

Name: \_\_\_\_\_ Date Due: \_\_\_\_\_

# 8th Grade Language Arts



Assignment	Points Earned
Reading Selection – “Frustration at the Airport”	
GL Vocab Derivatives Handout 171-175	
BookBlog Assignment #15 – Reading Response	
Journals 75,76,77,78	
Grammar #04	
GL Vocab 171-175 (ELECTRON – KATA)	FYI
BB#15 due March 4 <sup>th</sup>	FYI

Total=>

**Post-Reading**

1. What is the narrative hook? \_\_\_\_\_

\_\_\_\_\_

2. Do you think the hook is effective? In other words, did it grab your attention? Why, or why not?

\_\_\_\_\_

\_\_\_\_\_

3. Where is the setting of this story?

\_\_\_\_\_

4. What is the theme, or the basic idea, of “Frustration at the Airport”?

\_\_\_\_\_

\_\_\_\_\_

5. Read the final sentences in Paragraphs 2, 3, 4, and 5. How does each one prepare the reader for the action to come?

\_\_\_\_\_

\_\_\_\_\_

6. What do you think the mood of the story is? What feeling or atmosphere does the writer create?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. List the characters in this essay.

\_\_\_\_\_

8. What verb tense is used in “Frustration at the Airport”?\_\_\_\_\_. Write five verbs that the writer uses.\_\_\_\_\_

\_\_\_\_\_

9. This essay is arranged in chronological order. In a few words, describe what happens first, second, third, and so on.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Frustration at the Airport

- 1 I had never been more anxious in my life. I had just spent the last three endless hours trying to get to the airport so that I could travel home. Now, as I watched the bus driver set my luggage on the airport sidewalk, I realized that my frustration had only just begun.
  
- 2 This was my first visit to the international terminal of the airport, and nothing was familiar. I could not make sense of any of the signs. Where was the check-in counter? Where should I take my luggage? I had no idea where the immigration line was. I began to panic. What time was it? Where was my plane? I had to find help because I could not be late!
  
- 3 I tried to ask a passing businessman for help, but my words all came out wrong. He just scowled and walked away. What had happened? I had been in this country for a whole semester, and I could not even remember how to ask for directions. This was awful! Another bus arrived at the terminal, and the passengers came out carrying all sorts of luggage. Here was my chance! I could follow them to the right place, and I would not have to say a word.
  
- 4 I dragged my enormous suitcase behind me and followed the group. We finally reached the elevators. Oh, no! They all fit in it, but there was not enough room for me. I watched in despair as the elevator doors closed. I had no idea what to do next. I got on the elevator when it returned and gazed at all the buttons. Which one could it be? I pressed button 3. The elevator slowly climbed up to the third floor and jerked to a stop. A high, squeaking noise announced the opening of the doors, and I looked around timidly.
  
- 5 Tears formed in my eyes as I saw the deserted lobby and realized that I would miss my plane. Just then an elderly airport employee shuffled around the corner. He saw that I was lost and asked if he could help. He gave me his handkerchief to dry my eyes as I related my predicament. He smiled kindly, and led me down a long hallway. We walked up some stairs, turned a corner, and, at last, there was customs! He led me past all the lines of people and pushed my luggage to the inspection counter.
  
- 6 When I turned to thank him for all his help, he was gone. I will never know that kind man's name, but I will always remember his unexpected courtesy. He helped me when I needed it the most. I can only hope that one day I will be able to do the same for another traveler who is suffering through a terrible journey.

## 8<sup>th</sup> Grade Greek/Latin Vocabulary Derivatives 171-175

**For any of the activities below, you are responsible for knowing the morphology of each derivative. You must be able to properly add affixes to words (e.g. pre-, un-, re-, de-, -ed, -ing, -s, -y, -tion, etc.) or remove them when necessary depending on the context of the sentence. If you do not, and the word requires an affix (or its removal), you will be marked wrong. Spelling always counts.**

### Part I

**Directions:** In the space provided please write down each of your spelling words' dictionary definitions, what root(s) we've studied that are in the word, the definition of the word from the back of your GL card, and finally, identify all morphological constructs of that word by adding or removing affixes (be careful with this part—do not invent a new word, only add affixes that are allowed [hint: use the dictionary—it won't have all constructions, but it will start you off on the right path for most words]).

