

Grammar Revision

This is a set of two capitalization practice worksheets. They are suitable for different levels and each covers a different set of capitalization rules.

Capitalization Practice Worksheets

The first of the two capitalization practice worksheets will give students practice on “I”, the first word of a sentence, days, months, names of people and places, and titles of books, magazines, plays, television shows, movies, newspapers, etc.

Capitalization Exercises Worksheet 1

A. DIRECTIONS: Circle the words in the following sentences that need a capital letter. There are 25.

1. my favorite books are green eggs and ham and horton hears a who.
2. on sunday, i will see the movie star wars and eat at taco bell.
3. terry and louis went to central park last july.
4. she has a friend from london, england.
5. did you know that abraham lincoln was the sixteenth president?

B. DIRECTIONS: Write the following sentences correctly.

1. every december, i can hardly wait for santa claus.
2. friday is the best day because we order pizza from domino's.
3. the best television shows are spongebob and ed, edd, and eddie.
4. my favorite song is we will rock you.
5. king arthur ruled over camelot.

Capitalization Worksheet #2

This second worksheet covers all the rules from the previous worksheet:

“I”, the first word of a sentence, days, months, names of people and places, and titles of books, magazines, plays, television shows, movies, newspapers, etc.

It add rules about family names; historical events, eras, and documents; directions; names of buildings and organizations; and titles of groups of people.

A. DIRECTIONS: Put an X if the sentence is capitalized incorrectly and a C if it is capitalized correctly.

1. ____ Big Ben of London is a clock.
2. ____ I drove east to the city and turned north.
3. ____ My family supports the American cancer society.
4. ____ Yellowstone National Park is a great Park.
5. ____ I work for the New York Times.
6. ____ She is a republican and proud of it.
7. ____ The Emancipation proclamation was issued in 1862.
8. ____ Buddhists have been around a very long time.
9. ____ The Sidney Opera House is a Gorgeous Building.
10. ____ The Bronze Age lasted for several thousand years.

DIRECTIONS: Circle all the words that need to be capitalized. There are 25.

i have the coolest book called encyclopedia of the world. it shows pictures of africans, asians, animals, and architecture. it explains how the coliseum in greece was built and why the leaning tower of pisa leans. my dad likes reading about the war of the roses and the russian revolution. it also explains about different groups of people, like catholics, protestants, and jews. Also included is information about zoos, including the san diego zoo.

Answers:

Capitalization Exercises Worksheet 1

A.

1. My favorite books are Green Eggs and Ham and Horton Hears a Who.
2. On Sunday, I will see the movie Star Wars and eat at Taco Bell.
3. Terry and Louis went to Central Park last July.
4. She has a friend from London, England.
5. Did you know that Abraham Lincoln was the sixteenth president?

B.

1. Every December, I can hardly wait for Santa Claus.
2. Friday is the best day because we order pizza from Domino's.
3. The best television shows are Spongebob and Ed, Edd, and Eddie.
4. My favorite song is We Will Rock You.
5. King Arthur ruled over Camelot.

Answers

A. Capitalization Worksheet #2

1. C
2. C
3. X
4. X
5. C
6. X
7. X
8. C
9. X
10. C

Answer

I have the coolest book called Encyclopedia of the World. It shows pictures of Africans, Asians, animals, and architecture. It explains how the Coliseum in Greece was built and why the Leaning Tower of Pisa leans. My dad likes reading about the War of the Roses and the Russian Revolution. It also explains about different groups of people, like Catholics, Protestants, and Jews. Also included is information about zoos, including the San Diego Zoo.

مدرسة مقر الإمارات الدولية الخاصة

EMIRATES FALCON INT'L. PRIVATE SCHOOL



Required Materials for English

Final Exam

2016-2017

Grade 9

- ❖ ***Reading : Unseen Passage. Answer questions based on the passage***
- ❖ ***Vocabulary: Newspaper Jargon Worksheet.***
- ❖ ***Grammar: English Workshop. Chapter 22. Capital Letters Pg.231-243, Chapter 24 Punctuation Pg.269, to 277(Quotation marks, Apostrophes, Contractions)***

- ❖ ***Writing:***
 - News Story Writing***
- ❖ ***Notes:***
 - Study well for the Exams
 - Practice exercises given in the revision sheet.
 - If you have any questions while studying, please ask me any time.

Santhosh Antony

Anfal

NEWSPAPER JARGON

Directions: Here are terms you should know as you learn more about and use the newspaper. Find an example of each item in your newspaper. Label each with a sticky note.

Byline: tells who wrote the story and may include the writer's title.

Column: vertical division of the page that helps to give it structure. Newspaper stories and images are measured in column inches—the number of columns wide by inches long. **Cutline/caption:** explains what is happening in a photograph or illustration. The term “cut” was first used when images in the newspaper were printed from carved wood and etched metal. This may include a photo credit.

Dateline: location where an event took place and sometimes the date, usually at the very start of a story. Date and location were first used when news often took days to reach a reader.

