

REVIEW FOR SEVENTH GRADE LANGUAGE ARTS SPRING EXAM – O’SULLIVAN

Texts to consider: *Tunes for Bears to Dance to* *Bad Boy*

Organization of Writing:

- Personal Narrative
- Know the difference between a thesis statement (controlling idea of the paper) and the topic sentence (controlling idea of the paragraph)

Vocabulary terms from *Bad Boy* ✓

Hero’s Journey ✓ - Notes in journal & Finding Nemo Practice & Wheels

SIFT poetry ✓ Poetic Device Notes

Allegory

Literary terms and concepts: be able to define and discuss for each listed text

- Narrative point of view (1st, Third, Second person)
- Metaphor
- Irony
- Simile
- Symbolism
- Flashback
- Personification
- Setting
- Foreshadowing
- Hyperbole
- Suspense
- Allusion
- Theme: be able to identify and provide examples - Notes on theme

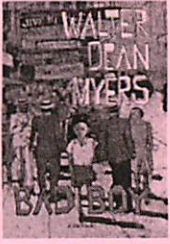
Bad Boy Book

Story Grammar Notes

Grammar, Usage, and Mechanics

- Correct way to cite in-text citations “_____” (Author Name #).
- Know the definitions of the parts of speech - Hierarchy of Word Groups
- Identify parts of speech in a sentence
- Verbal’s and phrases (participles, gerund, infinitives, appositives) - Notes
- Sentence types (simple, compound, complex) - Notes / Practice pages
- Conjunctions - Coordinating = FANBOYS
Subordinating = Hierarchy of Word Group Notes

Vocabulary from *Bad Boy*



Tips for learning vocabulary words:

- (1) Make sure to write your own complete sentence that shows you understand what the word means by incorporating the definition or clear meaning within the sentence. **Give the word context!** Don't just write: The girl was incredulous because can't unlock the meaning of the word without context.
- (2) Draw and write neatly.

WORD	SYNONYMS thesaurus.com merriamwebster .com	CONTEXT	WRITE YOUR OWN SENTENCE	DRAW A PICTURE DEPICTING WORD
1. rote (adj.)	memorized, repetitive	Frank's idea of arithmetic was <u>rote</u> learning (28).		
2. integrated (adj.)	combined, mixed	The schools I went to were <u>integrated</u> and the church always had whites involved in some capacity (35).		
3. berated (verb)	reprimanded, scolded	I sat in the hot water and listened as my father <u>berated</u> Mama (62).		
4. contorted (verb)	distort, twist	When we arrived, my aunt was crying loudly, her face <u>contorted</u> with grief (69).		
5. permeated (verb)	infuse, invade, spread throughout	I had never seen that much sadness before, and the smells <u>permeated</u> the apartment... (69).		
6. incoherent (adj.)	jumbled, unintelligible, puzzling	When Dad got back from the morgue, he looked like a stranger to me, wild-eyed and nearly <u>incoherent</u> (70).		

7. scanty (adj.)	insufficient, inadequate	When I got home after making my rather scanty "observations... (81).		
8. resolute (adj.)	determined, strong-willed	Mrs. Dodson was a tall brown-skinned woman with an intelligent, pleasant face anchored by a resolute low lip that signaled that she would not put up with no [sic] nonsense whatsoever (82).		
9. constricted (verb)	confined, compressed	He was also more constricted than I was. Mickey, so some reason, had to stay in our Harlem neighborhood (84).		
10. disdain (noun)	indifference, hate, arrogance	We had made light of all of the advantages we had been given and had treated the school with disdain or so it seemed (100).		
11. decrepit (adj.)	deteriorated, broken-down	Stuyvesant was in decrepit condition, tucked all the way downtown, nearly an hour's travel from Harlem (106).		
12. replete (adj.)	full, well-stocked, brimming	His day away from school, replete with all the money he needed to enjoy the romp with his friends... (132).		
13. respite (noun)	pause, breather, relief	The fellow being attacked, given a moment's respite , fiercely attacked one of the others (134-135).		

14. atrocious (adj.)	awful, shocking	And for a student with your grades your attendance is atrocious (142)!		
15. convoluted (adj.)	complicated, puzzling	Could my religious beliefs be based on such convoluted history (145)?		
16. elude (verb)	avoid, escape, outwit	And the oral parts of the course, standing and speaking the language, completely eluded me (149).		
17. truancy (noun)	unexcused absence	He annoyed me when I smiled and informed me that my truancy was "no laughing matter" (155).		
18. insolence (noun)	boldness, disrespect, arrogance	It was apparent that the man interviewing me took my reluctance to answer his questions as insolence (156).		
19. dire (adj.)	urgent, crucial, desperate	I began writing about the process of going from agency to agency, being categorized, being advised of my shortcomings, and having dire warnings sent my way (164).		
20. subversive (adj.)	rebellious, destructive, insurgent	We immediately took the paper and wreath to the police station, along with information as to what obviously subversive family had discarded the offending decorations (178).		

