**Phrases & Clauses**

A **phrase** is a group of related words that represent a particular part of speech.

1) into the store (prepositional phrase)

2) to the lake (prepositional phrase)

(There are other types of phrases besides prepositional phrases, but these are good examples for now)

A **clause** is a group of words containing a subject and a verb.

Clauses can be **independen**t or **dependent**.

**Independent** clauses have both a subject and a verb and can stand alone as a complete sentence.

1. We went to the store to ask the storekeeper to donate some milk.
2. I wanted to go the movies with my family.

**Dependent** clauses also have both a subject and a verb, but also start with a subordinating conjunction.

1. Although I went to the store
2. Since I will be late

Subordinating conjunctions:

After If than whereas

although in order that that wherever

as once though whether

Because provided that until while   
before rather than when why   
even if since whenever unless   
even though so that where

Practice:

In the following sentences, label the **underlined sections** as dependent clauses (DC), independent clauses (IC) or Phrases (P).

\_\_\_\_\_\_1. That dirty old dog sat in my favorite chair.

\_\_\_\_\_\_2. The students who have completed the application process will be allowed to register early.

\_\_\_\_\_\_3. John greeted the new club members when they arrived.

\_\_\_\_\_\_4. After the students had left the room, the professor began to grade the essays.

\_\_\_\_\_\_5. Please don't begin until I give the signal.

\_\_\_\_\_\_6. The car, the one damaged by the hail, was not insured.

\_\_\_\_\_\_7. No food is sold after the seventh inning of most baseball games.

\_\_\_\_\_\_8. The woman distributing the applications is very efficient.

\_\_\_\_\_\_9. Justin wanted to buy ice cream at the store.

\_\_\_\_\_10. Although Dr. Grey is a demanding teacher, his classes are popular among students.

**Sentence Fragments & Run-ons**

A **sentence fragment** is a word group that has no subject or predicate or does not express a complete though.

Examples: What you often need.

Found in the library.

A **run-on sentence** consists of two or more sentences joined without a conjunction.

Examples: When you first start to write a story you need to have an idea.

He read and wrote poems, a few years later he started writing short stories.

Practice:

Determine if each group of words is a sentence (S), fragment (F), or run-on (R).

1. Antarctica has the highest average elevation of the seven continents. \_\_\_\_\_\_

2. No native people on Antarctica everyone has migrated in. \_\_\_\_\_\_

3. Because it is too cold. \_\_\_\_\_\_

4. Although scientists and other workers live in Antarctica for about a year at a time. \_\_\_\_\_\_

5. These people there to study many things. \_\_\_\_\_\_

6. Examine the ozone layer, sleep patterns, and fish survival in subzero temperatures. \_\_\_\_\_\_

7. Ninety-five percent of Antarctica is covered with ice and would make it really cold. \_\_\_\_\_\_

8. Antarctica approximately 70 percent of the world's fresh water in its ice. \_\_\_\_\_\_

9. Even though Antarctica is covered in ice and snow, it can be considered a desert. \_\_\_\_\_\_

10. A desert is an area that gets very little precipitation it also gets extremely hot or cold depending on the place. \_\_\_\_\_\_

**Semi-Colons/Colons/Commas**

A **semicolon (semi-colon) ;** is a punctuation that sorts out complex lists or links complete clauses.

* ***Linking closely-related independent clauses****.* Place a semicolon between two independent clauses that are closely related to link them in one sentence.
  + Today is a very busy day; I have a presentation and two tests to take.
* ***Linking complete clauses with a conjunctive adverb***. Place a semicolon between independent clauses linked with a conjunctive adverb, also known as a transitional word or phrase. (Therefore, however, consequently, on the other hand, in fact, etc.)
  + I have big plans for the weekend; therefore, I need to get all my work done in class.
* ***Dividing a list when the use of commas would create confusion.***
  + Last summer, I visited New York, New York; Ontario, Canada; and Charleston, South Carolina.

A **colon :** is a punctuation that explains, illustrates, paraphrases, or expands on the first sentence or prior thought.

* ***Prior to a list***
  + I have the following candy available to give out: Snickers, Hersey’s, Kit Kats, and Starburst.
* ***Before an explanation that has a complete clause before it.***
  + I only had one thing to do before the football game: go get dinner.
* ***To separate an independent clause from a quotation.***
  + Mr. Gillis says the same thing when a student says it’s cold in his room: “If you think this is cold, I’ll just make it colder!”

Practice:

Circle the sentence that is grammatically correct.