**For Example:**

	<b>PARADOX</b>		<i>A statement that seems to contradict common sense and yet is perhaps true.</i>
		<b>← dictionary definition</b>	
	<i>para / dokein</i>		<i>Seemingly contradictory or absurd statement that contains a possible truth.</i>
		<b>← definition from GL card</b>	
<b>GL</b>	<i>paradoxes, paradoxical, paradoxically, paradoxicalness</i>		
<b>root(s)</b>		<b>← affixes →</b>	

1. **ELECTRICITY** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. **EGRESS** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. **REGRESS** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. **NONPLUSSED** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. **SURPLUS** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. **ACROPOLIS** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. **ACRONYM** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. **CATAclysm** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. **CATALYST** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. **CATACOMB** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Part II

**Directions:** Fill in the blank with the correct word from the word bank. Use the context of the sentence to determine which word should be used.

1. Bob was buying some \_\_\_\_\_ fruit at Walmart for a reduced price because the purchasing manager had bought too many bananas.
2. He was lost in thought trying to remember what the \_\_\_\_\_ SCUBA stood for, when Sally approached him from behind.
3. She was about to tap him on the shoulder when the \_\_\_\_\_ suddenly went out!
4. Thinking better about bothering Bob while he was obviously lost in thought, Sally used this opportunity to make her \_\_\_\_\_ and went back to the frozen food aisle.
5. Sally remembered that her and Bob were not on the best of terms anyway; ever since their \_\_\_\_\_ encounter last winter at Target.
6. It was at Target that Bob had been lost in thought, thinking about the \_\_\_\_\_ in ancient Greece.
7. Or maybe he was thinking about the \_\_\_\_\_ that were buried under Paris.
8. It didn't matter what Bob was thinking about, he had mentally \_\_\_\_\_ to the observational abilities of a deaf and blind ape.
9. Unfortunately for everyone involved, Bob was not \_\_\_\_\_ when Sally tapped him on the shoulder.
10. Instead, Sally's gentle tap on Bob's should was the \_\_\_\_\_ that caused Bob to scream like a frightened fifth grader and run out of the store without paying for some surplus celery.

## Part III

**Directions:** Read the paragraph below. Highlight the misspelled words and write the correct spelling in the blanks on the back of this page.

Bob had never forgiven Sally for that surprise encounter. He had been tackled in the parking lot by Target's loss prevention staff as they thought that he was trying to steal the surplus celery. Bob, heart still racing from being scared, was filled with raw power and fought off the loss prevention dudes. That's when the cops arrived and Tasered Bob back to the stone age. As the electricity coursed through Bob's clenched teeth, all he could think about before blacking out was, "I can't remember what the acronym TASER stands for." Bob woke up in a dark cell that reminded him of a catacomb or a mausoleum. Unplussed, Bob just sat on the convenient metal bench that the police department had generously provided for him and thought about the Acropolis ... or was it what the acronym NASA stood for? ... he couldn't remember.



## Reading Response Choice

**Directions:** As you read, put a sticky note next to any line, sentence, or section that jumps out at you. Write a brief note on your sticky note so that you can remember what you were thinking about that section. (If nothing jumps out at you by the time you have finished reading, go back and **FIND** something to respond to.)

When finished reading, write your Reading Response on the back of this paper.

### YOU MUST:

- Write **at least ten (10) complete sentences** in your Reading Response.
- Give the **page number, paragraph, or line number** of the part you are responding to.
- **Highlight** which Reading Response entry you are using from the list below.