Name Key

Bad Boy Vocabulary Quiz

Each word will only be used once on this quiz

Rote ✓ memorized	Integrated ✓ mixed	Berated ✓ scolded	Contorted ✓ twist	Permeated ✓
Scanty ✓ insufficient	Resolute ✓ determined	Constricted ✓	Disdain ✓	Decrepit ✓
Replete ✓ well-stocked	Respite ✓ Pause	Atrocious ✓	Convuluted ✓	Elude ✓ Avoid
Truancy ✓ unexcused absence	Insolence ✓ disrespect	Dire ✓	Subversive ✓ rebellious	Incoherent ✓ unintelligible

Fill in the Blank

- 1) The selection of food was scanty to say the least, there were barely any options to choose from.
- 2) The principal was fed up and called a hearing to discuss the student's truancy. He had only attended five days of school for the month.
- 3) I recognized the woman's face but her name eluded me. I couldn't think of her name to save my life.
- 4) The day after grocery shopping the refrigerator is replete with fruits and vegetables. There is enough food to last for the week.
- 5) Spring break will be a nice respite to the normal fast paced life we all typically live.

- 6) The ^{insolence} ~~disdain~~ in the man's voice left the student feeling belittled and disrespected.
- 7) My resolute attitude was a clear indicator that I would not be defeated.
- 8) After staying out past my curfew I was ready to be berated by my parents. I knew I was going to be in trouble.
- 9) My face contorted as I tried to keep back the tears that were threatening to fall after stubbing my toe.
- 10) The voicemail my sister left was ^{incoherent} ~~convoluted~~, the words were jumbled and hard to understand.

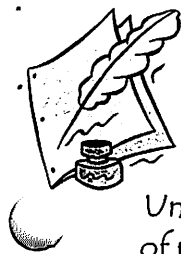
Matching match the synonyms

- | | |
|-------------------------|--|
| 1) Rote <u>C</u> | A) Awful |
| 2) Atrocious <u>A</u> | B) Deteriorated |
| 3) Convoluted <u>E</u> | C) memorized |
| 4) Disdain <u>D</u> | D) Hate |
| 5) Decrepit <u>B</u> | E) Complicated |
| 6) Dire <u>G</u> | F) Compressed |
| 7) Constricted <u>F</u> | G) Crucial |
| 8) Integrated <u>H</u> | H) Combined |
| 9) Permeated <u>I</u> | I) ^{invade} Deteriorated |
| 10) Subversive <u>J</u> | J) Rebellious |

What happens to a dream
deferred?
Does it dry up
like a raisin in the sun?
Or fester like a sore--
And then run?
Does it sink like rotten
meat?
Or crust and sugar over--
like a syrupy sweet?
Maybe it just sags
like a heavy load.
Or does it explode?

A Dream Deferred – by Langston Hughes

S Symbolism	I Imagery	F Figurative Language	T Tone / Theme
<p>List tangible objects followed by the deeper meaning associated with these items</p>	<p>Skim the different stanzas writing down the ones that use the most descriptive language (paint a picture in your mind)</p>	<p>Look for examples of similes, metaphors, personification, onomatopoeia, etc</p>	<p>Tone is the attitude the author takes toward the pieces of writing (sarcastic, silly, angry, frustrated, etc). Theme is the lesson about life gathered from the poem (needs to be complete sentence).</p>



Name: _____

L.A. - _____

Poetic Devices

Date: _____

Understanding the elements and devices of poetry will help you better comprehend the meanings of poems. Remember, often in poetry, the meaning of the words isn't literal. It's _____.

Understanding → _____

As you already know, *figurative language* and *symbolism* are very important to poetry. However, there are other elements that help create images, _____, and meaning. Only if you understand a poem will you be able to internalize it, allow it to "percolate" so that you can brew some of your own.

A _____

■ The repeating of beginning consonant _____

Ex: "creamy and crunchy"



Ex: "nodded nearly napping"
- "The Raven"

A _____

■ The repetition of vowel _____

Notice the repetition of the long "i" sound in the following example

Till the shining scythes went far and wide
And cut it down to dry.
- "The Hayloft" by R.L. Stevenson



C _____

■ The repetition of consonant _____ (differs from *alliteration* because the sounds can be _____ within the word, not just the beginning)

The sailor sings of ropes and things
In ships upon the seas.
- "Singing"



E _____ R _____

■ The rhyming of words at the end of _____ or _____ lines of poetry

She always had to burn a light
Beside her attic bed at night.
- "The Night Light" by Robert Frost



R _____ S _____

■ A pattern of lines that rhyme in poetry

There are many different common rhyme schemes: AABB, ABAB, and AAAB (to name a few)

I shall be telling this with a sigh	A
somewhere ages and ages hence:	B
two roads diverged in a wood, and I -	A
I took the one less traveled by,	A
and that has made all difference	B
- "The Road Not Taken" by Robert Frost	

I _____ R _____

■ The rhyming of words within _____ of poetry

Jack Sprat could eat no fat



Peter, Peter pumpkin eater

O _____

■ The use of a word that sounds like what it means



R _____

■ The repeating of a word or phrase to add _____ or to _____ an idea

While I nodded, nearly napping, suddenly there came a tapping,
 As of someone gently rapping, rapping at my chamber door -
 - "The Raven" by E.A. Poe



R _____

■ Line, lines, or stanza _____ throughout a poem (like a "chorus" in a song)

Quoth the raven, "Never more." - "The Raven" by E.A. Poe



S _____

■ A group of lines within a poem that go _____

Stanzas may consist of any number of lines, even only a _____. Kindly remember that poems are written in *stanzas*, not paragraphs and that they consist of *lines* not sentences. ☺ Occasionally some poems do use sentences.