1. A. The following students are to report to the Dean's office: Jones, Murphy, Jackson, and Weidner.

B. The following students are to report to the Dean's office: I don't know why, but it must be important.

1. A. There is only one thing I expect from my dog: complete obedience.

B. There is only one thing I expect from my dog: and it is not really too much to ask.

1. A. These were the movies nominated for the 1994 Movie-of-the-year Award: The Piano, Jurassic Park, and Schindler's List.

B. The movies nominated for the 1994 Movie-of-the-Year Award are: The Piano, Jurassic Park, and Schindler's List.

1. A. He became a Writing Lab tutor because: he loved grammar and the pay was generous.

B. He became a Writing Lab tutor because of two considerations: he loved grammar and the pay was generous.

1. A. It was just as she suspected: her fears were now confirmed.

B. It was just as she suspected: he lost all his money at poker.

Indicate whether a sentence should use a semi-colon, comma, or if there is no punctuation necessary.

Place the appropriate punctuation in the blank.

1. The artist preferred to paint in oils \_\_\_\_ he did not like water colors.

2. Even when the house looks clean \_\_\_\_ there is usually a bunch of dirt swept under the rug.

3. I’m going to leave early today \_\_\_\_ unless the boss comes back from the meeting.

4. The computer can perform many calculations at once \_\_\_\_ however, it cannot reason at all.

5. In the first place, it was snowing too hard to see the road \_\_\_\_ in the second place, we had no chains.

**Formal & Informal Language**

Formal and informal language serve different purposes. The tone, the choice of words and the way the words are put together vary between the two styles.

**Formal language** is less personal than informal language. Formal language is used when writing for professional or academic purposes like university assignments.

**Informal language** is more casual and spontaneous. It is used when communicating with friends or family either in writing or in conversation. It is used when writing personal emails, text messages and in some business correspondence. The tone of informal language is more personal than formal language. Examples of formal

Practice:

Mark each sentence as formal [F] or informal [I] language.

1. According to calculations and projections, the project will be completed next year. [ ]

2. I showed that his arguments didn’t hold water. [ ]

3. I wonder why he put up with those terrible conditions for so long. [ ]

4. I was thinking that five more tests should work before the experiment can be concluded. [ ]

5. It is possible to consider the results from a different viewpoint. [ ]

**Connotation & Denotation**

**Denotation** is the actual dictionary definition of a word.

**Connotation** is the implied meaning placed on a word based on emotion.

Practice:

1. a powerful stink \_\_\_\_\_\_\_\_ a powerful aroma \_\_\_\_\_\_\_\_ 4. a reckless plan \_\_\_\_\_\_\_\_ a daring plan \_\_\_\_\_\_\_\_

2. a dynamic leader \_\_\_\_\_\_\_\_ a pushy leader \_\_\_\_\_\_\_\_ 5. energetic children \_\_\_\_\_\_\_\_ wild children \_\_\_\_\_\_\_\_

3. squandered his money \_\_\_\_\_\_\_\_ spent his money \_\_\_\_\_\_\_\_

**Elements of the Epic**

Define the following terms in your own words:

**Epic**:

**Epic** **simile**:

**Archetypes**:

**Epic** **setting**:

**Epithet**:

Reflecting back on the Odyssey, answer the following questions in as much detail as possible:

1. What is an epic and provide at least one example of one.
2. What are the characteristics of an epic simile?
3. How will you know that you have found an epic simile when you are reading?
4. What is an archetypal character?
5. What are three examples of archetypal characters found within the Odyssey?
6. What are three examples of archetypal characters found in Disney films (or Pixar)?
7. What are the characteristics of an epic setting?
8. Provide an example of at least one epic setting found within the Odyssey.
9. What is an epithet?
   1. Provide an epithet for Odysseus.
   2. Provide an epithet for Penelope.
   3. Provide an epithet for Polyphemus.
10. Who was the speaker of the Invocation? What was the purpose of the invocation?

**Figurative Language:**

Personification: Giving Human qualities to something non-human

Simile: A comparison of two things using comparing words such as like, as, seems, or than

Metaphor: A comparison of two things that does not use “like” or “as”

Hyperbole: an exaggeration to make a point

Practice:

Identify each of the following as a Simile, and Metaphor, Hyperbole, or Personification

1. “Nothing you could do, cause I’m stuck like glue to my guy” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. “Keep on dancing ‘til the world ends” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. “so let mercy come and wash away what I’ve done” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. “You’re like an Indian summer in the middle of winter” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. “She’s fire burning, fire burning on the dance floor” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. “A dreamer’s just a vessel that must follow where it [the river] goes”\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. “Looks like a girl, but she’s a flame” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. “you can hear happiness staggering down the street” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Fiction Plot Terms**

Label the plot chart \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Setting: the time and place of a story

Plot: The sequence of events in a story. The plot is built around the conflict and tells what happens, when it happens, and what characters it happens to.

