



7Grade English

Unit 1 Lesson “A Simple Act”

Lesson Worksheets

By Mr. Jamal Othman

A Simple Act

Tyler Jackson

SHORT-RESPONSE QUESTIONS

DIRECTIONS: Complete the following items after you have read the text.

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

1. (a) Explain what the text says explicitly.

Reread paragraph 3 of “A Simple Act.” Then, explain what this paragraph reveals about Maurice’s living conditions. Cite at least two pieces of explicit, or clear, evidence from the text to support your response.

(b) Explain an inference you can draw from the text.

Based on paragraph 3, what can you infer, or conclude, about Laura’s attitude toward Maurice after they have lunch together? Cite at least two details from the text that provide clues to Laura’s attitude.

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

2. (a) Identify two central ideas and analyze how the author develops them over the course of the text.

Identify two or more central ideas, or overall messages, about relationships that the author develops in “A Simple Act.” Then, explain how the author uses details about the friendship between Laura and Maurice to develop those ideas over the course of the text.

(b) Provide an objective summary of the text.

Write a brief summary of “A Simple Act” that includes central ideas but does not include your personal opinions or judgments. Make sure to include the author and title of the text in your summary.

A Simple Act

Tyler Jackson

The attitude and approach an author takes toward a topic is called the **author's point of view**. The author of an informational text may present an *objective* or *subjective* point of view.

- An *objective* point of view contains factual information and is free of the author's opinions and biases.
- A *subjective* point of view contains a mix of facts and the author's commentary and interpretations. Commentary may include the author's opinions and/or the use of **weighted words**—words with strong emotional associations that go beyond their basic meaning.

A. DIRECTIONS: Answer the questions about author's point-of-view in "A Simple Act."

1. Does the following sentence present *subjective* or *objective* writing? Explain.

"The boy lived in a single room in a welfare hotel with his mother and numerous other relatives."

2. Why do you think the author chose to say Maurice's home was "only" two blocks away from Laura's and to compare it to a different planet?

3. While visiting Laura's family on Long Island, Maurice declares that he wants a large dining room table when he has a family of his own. How is Maurice's declaration an example of weighted words?

B. DIRECTIONS: Read the following sentence from "A Simple Act." Then, answer the questions.

"Laura and Maurice's relationship lasted, and in 1997 a magazine published an article, less than one page long, about it."

1. What objective information is included in this sentence? Write two facts.

2. Why do you think the author chose to include the length of the article in this sentence?

ANALYZE CRAFT AND STRUCTURE ➤ AUTHOR'S POINT OF VIEW

An **author's point of view** is the attitude and approach that he or she takes toward a subject. In an informational text, an author's point of view may be *objective* or *subjective*.

- An **objective** point of view contains factual information and is free of the author's opinions and biases.

- A **subjective** point of view contains a mix of facts and the author's commentary and interpretations. Commentary may include the author's opinions and/or the use of weighted words—words with strong emotional associations that go beyond their basic meaning. Authors use weighted words to get readers to agree with their opinions, to take an action, to feel a certain way, and so on.

A. **DIRECTIONS:** Read each paragraph below. Then, on the line, write *O* if it is written from the *objective* point of view, or *S* if it is written from the *subjective* point of view.

1. _____ Being a good magician is not easy. Magicians must practice their tricks for hours a day if they want to impress an audience. Sometimes, they watch themselves in a mirror as they do the tricks. Sometimes, they invite friends and family to watch. Applause from an audience makes all the hard work worth it.
2. _____ There are several ways to tell if a storm is coming. Indicators include dark clouds and strong winds. Decreasing atmospheric pressure is another sign that a storm is coming. You can use a barometer to measure atmospheric pressure.
3. _____ There are arguments for and against school uniforms. Some people argue that uniforms allow students to focus on learning rather than clothing. They say uniforms lead to a decrease in bullying. Other people argue that uniforms take away students' freedom of expression. They note that uniforms can be more expensive than regular clothes.
4. _____ The first time I babysat was a complete disaster. The kids complained about everything, and they cried hysterically when they didn't get their way. Then I took a babysitting class. It made a huge difference! The next time I babysat, no one cried or complained. The kids had a blast—and so did I!

B. **DIRECTIONS:** Identify an example of weighted words in the passage below. Then, explain the effect that the author wants these words to have on the reader.

The mustangs in Pine Bluffs Horse Preserve are in desperate need of our help. If we don't block the development of the preserve, these beautiful, innocent horses will lose their homes to greedy, short-sighted developers.

ANALYZE CRAFT AND STRUCTURE ➤ **AUTHOR'S POINT OF VIEW**

A. DIRECTIONS: Read each description of a text. If the author's point of view is more likely *objective*, write **O** on the line. If it is more likely *subjective*, write **S** on the line.

1. ____ A magazine article about how to build a small wind turbine.
2. ____ A book review that is mostly positive.
3. ____ An essay about plant life in a desert.
4. ____ A newspaper editorial criticizing a controversial new law.