Editorial: a column featured on the editorial page that expresses an opinion of the newspaper and encourages the reader to take action. **Fact:** statement that can be proven (not an opinion).

Feature story: one in which the basic purpose is something other than news. Five Ws and H: information always included in a news story and answering the questions who, what, when, where, why and how.

Flag/logo: name of the newspaper as it appears atop page one.

Graphic: use of lines, screens, boxes and large first letters to break up areas of space on the page.

Gutter: margin between facing pages in the vertical fold.

Headline: large type written and designed to summarize a story and attract the reader's attention.

Index: tells the reader where regularly featured pages, such as sports, weather and local news, can be found. Jumpline: line that tells the reader on which page a story is continued.

News: information provided about an event shortly after it occurs.

Masthead: formal statement of the newspaper's name, officers, management and place of publication, usually on the editorial page.

Task: Let's Write a Newspaper Story!

During this project you are going to become a real newspaper writer. Your teacher is going to offer you four story ideas to choose from, or you can pick your own story.

Think about what interests you. Also think about what you need to do to write a successful newspaper story — things like writing a good lead sentence, spelling correctly, and putting an interesting quote in your story. Your story and the stories of other students will go together to make a class newspaper.

Circle your story choice:

Mission to an Asteroid

Natural Gas Cars

Space Science Camp

Start Recycling!

Pick Your Own Story

Why did you choose this story? Give three reasons.

Write down what you should do to make this a successful newspaper story — one that your readers will understand and enjoy.

1) _____

2) _____

3) _____

4) _____

5) _____

Tips from the Pros

You've just been assigned to write a story for your newspaper. Here are some tips to help you write a good one.

Who – What – When – Where – Why – How. Almost all newspaper stories start off by answering most of these questions. Try to answer these questions in your story. For example: "Sherry Smith won first place in the Cutest Pet contest yesterday at Columbia Mall." Check your local newspaper for more examples.

Accuracy. Your writing might be wonderful, but if you don't get the facts right, people won't believe what you write the next time. Make sure everything you say is true. And spell people's names correctly — they get upset when you don't.

What makes a good story? Anything that could interest or affect your classmates, teachers, school or family will make a good story. For example, science topics like the strange worlds of the planets and how the weather works ... school activities such as fund-raisers, what goes on in music classes, and the importance of safety patrols ... after-school activities ... a review of a book you enjoyed ... or how middle school will be different from fourth grade all could make good newspaper stories. Be curious. Ask yourself, "What would I like to know more about?" — then write a story about it.

Interviews. You may want to interview someone to get the facts. Here's what to do:

- Make an appointment. Call or meet with the person, tell them what kind of a story you want to write, then set a time and place for the interview.
- Prepare questions. Write down the questions you want to ask. For example, "How long have you been working here?" "What do you like most about your job?" and "Is there anything you would like to tell our readers?"
- Take tools. Take a small notebook and two pens or pencils to the interview.
- Write it down. Take notes as the person answers your questions — you want to be sure to quote the person accurately in your story. It's OK to ask the person to repeat what they said or ask them what they mean if you don't understand them the first time. The main thing is to get it right.

Research. Use encyclopedias, dictionaries, almanacs and other reference materials to get the facts you need. More and more reporters are doing their research on the Internet. Research includes interviewing people — such as a professor or doctor or coach — who know the facts. And your research may be just your own observation of an event: For example, reporting on the visit of a policeman and his dog to your class.

Writing the story. Start with a good lead — a sentence that grabs your reader and makes her want to read more: For example, "The fourth grade class painted one wall of their classroom

with a picture so strange that their teacher immediately sent for the principal.” Write your story plainly so that everyone can understand it. If possible, use quotes in your story to make it more interesting – for example, “The flames were so hot I thought my helmet would melt,” the firefighter said. And remember to answer the questions **Who – What – When – Where – Why – How**.

Visual Organizer

Almost all newspaper stories start off by answering most of these questions. Try to answer these questions in your story.

Who: _____

What: _____

When: _____

Where: _____

Why: _____

How: _____

Lead Sentence (a sentence that includes some of the information above and that grabs the reader)

Writing to Inform

Development

- *All necessary information needed to understand the story is present
- *Ideas and actions are fully developed and explained

Organization

- *Ideas are organized logically (Beginning, Middle, and End)
- *Topic sentence (the story lead) introduces the topic
- *Sufficient, appropriate details fully support the topic
- *Concluding sentence ties the story together

Attention To Audience

- *Enough information is presented so reader can understand the topic
- *Story answers questions the reader might have

Language

- *Vocabulary is appropriate for the topic
- *Precise, appropriate, and descriptive language adds meaning to the story
- *Variety of sentence structures and use of linking words or phrases, as appropriate, make the story easy to read and understand

Linking Words and Phrases:

To introduce and organize ideas

First, ...To begin with, ... Next, ... Another ...In addition

To introduce details

For example, ...For instance, ... In fact, ... such as ... including

To compare and contrast

Similarly

Even though

On the contrary

Compared to

Rather than

Although

Have in common

On the other hand

As opposed to

However

In contrast

Otherwise