Q _____

■ A four-line stanza

Common rhyme schemes in quatrains are *AABB*, *ABAB*, and *AAAB*

I wish I had no teachers.
That's what I'd like to see.
I'd do whatever I wanted to,
And nobody'd yell at me.



REVIEW

S _____

■ Comparing two unrelated things using " _____ " or " _____ "

"touching the ball like an ancient relic from Africa . . ."
- "The Ball The Rim and Him" by Al Letson



M _____

■ Comparing two unrelated things _____ using "like" or "as"

*". . . and then, with a little bit of reluctance he lets go
of this small circular piece of Olympia, he lets go
and falls back to us . . ."*
- "The Ball The Rim and Him" by Al Letson



P _____

■ Making an inanimate object seem _____ by the description

*"Among the neatly labeled keys . . .
is a brass ring of assorted expatriates
called KEYS TO SHANGRI-LA.
Little metal orphans, they have all lost their locks; or rather,
their locks have all lost them . . ."*
- "Labeling Keys" by Taylor Mali



S _____

■ When one thing is used to _____ something else, such as an idea,
object, person, concept, theme, relationship, person, trait, condition, etc.

Story Grammar

Point of View – The _____ from which a
_____ is told.

_____ Person (I / We)

_____ Person (You)

_____ Person (He / She)

Third Person _____ (changes from one character's
point of view to another)

Main Idea – The most _____ idea
_____ by the author.

Tone - Conveys our _____ toward our audience and
our subject matter. Are we being frivolous or _____,
casual or _____, sweet or _____?

Mood – The _____ that a literary work _____
to readers

Foreshadowing – A _____ about an event that occurs
_____ in a story

Flashback – A _____, an episode, or an event that
happens _____ the current place in the story.

Story Grammar

Point of View – The _____ from which a
_____ is told.

_____ Person (I / We)

_____ Person (You)

_____ Person (He / She)

Third Person _____ (changes from one character's
point of view to another)

Main Idea – The most _____ idea
_____ by the author.

Tone - Conveys our _____ toward our audience and
our subject matter. Are we being frivolous or _____,
casual or _____, sweet or _____?

Mood – The _____ that a literary work _____
to readers

Foreshadowing – A _____ about an event that occurs
_____ in a story

Flashback – A _____, an episode, or an event that
happens _____ the current place in the story.

Notes on THEME

- A theme is a *central message* revealed through a literary work.
- It is a *lesson* that the selection teaches or a major point that the selection as a whole is about.
- It is a *generalization about people or about life* that is communicated through the literary work.
- This story shows me that...

The Theme can be Directly Stated or Implied

- When a theme is *directly stated*, the reader is told what the theme of the selection is.
- When a theme of a work is *implied*, readers think about what the work seems to say about nature of people or about life.

Important things to note about Theme

- There is usually no single correct statement of a work's theme, though there can be incorrect ones.
- A long work, like a novel, full-length play or screen play may have several themes.
- Not all literary works have themes - a work meant only to entertain may have no theme.

Theme is NOT the same as the subject or topic

- The Subject or Topic is what the selection as a whole is about.
- And remember the Theme is the message or lesson that the author is trying to communicate.
- A subject can usually be expressed in a word or two: love, death, etc.

Common Themes in Literature

- The only person you can truly trust is yourself
- It is important to follow your instincts
- It's not always good to listen to society
- It's important to never give up
- Human beings are products of their society
- The innocent aren't always treated fairly
- It is important to stand up for what you believe in
- Working as a team or group is more powerful than working alone
- Be careful who your friends are
- Trust your instincts
- Do what you must to survive
- Follow your imagination
- There are times when you should get revenge on your enemies
- Life doesn't always have happy endings

Themes in *The Giver*

*The importance of memory-Memory is significant to human life

*The importance of the individual

MAGNIFICENT Literary Terms and Rhetorical Devices

(A rhetorical device is a technique that an author or speaker uses to convey to the listener or reader a meaning with the goal of persuading him or her towards considering a topic from a different perspective, using sentences designed to encourage or provoke a rational argument from an emotional display of a given perspective or action.) *Separate notes on logos, pathos, and ethos to come.)

☐ Narrative Points of View

* **First-Person Narration:** First person point of view is a point of view in which an "I" or "we" serves as the narrator. The narrator may be a minor character, observing the action, as the character Nick does in *The Great Gatsby*, or the main protagonist of the story, such as Ponyboy Curtis in *The Outsiders*. In addition, a first-person narrator may be reliable or unreliable. While first person point of view can allow a reader to feel very close to a specific character's point of view, it also limits the reader to that one perspective. The reader can only know what this character knows.

* **Third-Person Limited Narration:** When a narrator uses third-person limited perspective, the narrator's perspective is *limited* to the internal workings of one character. In other words, the narrator reveals the thoughts and feelings of one character through explicit narration. Readers may be able to infer characters' thoughts and feelings based on the behaviors and dialogue of those characters, which are narrated, but the narrator also directly reveals the central character's internal perspective. **EXAMPLE:** From the classic story Hansel and Gretel narrated in third-person limited, with Gretel as the point of view character:

"Hansel walked ahead of Gretel. Gretel dropped breadcrumbs behind her as she went, *knowing that her bumbling brother couldn't be counted on to find his way home from the outhouse, let alone from the middle of the woods.*"

Notice there is no mention of the witch since Gretel has no knowledge of her at this point. (See next example for third-person omniscient.)