### Types of Reading Response Entries

- 1. Interesting Intro or Clever Conclusion:**  
You think the author's introduction or conclusion interesting, clever, engaging, or effective. Tell what technique the author used and why it works so well.
- 2. Give an Opinion:**  
Tell what you think or feel about a certain part of the story, and why you think or feel that way. Be specific.
- 3. Ask a Question:**  
This can be a basic question about something you don't understand in the text, or a larger question (about life, literature, or anything) that the text made you consider. Explore possible answers to the question.
- 4. Make a Connection:**  
As you read, a certain point in the text reminds you of another story, poem, movie, song, or something from real life. How are the two alike?
- 5. Language Recognition:**  
You notice some appropriate sensory details, or figurative language such as a simile, onomatopoeia, or personification, and so on. What is the language, and how does it add to the story?
- 6. Significant Passage:**  
You realize a certain part in the text is important. Maybe you found the climax. Why do you think it's important? What does it mean? What does it tell you about the entire book? Explain **why** it is so important.
- 7. Find Foreshadowing:**  
You read something that seems like a hint of what will come later. Explain why you think this, and make a prediction.
- 8. Theme Recognition:**  
You find a sentence or two that might be the theme (the "So what?") of the piece. Explain it in your own words.
- 9. Spot the Setting:**  
You notice a part that refers to a particular place or time in the story. Why is it so important to the story?
- 10. Character Description:**  
You notice a detail about a character (what he or she looks like, thinks, says, or does). Why is it important? What does it reveal about that character?
- 11. Mark the Motivation:**  
You realize a character's motive(s) (what a character wants). Explain the motive(s) and its effect on the story or on other characters.
- 12. Detect the Conflict:**  
You realize one of the conflicts or problems in the story. Explain it, and explain how you recognized it.
- 13. Cite the Claim:**  
You find the sentence that is the author's main argument (the thesis or claim ... the most important quote in the story). Explain why you think it is the focus of the piece.





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## Lesson 5

# Subjects and Predicates: Compound

A sentence may have more than one simple subject or simple predicate.

A **compound subject** is two or more simple subjects that have the same predicate. The subjects are joined by *and*, *or*, *either...or*, *neither...nor*, or *but*.

**Oregon** and **Washington** lie in the Pacific Northwest. (compound subject)

A **compound predicate** is two or more simple predicates, or verbs, that have the same subject. The verbs are connected by *and*, *or*, *either...or*, *neither...nor*, or *but*.

Many people neither **enjoy** nor **appreciate** modern art. (compound predicate)

► **Exercise 1** Each of these sentences has either a compound subject, a compound predicate, or both. Draw one line under the simple subjects in each compound subject. Draw two lines under the simple predicates in each compound predicate.

Water streamed across the street and ran into the gutter.

1. Apples and pears grow on trees.
2. Workers pick apples and package them for sale.
3. Joi and her sisters sang for the congregation.
4. Wes or Raquel showed the office to the guests.
5. We ate and slept on the bus.
6. The ceiling and the walls are the same color.
7. Both Arizona and New Mexico have hot deserts.
8. Thoughtful neighbors and friends of the family sent sympathy cards.
9. Either red or blue clashes with this color.
10. Copper and iron have many uses.
11. In 1947, French president Charles de Gaulle and his party strengthened the central government of France.
12. Many Europeans both understand and use the English language.
13. Crocodiles and alligators swim in the water but hunt on land.

14. Boll weevils seek the scent of cotton and destroy the plants.
15. A city council or other government body discusses the proposed law and votes on it.
16. Both tennis and badminton require rackets.
17. Puppies and kittens play and sleep most of the day.
18. Scientists perform research with care and conduct experiments with even more care.
19. Crabs and lobsters crawl along the ocean floor.
20. Farmers grow crops in the summer and harvest them in the fall.
21. Marie and Pierre Curie won the 1903 Nobel Prize in physics.
22. Exercise and diet are the keys to good health.
23. Fred Astaire and Ginger Rogers danced, acted, and sang in many movies.
24. Dams hold back water and prevent flooding.
25. The papers, books, and pencils lie in a neat pile on the desk.
26. Students study in the classroom and exercise in the gymnasium.
27. A calculator or computer adds, subtracts, multiplies, and divides rapidly.
28. One large box or several small cartons hold many books.
29. Trains and trucks carry large amounts of food and goods.
30. Tomas and his family swam and hiked last weekend.
31. Water freezes at 32°F and boils at 212°F.
32. The soccer team ran and kicked its way to victory.
33. Hurricanes or other strong winds uproot trees.
34. The carpenters measured and cut the wood for our new barn.
35. Cars and trucks burn diesel fuel.
36. The president and her cabinet posed for photographs.
37. The freshman class raised money and donated presents to charity.
38. Lorraine read the book and wrote her report in one week.
39. Prisms and other glass objects separate light into its component colors.
40. The Congo River begins in Zaire, flows 2,718 miles, and empties into the Atlantic Ocean.