

Summer Work

Please print this packet and keep it (and the work that goes with it) in a neat folder with your name on the front. Turn in the folder with all of your work in it on the first day of school.



Your Name:

Grade Entering Into:

Part One: Parts of Speech

7th and 8th Grade

VERBS:

Are you bored? Do you daydream through most of the day? If so, it is possible that you lack the proper amount of verbs in your life. Verbs move things, they provide the action, the movement! For example:

Marvin *slammed* his finger in the door.

Lisa *snatched* her briefcase off the counter and *ran*.

Juan *whined* and *whimpered* until his mother agreed.

Verbs are everywhere! Take a drive and you will see them on the highways; **STOP, GO, MERGE, YIELD!**

Go shopping. Look at the signs in the store; **BUY** now, **SAVE, CHARGE** it, **TEST DRIVE!**

Assignment 1:

Using a newspaper, magazine, or other printed material, cut and paste the verbs you find onto a sheet of paper (you may use the back of this paper if it is not double side printed).

Assignment 2:

On lined paper, write one full page about something you did this summer. Use at least 10 verbs and highlight them.

NOUNS

There are **two** different kinds of nouns in our language. **Common nouns**, and **proper nouns**.

Common nouns name things in a general sense: car, dog, person, building, state, music, book, and so on.

Proper nouns name things specifically: Mercedes, The Empire State Building, Mrs. Sarvinas, Maine, Green Eggs and Ham, and so on.

When you use a proper noun you are getting very, very specific, and that's good. Readers feel more connected to you and your writing when they can picture things precisely. For example you could write:

“I bought a **car** and a **hamburger** ten minutes after I won the **lottery**.” The words in bold are **common nouns**, nothing special. But if you write, “I bought a **Mercedes** and a **Big Mac** ten minutes after I won the **PowerBall**,” then you would be giving your reader a more specific picture by using proper nouns.

Proper nouns ALWAYS get capitalized! Common nouns do not.

Assignment 1: Rewrite the sentences below. Replace the vague, common nouns with specific proper nouns.

1. At the arena I cheered for the winning team.
2. Her car was far more expensive than our family van.
3. I visited a famous restaurant one day last week.
4. Meg got jeans, running shoes, and an album for her birthday.

Assignment 2: Imagine you work for the Portland Press Herald. You have witnessed an explosion at a factory in your town, and you're the first reporter on the scene. Using sharp, precise nouns, write the first draft of your report on a sheet of paper. Don't try to shock the reader with gory details, just give facts and let the reader see the events that took place. Circle all the nouns in your report.

PREPOSITIONS

Prepositions are often small words like **to, by, of, in, on, up, for, off, and from**.

Prepositions show how one thing relates to something else. They show **where** something is or was. Prepositions show how one thing relates to something else. For example, suppose you have a pencil, and you want to show its relationship to a desk. You could say it is **on** the desk, or **in** the desk, or **under** the desk. These words show **where** the pencil is

in relation to the desk.

Assignment 1: Some people use prepositions when they shouldn't. They might say, for example, "Where are my shoes at?" When they should say, "Where are my shoes?" The word "at" is unnecessary and clutters the sentence. Read the sentences below and rewrite them, eliminating unnecessary prepositions and any other words that clutter the meaning.

1. When do I have to return it by?
2. Where are we at in the story?
3. Why are you hanging around for?
4. Except for John, everyone but him is through.
5. Where will you be sitting at when I come into the theater?
6. Where did you buy that interesting green blouse from?
7. Past this line is where you shouldn't go beyond.
8. You shouldn't have gotten us into all this trouble we're in.

Assignment 2: Some prepositions are more important to some people than others. For example, some people like the preposition, "in." They like to be "in" on the fun, or "in" the punchline of a joke, or "in" the right group at school. Decide on your favorite and on a separate lined sheet of paper, write a paragraph explaining why you like it best. You may choose any preposition from the list in the box.

Without	Within	With	Upon	Up	Unto	Until	Underneath			
By	Outside	Under	Toward	To	Throughout	Since	Past			
Over	On	Among	Off	At	Of	Near	Like	Into	In	For
From	Except	During	Down	Before	Beyond	Between				

Beside	Beneath	Below	Behind	Around	Amid	Along
Against	After	Across	Above	About	Aboard	Inside

ADJECTIVES

Adjectives are to a writer what paints are to a painter – they bring color, texture, depth, and detail to the scene you are creating. Suppose you were writing a short paragraph about a night when the moon was visible from your front lawn. You could write this:

“One night I sat on the grass looking up at the sky. I saw the moon.”

Or you could write this:

“One **chilly summer** night, I sat on the grass looking up at the sky. The moon threw **cool, white** light down upon me as if I were in the spotlight on a **dark** stage.”

The words in bold are adjectives. They add depth to the description and help the reader feel as well as see what it was like to experience what the writer is describing.

Assignment 1: Go outside and find an object from nature. Make a list of at least 10 adjectives that describe that item.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

10.

Assignment 2: Below is a letter to your boss at Little Willy's Snake Shop. You want working conditions to improve or you are leaving. You have written a nice letter to try and help him understand (provided below). Your boss didn't listen. Now, on a separate sheet of paper, write what you really want to say, using adjectives. Highlight the adjectives after you rewrite your letter.

Dear Willy,

I'm writing because I'm rather disturbed by something concerning my job. It would be better for business if you could possibly refrain from coming in at lunch and snapping your whip at the reptiles. They get excited, and it's kind of hard to feed them. They seem to want to approach me with their fangs out, and they curl themselves around my arms until I'm so numb that I can't reach into the bag for the Dinky Winky Purina Snake Pellets. The snakes get hungrier, I get a little bit more nervous, and pretty soon the place is in a state of confusion. If you could kindly correct this difficulty I would appreciate it. If not, guess I'll have to find other employment.