* **Third-Person Omniscient Narration:** In this mode of narration, the narrator grants readers the most access to characters' thoughts and feelings. With third-person omniscient narration, **the narration will reveal more than one characters' internal** workings. The base word *omni* means "all," and *scient* means "knowing," so omniscient roughly translates to "all knowing." In this case the etymology is accurate, because in omniscient narration, the narrator is all knowing.

EXAMPLE: Hansel and Gretel now told in third person omniscient point of view. Italics are used to show the places the narrator conveys knowledge of a character's thoughts or feelings:

Name: _____

"Hansel walked ahead of Gretel; *after all, he knew he belonged in the front because Gretel was just a girl.* Gretel dropped breadcrumbs behind her as she went, *knowing that her bumbling brother couldn't be counted on to find his way home from the outhouse, let alone from the middle of the woods.*

Ahead of them, an old witch waited, *her stomach rumbling at the thought of what a delicious dinner the two plump children would make.*"

- ☐ **Cause and Effect-** A relationship between two or more events in which one event brings about another. The event that happens first is the cause; the one that follows is the effect. (If you give a mouse a cookie...)
- ☐ **Chronological ordering-** The arrangement of details in time order. The writer explains an event, experience, or series of steps in the order in which they actually occurred.
- ☐ **Comparison and contrast-** The process of examining two or more things in order to establish their similarities and differences. Any relationship between two or more things will involve some degree of SIMILARITY, as well as some degree of DIFFERENCE. Comparisons underlie everything we do. Scientists use comparisons in their experiments. Politicians use them to formulate policies. Judges use them to render decisions. When writing or noting a literary comparison, you will answer the question: *So what?*
A comparison intends to inform readers of something they haven't thought of before.
- ☐ **Foreshadowing-** The literary device foreshadowing refers to the use of indicative words/phrases and hints that set the stage for a story to unfold and give the reader a hint of something that is going to happen without revealing the story or spoiling the suspense. Foreshadowing is used to suggest an upcoming outcome to the story.
- ☐ **Flashback-** A literary device wherein the writer/ author depicts the occurrence of specific events to the reader, which have taken place before the present time the narration is following, or events that have happened before the events that are currently being unfolded in the story. Flashback is used to create a background to the present situation, place or person.
- ☐ **Symbolism-** A literary device that contains several layers of meaning, often concealed at first sight, and is representative of several other aspects/ concepts/ traits than those that are visible in the literal translation alone. When an object takes on significance beyond the object's function or worth, the object becomes symbolic. A **symbol** is an object, character, or action that suggests meanings, associations, and emotions beyond what is typical of its nature or function. **EXAMPLE:** The newchild, Gabriel, in *The Giver* is a symbol of hope and starting over.
- ☐ **Personification-** Figurative Language in which inanimate objects, animals, ideas, or abstractions are endowed with human traits or human form - e.g. "When Duty whispers. . ."
- ☐ **Simile-** A figurative comparison of two things, often dissimilar, using the connecting words: "like," "as," or "then." **EXAMPLES:** "More rapid than eagles his coursers they came." or "As wise as an owl."

- ☐ **Metaphor-** A comparison of two things, often unrelated. **EXAMPLES:** Her eyes were fireflies. **OR** The computer in the classroom was an old dinosaur.
- ☐ **Idiomatic Expression-** refers to a construction or expression in one language that cannot be matched or directly translated word-for-word in another language. **EXAMPLES:** For instance, the English expression, "She has a bee in her bonnet," meaning "she is obsessed," cannot be literally translated into another language word for word. It's a non-literal idiomatic expression, similar to "She is green with envy."
- ☐ **Setting-** The time, place, physical details, and circumstances in which a story or a situation occurs. Settings include the background, atmosphere or environment in which characters live and move, and usually include physical characteristics of the surroundings. Settings enable the reader to better envision how a story unfolds by relating necessary physical details of a piece of literature.
- ☐ **Conflict-** A struggle between two opposing forces or characters in a short story, novel, play, or narrative poem. Conflict can be internal or external, and it can take one of these forms:

1. Character vs. Character
2. Character vs. Society
3. Character vs. Nature
4. Character vs. Self

- ☐ **Resolution-** The outcome of the conflict in a story. The resolution concludes the falling action.
- ☐ **Hyperbole-** Conscious exaggeration used to heighten effect. Example: "And fired the shot heard round the world." A hyperbole is a literary device wherein the author uses specific words and phrases that exaggerate and overemphasize the basic crux of the statement in order to produce a grander, more noticeable effect. The purpose of hyperbole is to create a larger-than-life effect and overly stress a specific point. Such sentences usually convey an action or sentiment that is generally not practically/ realistically possible or plausible but helps emphasize an emotion. Not intended literally, hyperbole is often humorous.
- ☐ **Characterization-** A literary device that is used step by step in literature to highlight and explain the details about a character in a story. It is the initial stage where the writer introduces the character with noticeable emergence. Followed by the introduction of the character the writer often talks about his or her behavior. Further progressing through the story comes under observation the thought-process of the character. The next stage involves the character expressing his opinions and ideas and getting into conversations with the rest of the characters. The final part shows how others in the story respond to the character's personality. An author can use two approaches to deliver information about a character and build an image of it:

1. **Direct or explicit characterization** -This kind of characterization takes a direct approach towards building the character. It uses another character, narrator or the protagonist himself to tell the readers or audience about the subject.