B. DIRECTIONS: Read the passage. Then, answer the questions that follow.

Last night, I saw a documentary on the Great Pacific Garbage Patch. I was horrified by what I learned: It's a huge, swirling patch of garbage located in the middle of the Pacific Ocean somewhere between California and Japan.

The filmmakers said that the majority of the garbage is made from plastic, and the churning of the ocean breaks the plastic into smaller and smaller bits. This makes the size of the Patch impossible to measure! The film made me realize that although the plastic bits get smaller and smaller, they never biodegrade. We definitely need to clean up this disaster and drastically reduce the amount of plastic we use.

Let's work together to preserve our planet for wildlife and future generations.

1. Identify an example of weighted words in the passage.

2. Why might the author have used the weighted words you identified in Question 1?

3. In addition to using weighted words, how can you tell the passage is written from the subjective point of view?

4. If the author wanted to change the point of view, what changes would he or she have to make?

A Simple Act

Tyler Jackson

An **adverb** is a word that modifies or describes a verb, an adjective, or another adverb. An adverb answers the question, *How? When? Where? How often? or To what extent?* Note the underlined adverbs in the following sentences and the explanations beneath them.

Maurice is extremely poor and hungry when Laura first sees him.

(The adverb *extremely* modifies the adjective *poor*.)

Laura began meeting Maurice quite regularly.

(The adverb *quite* modifies the adverb *regularly*.)

Laura's friends continually insisted that she write a book about Maurice.

(The adverb *continually* modifies the verb *insisted*.)

Many adverbs end with the suffix *-ly*. Sometimes, an adjective may become an adverb with the addition of the *-ly* suffix.

The watercolor painting is *beautiful*. (adjective)

The watercolor painting was *beautifully* done. (adverb)

A. DIRECTIONS: Read each sentence, noting the underlined adverb. Then, identify the word that the adverb modifies, and note that word's part of speech.

1. Laura and Maurice met regularly for dinner. _____
2. Frequently, Laura took Maurice on visits to her own family. _____
3. Maurice was most graciously welcomed by Laura's family. _____
4. The communion around the large table was eagerly shared with Maurice. _____
5. Maurice has become quite successful as an adult. _____

B. DIRECTIONS: Answer each question. Use an adverb in your answer. Underline the adverb and draw an arrow to the word it modifies.

1. What did Laura learn about herself and Maurice?

2. What do you think Maurice will teach his children?

CONVENTIONS ➔ ADVERBS

An **adverb** is a word that modifies or describes a verb, an adjective, or another adverb. An adverb answers the question, *How? When? Where? How often? or To what extent?* Note the underlined adverbs in the following sentences and the explanations beneath them.

Captain Ramirez happily told the story of finding the sunken wreck.

(The adverb *happily* modifies the verb *told*.)

Ahmed volunteers at the animal shelter quite regularly.

(The adverb *quite* modifies the adverb *regularly*.)

Keisha was extremely excited when she received her college acceptance letter.

(The adverb *extremely* modifies the adjective *excited*.)

Many adverbs end with the suffix *-ly*. Sometimes, an adjective may become an adverb with the addition of the *-ly* suffix.

The building has an *odd* shape. (adjective)

The building is *oddly* shaped. (adverb)

A. DIRECTIONS: A verb, an adjective, or an adverb is underlined in each sentence. Circle the adverb that describes it.

1. Vann eagerly visited the Rio Grande Valley.
2. He always enjoys his vacations in that sunny land.
3. The people of the Valley grow wonderfully tasty grapefruit.
4. Grapefruit grow extremely well in the Valley.
5. Many people live here in winter.

B. DIRECTIONS: An adverb is circled in each sentence. Draw an arrow from the adverb to the verb, adjective, or other adverb it describes.

1. Corpus Christi is a busy seaport(today).
2. Vann went(immediately) to Padre Island.
3. He(soon) saw Padre Island National Seashore.
4. The government protects this(extremely) beautiful area.
5. Scientists at Padre Island study nature(intently).

A. DIRECTIONS: Underline the adverb in each sentence.

1. The Wright brothers formerly owned a bicycle business in Ohio.
2. They later went to Kitty Hawk, North Carolina.
3. Wilbur and Orville Wright soon began work on a plane.
4. No existing engine was quite right for them.

5. They finally built their own engine.
 6. Their first flights were very brief.
 7. They earned very little recognition during the first five years.
-

B. DIRECTIONS: An adverb in each sentence is underlined. Write the word that the adverb modifies.

1. Writers sneered scornfully at the Wrights' first efforts. _____
2. The Wright brothers quietly continued their experiments. _____
3. They tested their wing models quite thoroughly. _____
4. In 1905, they designed a much better airplane. _____
5. The plane easily flew over twenty-four miles. _____
6. Newspapers eagerly reported on their future flights. _____
7. The Wright brothers very successfully turned their dreams of flight into reality. _____