CONJUNCTIONS

Conjunction-junction, what's your function? Conjunction words combine words and sentences together. Words like, **and**, **but**, **for**, **or**, are the mortar that stick words and sentences together. In the sentence, "I'm digging a hole and burying my poor, dead cat." The reader focuses on the action of digging and burying, but doesn't give a second thought to the word, **and**. Without conjunctions our sentences would not sound right, and the subject would be unclear. \

Assignment 1: The most common coordinating conjunctions in the English language are, *and*, *but*, *or*, *for*, & *yet*. On the lines below write as many common conjunction combinations as you can. Try to get at least 20. The first three are done for you.

1. Cake and ice cream
2. Two for one
3. One or the other
- 4.
- 5.

- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Assignment 2: On a separate sheet of paper, use ALL 6 coordinating conjunctions (and, but, or, for, nor, yet) to write a news report about the appearance of a popular singing star at your school last Friday. The star had agreed to do a short performance at the school with proceeds going to the school. Name the star, and name of the songs. Circle or highlight each coordinating conjunction that you use. Remember to use all 6 of them.

PRONOUNS

Actors and actresses who are about to record a scene with dangerous stunts will stop and yell, “Stand In!” This means that someone else who resembles the star is going to perform the dangerous stunt. Pronouns do the same for nouns. When a noun is about to wear itself out in a sentence, a pronoun can hop in. The sentence reads better, the noun takes a break, and the reader is happier. Here is a paragraph that could use some pronouns.

Meg stepped to the end of the diving board and looked down. Meg then turned back and looked longingly at Meg’s sister. Meg knew this was it. Meg ran to the end of the board, leaped, and dove in the water. Meg knew Meg had made the best dive of Meg’s life.

Here is the same paragraph with pronouns.

Meg stepped to the end of the diving board and looked down. She then turned back and looked longingly at her sister. Meg knew this was it. She ran to the end of the board, leaped, and dove in the water. Meg knew she had made the best dive of her life.

Here is a list of common pronouns:

Singular Pronouns (Referring to ONE proper noun)	Plural Pronouns (Referring to more than one proper noun)
I, you, he, she, her, him, me, it, yours, hers, his, mine, myself, yourself, himself, herself, who, whom, whose, which, what, someone	Theirs, them, themselves, everyone, they

Assignment 1: For each sentence below, choose the pronoun from the word bank that best completes the sentence.

<p>Myself oneself himself herself itself yourself yourselves</p> <p>Ourselves themselves</p>
--

1. The 12 members of the Beagle family considered _____ the best bagel bakers on Beezle Street.
2. We were quite concerned when Stuart confessed that he believed _____ to be an artichoke.
3. Miss Apple always says to the class, "Behave _____ out there!"
4. Annette saw _____ as the only cop on the beat worth her uniform.
5. Beatrice considers _____ the roller blade champion of Junction City.
6. If you worry _____ about the world too much you will tie _____ in knots.
7. I declare _____ to be the winner!
8. The tornado blew _____ out before it reached Kansas.
9. One must take _____ seriously in this class.
10. We humans see _____ as the brightest things on the planet.

Part Two: Close Reading

7th Grade Only

First Ballad Interlude from Benjamin Britten's Paul Bunyan

Click the title to view/print the story and then complete the Summary chart and comprehension questions below.

1. Where was Paul Bunyan born?
2. How much did Paul grow every day?
3. How much weight did Paul gain every week?
4. What was Paul Bunyan's dream?
5. Write one paragraph explaining what you think Paul Bunyan and Babe will do now that they've reached their destination. Your paragraph should be 5 sentences. One introduction sentence stating your prediction, three sentences supporting your prediction, and one sentence closing out the paragraph.

8th Grade Only

Prometheus: retold by Bernard Evslin

Click the title to view/print the story and then complete the Summary chart and comprehension questions below.

	Summary Chart
Who are the 2 main characters?	
What is the conflict (problem)?	
Where does the story take place?	
When does the story take place?	
What are the three plot points? (beginning, middle and end)	

6. Who was the authority figure in the story? Who was the subordinate?
7. What did Prometheus want Zeus to give humans?
8. List the reasons Prometheus gave for his request?
9. List the reasons Zeus gave for denying the request?
10. Summarize the events on page 745.

Part Three: Novel

For students entering 7th AND 8th grade, choose any ONE book from the following genres and complete a visual aid project on the novel. There are ideas listed below for the project, but you are not limited to that list. Be creative and have fun with it!

Genres to choose from -

1. Fantasy
2. Action/Adventure
3. Mystery
4. Classics

Visual Aid Project Ideas -

1. **Timeline of Events:** with detailed descriptions and visuals.
2. **Character Portfolio:** with pictures/photos/drawings and a written description of each character represented in the book.
3. **Alphabet Book:** Create an alphabet book that represents artifacts, vocabulary words, characters, themes, events, and places represented in the book you read.
4. **T-Shirt Report:** Create a T-shirt that reflects the book you read. On the front provide the title, author, and your name. On the back provide a short summary. Both sides should include a visual representation of events or characters.
5. **Paper Bag Report:** Decorate a paper grocery bag with a scene from the book on one side, and the title, author and students name on the other side. Place five items that represent something from the book inside the bag, and present the bag to the class.
6. **Drawing/Painting:** Draw or paint an event or character from the book. Provide a short description of the artwork on the back side.