2. Indirect or implicit characterization- This is a more subtle way of introducing the character to the audience. The audience has to deduce for themselves the characteristics of the character by observing his/her thought process, behavior, speech, way of talking, appearance, and way of communication with other characters and also by discerning the response of other characters.

☐ **Suspense-** The intense feeling that an audience goes through while waiting for the outcome of certain events. It basically leaves the reader holding their breath and wanting more information. The amount of intensity in a suspenseful moment is why it is hard to put a book down. Without suspense, a reader would lose interest quickly in any story because there is nothing that is making the reader ask, "What's going to happen next?" In writing, there has to be a series of events that leads to a climax that captivates the audience and makes them tense and anxious to know what is going to happen.

☐ **Cross-reference-** a reference within a text to another part of the text. Refer to parts of the story that are connected in some way. **EXAMPLE:** In *Bad Boy* on page 29, Walter Dean Myers says that his mother, Florence, could understand more German than she knew how to speak. This idea can be cross-referenced to page 3 when we learn that Florence Dean's mother emigrated from Germany. We can infer that Florence grew up hearing German spoke.

☐ **Irony-** The use of irony in literature refers to playing around with words such that the meaning implied by a sentence/word is actually different from the literal meaning derived. Often, irony is used to suggest the stark contrast of the literal meaning being put forth. The deeper, real layer of significance is revealed not by the words themselves but the situation and the context in which they are placed.

- **Situational Irony-** Occurs when the final outcome is contradictory to what was expected. Usually, the episodes in the plot of a story will lead the audience to expect a particular resolution or ending. If such an expected outcome fails and instead another contrary outcome occurs, the absurdity is termed situational irony. Such a form of irony is the result a discrepancy in perspective, such that what is known and expected at one moment differs with what is known later on.

(1) Two young men leave for a volleyball game at the stadium on a Saturday afternoon. They are carrying a fixture indicating that there would be a volleyball match and are confident of watching their team win. On arriving at the stadium, they instead find a spectacular soccer match on course and learn that the volleyball game would be played on Sunday afternoon. That would be a disappointing situational irony.

(2) A woman has been saving painfully to buy a golden watch. Just hours after buying the watch, her daughter arrives home with the same watch as a gift for her!

(3) A man branches from the main road to avoid being hit by a speeding car and is suddenly hit by a truck!

Examples of Situational Irony in Literature

Situational irony commonly used to emphasize important scenes and to make unusual images more vivid. Usually, writers use strong word associations with this form of irony and add variation, fresh thoughts, and adornment to their literary pieces. Situational irony also ranges in usage from the most comic situations to the most tragic.

EXAMPLE from Harry Potter: Severus Snape is charged with protecting Harry even though Harry was the son of his enemy in school. Harry and his friends assume that Snape is out to get Harry. For example, when they see Snape keeping eye contact and mouthing a spell at the Quidditch match, they assume that he and not Professor Quirrell is trying to hurt Harry. Snape is actually trying to protecting Harry.

- ☐ **Allusion-** An indirect reference to something (usually a literary text) with which the reader is expected to be familiar. Allusions are usually literary, historical, Biblical, or mythological. **EXAMPLES:** "Toto, something tells me we're not in Kansas anymore" - a line from the movie The Wizard of Oz - has been reused in dozens of movies to indicate when the characters found themselves in a strange or unfamiliar place. **OR** He was a shrewd business man and investor, but his Achilles heel was gambling. **OR** With a Herculean effort, Valjean lifted the cart off the man trapped underneath.

Hierarchy of Word Groups

(least complex)

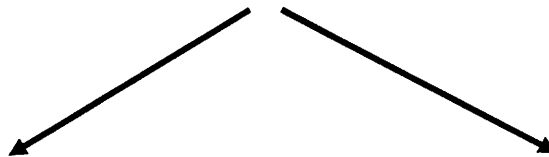
Words

Phrases

(two or more words together without subject and verb)

Clauses

(a group of words with a subject and a verb)



Independent Clause

- has a complete thought
- can stand alone as a sentence
- *can* be combined with other clauses in sentences

Subordinate Clause

(also called dependent)

- * does not have a complete thought
- * cannot stand alone as a sentence
- * must be combined with an independent clause to make a sentence

Sentences

(group of words that contains a subject, verb, and complete thought)

(can be made up of a variety of clauses or a single clause)

(most complex)

Samples:

in the dog house = a phrase
(no subject, no verb, no complete thought)

While she was eating, her daughter came home.
(subordinate clause) + (independent clause) = a sentence (complex)

Her daughter came home.
(independent clause) = a sentence

Her daughter came home, and her son went to a friend's house.
(independent clause) + (independent clause) = a sentence (compound)

Grammar Game Plan..... Get in the game!



Subjects, Verbs, Phrases, Clauses



Simple, Compound, Complex Sentences

A complete sentence contains a **subject** and a **verb** and expresses a complete thought. All **clauses** contain a subject and a verb (or predicate), but only independent clauses express a complete thought and can stand alone. Dependent clauses are dependent on having an independent clause join it to form a complete thought.

Subjects

The **subject** of a sentence is the word or group of words that names the person, place, thing, or idea that performs the action or is described. It answers the question *Who?* or *What?* before the verb.

EXAMPLES: The **keys** are lost.

Mrs. Powers lost her keys.

She has lost her keys before.

The **keys** are in her purse.

The noun **keys** is the subject in the first sentence. It tells what is lost. In the next sentence, the proper noun **Mrs. Powers** tells who lost her keys. The pronoun **she** in the third sentence tells who lost her keys before.

