behavior with what scientists today are learning about squirrel behavior.
- 6** Based on the information in the passage, Dr. Clucas considers studying squirrels to be
- A** engaging.
 - B** tiresome.
 - C** dangerous.
 - D** frustrating.

8.3

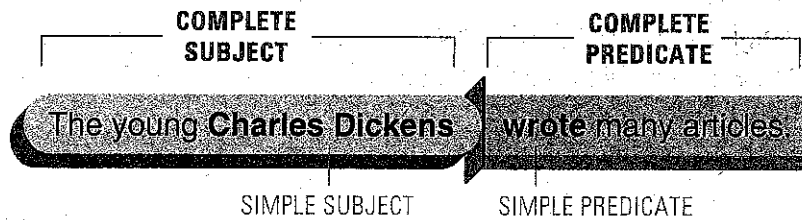
Subjects and Predicates

A sentence consists of a subject and a predicate that together express a complete thought. Both a subject and a predicate may consist of more than one word.

Complete Subject	Complete Predicate
Dickens's novels	are still popular today.
My English teacher	wrote an article on Dickens.

- The **complete subject** includes all of the words in the subject of a sentence.
- The **complete predicate** includes all of the words in the predicate of a sentence.

Not all of the words in the subject or the predicate are of equal importance.



- The **simple subject** is the main or most important word or group of words in the complete subject.

The simple subject is usually a noun or a pronoun. A **noun** is a word that names a person, a place, a thing, or an idea. A **pronoun** is a word that takes the place of one or more nouns.

- The **simple predicate** is the main word or group of words in the complete predicate.

The simple predicate is always a verb. A **verb** is a word that expresses an action or a state of being.

Sometimes the simple subject is also the complete subject. Similarly, the simple predicate may also be the complete predicate.

Subjects, Predicates, and Sentences

DAY 5

Exercise 5 Identifying Subjects and Predicates

Write each sentence. Draw a line between the complete subject and the complete predicate.

1. Charles Dickens's first works consisted of articles about life in London.
2. These early works appeared under the name of Boz.
3. Their popularity led to publication of *Pickwick Papers*.
4. That first novel was highly successful.
5. Dickens wrote for the rest of his life.
6. Dickens's early experiences influenced much of his writing.
7. His only historical novel is *A Tale of Two Cities*.
8. *David Copperfield* is one of his most popular books.
9. The novel *Martin Chuzzlewit* reflects Dickens's trip to America.
10. The author gave dramatic readings of his works.

Exercise 6 Identifying Subjects and Predicates

Write each item. Draw a vertical line between the complete subject and complete predicate. Underline the simple subject once and the simple predicate twice.

1. Charles Dickens wrote many great novels during his lifetime.
2. The English novelist remains a very popular writer.
3. He created memorable characters.
4. This very popular writer lived in poverty as a child.
5. Dickens lived with his family in London.
6. The youngster labored in a shoe polish factory at an early age.
7. The English courts sent Dickens's father to debtors' prison.
8. His family needed money then.
9. The young Dickens found work for a short while as a court stenographer.
10. He took notes at court for two years.
11. Dickens reported news for a local newspaper too.
12. He published short articles on life in London.
13. His writing appeared first under a different name.
14. The best early articles appeared in *Sketches by Boz*.
15. His first novel was *Pickwick Papers*.
16. Most Dickens novels appeared in installments in periodicals.
17. People waited eagerly for each new chapter.
18. Dickens edited two periodicals.
19. My favorite Dickens novel is *Hard Times*.
20. Dickens's own favorite novel was *David Copperfield*.