Exposition: the beginning of a play that sets the stage and introduces the characters and conflict

Rising Action: the conflicts develop

Climax: the turning point and the height of the action

Falling Action: the events that result from the climax and lead to the end

Conclusion/Resolution/Denouement: the conclusion occurs and the conflicts are resolved

**RACE Response**

The best way to properly answer a question or a constructed response is using the RACE method.

R \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Practice:

Answer the following question using the RACE method.

Question: Do you think people should live on the moon?

(R)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(A)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (C)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (E)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reading Comprehension**

Practice:

Read the story and answer the following questions.

“The Princess and the Tin Box” by James Thurber

Once upon a time, in a far country, there lived a King whose daughter was the prettiest princess in the world. Her eyes were like the cornflower, her hair was sweeter than the hyacinth, and her throat made the swan look dusty.

From the time she was a year old, the Princess had been showered with presents. Her nursery looked like Cartier’s window. Her toys were all made of gold or platinum or diamonds or emeralds. She was not permitted to have wooden blocks or china dolls or rubber dogs or linen books, because such materials were considered cheap for the daughter of a king.

When she was seven, she was allowed to attend the wedding of her brother and throw real pearls at the bride instead of rice. Only the nightingale, with his lyre of gold, was permitted to sing for the Princess. The common blackbird, with his boxwood flute, was kept out of the palace grounds. She walked in silver-and-samite slippers to a sapphire-and-topaz bathroom and slept in an ivory bed inlaid with rubies.

On the day the Princess was eighteen, the King sent a royal ambassador to the courts of five neighboring kingdoms to announce that he would give his daughter’s hand in marriage to the prince who brought her the gift she liked the most.

The first prince to arrive at the palace rode a swift white stallion and laid at the feet of the Princess an enormous apple made of solid gold which he had taken from a dragon who had guarded it for a thousand years. It was placed on a long ebony table set up to hold the gifts of the Princess’ suitors. The second prince, who came on a gray charger, brought her a nightingale made of a thousand diamonds, and it was placed beside the golden apple. The third prince, riding on a black horse, carried a great jewel box made of platinum and sapphires, and it was placed next to the diamond nightingale. The fourth prince, astride a fiery yellow horse, gave the Princess a gigantic heart made of rubies and pierced by an emerald arrow. It was placed next to the platinum-and-sapphire jewel box.

Now the fifth prince was the strongest and handsomest of all the five suitors, but he was the son of a poor king whose realm had been overrun by mice and locusts and wizards and mining engineers so that there was nothing much of value left in it. He came plodding up to the palace of the Princess on a plow horse, and he brought her a small tin box filled with mica and feldspar and hornblende (types of ordinary rocks) which he had picked up on the way.

The other princes roared with disdainful laughter when they saw the tawdry gift the fifth prince had brought to the Princess. But she examined it with great interest and squealed with delight, for all her life she had been glutted with precious stones and priceless metals, but she had never seen tin before or mica or feldspar or hornblende. The tin box was placed next to the ruby heart pierced with an emerald arrow.

“Now,” the King said to his daughter, “you must select the gift you like best and marry the prince that brought it.”

The Princess smiled and walked up to the table and picked up the present she liked the most. It was the platinum-and-sapphire jewel box, the gift of the third prince.

“The way I figure it,” she said, “is this. It is a very large and expensive box, and when I am married, I will meet many admirers who will give me precious gems with which to fill it to the top. Therefore, it is the most valuable of all the gifts my suitors have brought me, and I like it the best.”

The Princess married the third prince that very day in the midst of great merriment and high revelry. More than a hundred thousand pearls were thrown at her and she loved it.

Moral: *All those who thought that the Princess was going to select the tin box filled with worthless stones instead of one of the other gifts will kindly stay after class and write one hundred times on the blackboard, “I would rather have a hunk of aluminum silicate than a diamond necklace.*

What is the setting of the story? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What event would be the exposition? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What event would be the rising action? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What event would be the climax? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What event would be the falling action? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What would be the Denouement/Resolution? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_