Verbs

The verb in a sentence tells what the subject does, what it has done to the subject, or what the condition of the subject is.

EXAMPLES: My dog **won** first place.

The ribbon **was given** at the ceremony.

She **seems** sleepy now.

Won tells *what my dog* did. **Was given** explains what was done with *the ribbon*.

Seems, a linking verb, tells something about the condition of *her* by linking the subject to *sleepy*.

Writing Coach : Writing and Grammar for the 21st Century, Pearson, 2012.

Phrases

A phrase is a group of words that functions in a sentence as a single part of speech. Phrases do not contain a subject **and** a verb. There are many types of phrases including prepositional, adjective (adjectival), adverb (adverbial), appositive, verb (verbal), participle, gerund, and infinitive.

Examples:

***Prepositional phrases-** have at least two parts, a preposition and a noun or pronoun that is the object of the preposition.

Near houses	around the sand castles
(prep) (object)	(prep) (adj) (adj) (object)

Adjectival phrase- is a prepositional phrase that modifies a noun or a pronoun by telling what kind or which one.

The house with beautiful windows.

(adjectival phrase)

Adverbial phrase- is a prepositional phrase that modifies a verb, an adjective, or an adverb. Adverbial phrases point out where, when, in what way, or to what extent. They are used the same as one word adverbs, by they sometimes provide more precise details.

The game began after the concert.
(adverbial phrase)

Modifying a Verb: Snow fell in heavy clumps. (Fell *in what way?*)

Modifying an Adjective: The day was cold for May. (Cold *in what way?*)

Modifying an Adverb: The snowstorm suddenly struck without warning. (Suddenly *to what extent?*)

Appositive phrase- is a noun or pronoun with modifiers. It is placed next to a noun or pronoun and adds information or details.

Mrs. Wood, my favorite teacher, read novels to us after lunch.
(appositive phrase)

Writing Coach : Writing and Grammar for the 21st Century, Pearson, 2012.

Clauses

A clause is a group of words with its own subject and verb. There are two basic kinds of clauses, **independent or main clauses** and **dependent or subordinate clauses**.

- (1) **Independent clause**- has a subject and a verb and can stand by itself as a complete sentence.

The girl skipped.
(subject) (verb)

Later in the game, he made six rebounds.
(subject)(verb)

- (2) **Dependent clause**- has a subject and a verb but cannot stand by itself as a complete sentence. It is only part of the sentence. A **dependent clause** must be joined with *at least one independent clause* to make a complete sentence.

after she read the book
(subject) (verb)

while we watched the movie
(subject) (verb)

Dependent clauses begin with subordinating conjunctions or relative pronouns. We will be practicing mainly with subordinating conjunctions such as *if, since, when, although, after, because and while*. However, you need to know that dependent clauses can also start with a relative pronoun such as *who, which, or that*.

After she presented her paper, Elle felt relaxed.
(dependent clause) (independent clause)

The class applauded **after Elle presented her paper.**
(independent clause) (dependent clause)

Words Often Used to Begin Dependent Clauses			
after	because	that	wherever
although	before	though	whether
as	how	unless	which
as if	if	until	while
as long as	since	when	who
as much as	so that	whenever	whom
as though	than	where	whose

Subordinating conjunctions for memorization

3 A's	AAA	after, although, as
2 B's	BB	because, before
tutu	TUTU	though, unless, than, until
is	IS	if, since
6 W's	WWW	when, whenever, while
	WWW	where, wherever, whether

Sentence Structure

SIMPLE SENTENCES

A **simple sentence** has one independent or main clause and **NO** dependent or subordinate clauses.

A simple sentence may have a compound subject, a compound verb, or both. Although a compound subject had two or more parts, it is still considered a single subject. In the same way, a compound verb or verb phrase is considered one verb.

One independent clause

★ **EXAMPLES** ^S ^V My mother plays in the tennis league called Tennis Competitors of Dallas.
[single subject and single verb]

^S ^S ^V Lisa and Courtney are both in the tennis league.
[compound subject]

^S ^V ^V Andrea served the ball and volleyed the return for the winning point.
[compound verb]

COMPOUND SENTENCES

A **compound sentence** consists of two or more independent clauses, usually joined by a comma and a coordinating conjunction. A coordinating conjunction (**FANBOYS- for, and, nor, but, or, yet, so**) connects the independent clauses. **A comma comes before** the coordinating conjunction in a compound sentence. *A semicolon (;) can also be used to join two independent clauses.* (IC;IC)

☆ **Two or more independent clauses joined by a comma and a coordinating conjunction**
(independent clause) (independent clause)

EXAMPLES I forgot my phone, **so** Phillip brought it to me on his way to work.

(independent clause) (independent clause)
Heather likes scary movies, **but** she doesn't have enough time to watch them.

COMPLEX SENTENCES

A **complex sentence** contains one independent or main clause **and** at least one dependent or subordinate clause. (ICDC) or (DC,IC) Dependent clauses usually begin with a word such as because, before, after, as, if, since, and when called **subordinating conjunctions**.

☆ **One independent clause and at least one dependent or subordinate clause**
(dependent clause) (independent clause)

EXAMPLES **Before** Cindy went roller blading, she planted flowers in the pots on her front porch.

(independent clause) (dependent clause)
Hannah helped her brother clean his room **after** she finished her homework.

****When the dependent clause starts the sentence, there IS a comma between the dependent and independent clause.**

****When the dependent clause is at the end of the sentence, there is usually NO comma between the independent and dependent clauses.**

"John go walk the dog, my mom yelled, "before it gets too dark."

NOTES

Direct Objects, Indirect Objects, and Objects of the Preposition

● A **direct object** is a noun or pronoun that receives the action of a verb.

You can find the direct object by asking ***What? Or Whom?*** after an action verb.

EXAMPLES: I called Emma.

I=subject Emma=direct object

I called her.

I=subject her=direct object

A direct object is **never** an adverb or the noun or pronoun at the end of a prepositional phrase.

Julia rode her bike. bike=direct object

Julie rode quickly. quickly=adverb

Julia rode to school. to school= prepositional phrase school=object of preposition

A direct object in a question will sometimes be found before the verb.

What recipes does your grandmother make? recipes=direct object

****Reword the sentence in normal word order to find the direct object.**

Your grandmother does make what recipes. recipes=direct object

● An **indirect object** is a noun or pronoun that comes after an action verb and before the direct object. It names the person or thing to which something is given or for which something is done. **There can't be an indirect object in a sentence without a direct object.**

An indirect object answers the question ***To or for whom? or To or for what?*** after an action verb. To find an indirect object, find the direct object first.

EXAMPLE: Richard's dad told us the story. story= direct object us=indirect object

*****An indirect object never follows the preposition to or for in a sentence.**

Miss Bearden bought him a hamburger. him= indirect object hamburger= direct object

Miss Bearden bought a hamburger for him. for= preposition him=object of the preposition hamburger=direct object

Object of the Preposition

A **preposition** relates the noun or pronoun following it to another word in the sentence. See your write on packet for more notes on prepositions.

The panda sat on the branch of the tree. on and of= prepositions.

A prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun. The noun or pronoun following the preposition is the **object of the preposition.**

The panda sat on the branch of the tree. **branch and tree= objects of the preposition**

A preposition is never used by itself in a sentence. A preposition in a sentence always introduces a prepositional phrase.

COMMON PREPOSITIONS

Yankee Doodle Prepositions			
ABOUT	BEFORE	INTO	PAST
ABOVE	BESIDE	FOR	THROUGHOUT
ACROSS	BEHIND	FROM	THROUGH
AGAINST	BETWEEN	IN	TOWARD
AMONG	BEYOND	EXCEPT	ON
AROUND	BY	NEAR	UP
AT	DOWN	OF	WITHOUT
AFTER	DURING	OFF	UNTIL
		TO	WITH
		OVER	UNDER

Not all prepositions fit the sentence "The plane flew _____ the clouds," like ***during, until, and of.*** A few more include aboard, ahead of, along, excluding, in spite of, like, aside from, and because of.



What is an Adjective?

An **adjective** is a word that **modifies** or **describes a noun or pronoun**. An adjective can indicate what kind of, how many, whose, or which.

In general, adjectives *usually appear* **before the noun** they modify or **after a linking verb**. For example:

"That is a **red** ball" (adjective before the noun)

"That ball is **red**" (adjective after the linking verb)

Categories of Adjectives

COLOR: blue, red, green, brown, yellow, black, white, etc.

SIZE: big, small, little, long, tall, short, same as,

SHAPE: round, circle, triangle, rectangle, square, oval

DISTANCE: long, short, far, around, start, high, low,

FEELINGS OR QUALITIES: good, pretty, right, good, old, better, best, full, funny, light, clean, new, fast, happy, sad, crooked, straight, noisy, quiet, full, empty, fast, slow, closed, open, soft, hard

QUANTITY: one, two, three, four, five, six, seven, eight, ten, many, few, all, some, every, any, first, once, much,

TEMPERATURE: cold, warm, hot, cool,

TIME: late, early, bed, nap, dinner, lunch, day, morning, night,

NATIONALITY or ORIGIN: American, Mexican,

MATERIAL: wooden, sharp, paper, cloth,

AGE: new, old, young, child, adult, baby, teenage,

PURPOSE: (These adjectives usually end in /ing/) sleeping bag, frying pan, swinging door



Adverbs

An adverb modifies a verb, an adjective, or another adverb.

**Although adverbs may modify adjectives and other adverbs, they generally modify verbs.*

Adverbs that modify verbs will answer one of these four questions:

- (1) Where? (place)
- (2) When? (time)
- (3) In what way? (manner) How?
- (4) To what extent? (degree) How long? How much?

ADVERBS THAT MODIFY VERBS

WHERE?	WHEN?	IN WHAT WAY?	TO WHAT EXTENT?
push upward	will leave soon	works carefully	hardly ate
fell there	comes daily	speaks well	really surprised
stay nearby	swims often	chews noisily	almost cried
go outside	exhibits yearly	acted willingly	partly finished
is here	report later	walk quietly	nearly won
jump away	come tomorrow	smiled happily	fully agree
drove down	went yesterday	moved gracefully	totally oppose

Negative adverbs, such as not, never, and nowhere, also modify verbs.

Examples: Helen never arrived at the party.

adverb verb

I could not answer the question.

verb adverb verb

*An adverb modifying an **adjective** answers only one question: To what extent?

Examples: Birds can be very beautiful. very=adverb beautiful=adjective

(very upset, definitely wrong, extremely tall, not hungry)

*When adverbs modify other **adverbs**, they again answer the question: To what extent?

Examples: Big Foot is hardly ever seen in the Park Cities. hardly=adverb ever=adverb

(traveled less slowly, lost too easily, move very cautiously, lived almost happily)

⚙️ Adverbs may come before, after, or between the words they modify.

GERUNDS

GERUNDS are -ing forms of verbs, but they are not part of any verb tense. Instead, they are used as nouns. Notice that

1. Most gerunds are the **-ing** form (base form + -ing) of a verb .
2. Gerunds may be affirmative or negative. Negatives are formed by putting not before the -ing form.

Gerunds may be used exactly as nouns are used. Their most common uses are

1. as subject ;
2. as object of verbs and prepositions;
3. as subject complement.

Examples:

SUBJECTS *If a gerund begins a sentence it is typically the subject*

Swimming is excellent exercise.

Eating too quickly gave him an upset stomach.

Not doing his homework caused him to fail the test.

Not having an answering machine causes him to miss many calls.

OBJECTS

He dislikes doing homework.

The manager suggested moving our meeting away from the office.

He proposed meeting in a restaurant.

I look forward to seeing you soon.

GERUNDS

SUBJECT COMPLEMENTS

His hobby is _____ computer games.

My least favorite chore is _____ the bathroom.

His problem is _____ to class on time.

Alaska is fun.
English is difficult.
That is ice cream.

Look at the following sentences. Highlight the nouns.

The nouns are _____, _____, and _____.

_____ is fun.
_____ is difficult.
That is _____.

You can put _____ noun on these lines (as long as it makes logical sense). What if you want to say an action is fun or difficult? That is when you need a _____. If you want to use an _____ in a place that requires a noun, you can use a verb with an -ing ending.

Fishing is fun.
Hiking is difficult.
That is ballet dancing .

In these sentences, **fishing**, **hiking**, and **dancing** look like _____, but they are not verbs. They are _____. When a noun looks like a verb with -ing, it is called a _____.

Let's Practice! Read the sentences. Make a gerund or gerund phrase from the first sentence. Rewrite as one sentence using the gerund phrase

1. I watch airplanes take off. It is very relaxing.

Gerund or gerund phrase: watching airplanes take off.

Answer: Watching airplanes take off is very relaxing.

2. Jaesung got hit by the ball. That sent Jaesung to the hospital.

Gerund or gerund phrase:

Answer:

GERUNDS

3. You should brush your teeth twice daily. This is what all dentists recommend.

Gerund or gerund phrase:

Answer:

4. We have studied Spanish. This helped us on our trip to Barcelona.

Gerund or gerund phrase:

Answer:

5. Tom Lee took lots of biology classes. Those helped him in medical school.

Gerund or gerund phrase:

Answer:

subject	Can you replace the Gerund with another noun? Who or what the sentence is about
Direct object	subject + verb + who/what = direct object * Has to do with verb *
Predicate Noun (subject complements)	Has to be after subject. follows Linking verb
Object of a preposition	For, In, by, of the noun that follows is the object

INFINITIVES

Infinitives are the "_____ " form of the verb. The infinitive form of "learn" is "_____." You can also use an infinitive as the _____, the _____, or the _____ of a sentence.

Examples:

- **To learn** is important. _____ *OF SENTENCE*
- The most important thing is **to learn**. _____ *OF SENTENCE*
- He wants **to learn**. _____ *OF SENTENCE*

Infinitives can be made _____ by adding "not."

Examples:

- I decided **not to go**.
- The most important thing is **not to give up**.

Some _____ are followed by infinitives.

Examples:

- She _____ **to go** to a movie.
- Mary _____ **to talk** about her problems.

Some verbs are followed by a _____ **plus an** _____.
In some situations, the noun is required. In other situations, the noun is optional.

Examples:

- The police **ordered** _____ **to stop**. *NOUN IS REQUIRED*
- She **asked to leave**. *NOUN IS OPTIONAL*
- She **asked** _____ **to leave**. *NOUN IS OPTIONAL*

INFINITIVES

Gerunds and infinitives can often be used _____. However, using an infinitive suggests that you are talking about _____ or _____ activities or experiences so sometimes they cannot be used interchangeably.

There are many "to be + adjective" combinations that are commonly followed by infinitives.

Examples:

- They _____ **anxious to begin**.
- She _____ **delighted to receive** such good feedback.
- He _____ **lucky to have** such good friends.

Sometimes infinitives are used to express the idea of "in order to do something."

Examples:

- He bought the English dictionary _____ difficult words. *IN ORDER TO LOOK UP*
- Janine sold her car _____ the money that she needed. *IN ORDER TO GET*
- Juan uses Englishpage.com _____ English. *IN ORDER TO LEARN*

This idea of "in order to do something" is found in many English patterns.

_____ + **adjective/adverb + infinitive**

Examples:

- The box is **too heavy to carry**.
- The television is **too expensive to buy**.
- Fiona ran **too slowly to win** the race.
- We arrived **too late to see** the beginning of the movie.

INFINITIVES

adjective/adverb + _____ + infinitive

Examples:

- She is **tall enough to reach** the book on the shelf.
- Brian was **smart enough to enter** college at the age of 12.
- Linda runs **quickly enough to win** the race.

_____ + noun(s) + infinitive

Examples:

- He has **enough money to buy** his own car.
- Cheryl owns **enough books to start** her own library!
- Diane needs **enough time to finish** writing her book.