

Name: \_\_\_\_\_

**Mid-Term Study Guide** Period: \_\_\_\_\_

## VOCABULARY

Use the vocabulary packet that we worked on in class.

## GRAMMAR

### Capitalization

1. Capitalize the first \_\_\_\_\_ of the first \_\_\_\_\_ of a sentence.
2. Capitalize the pronoun \_\_\_\_.
3. Capitalize \_\_\_\_\_ nouns.
4. Other proper nouns include (**give one example of each**):

a. \_\_\_\_\_

Example: \_\_\_\_\_

b. \_\_\_\_\_

Example: \_\_\_\_\_

c. \_\_\_\_\_

Example: \_\_\_\_\_

d. \_\_\_\_\_

Example: \_\_\_\_\_

e. \_\_\_\_\_

Example: \_\_\_\_\_

f. \_\_\_\_\_

Example: \_\_\_\_\_

g. \_\_\_\_\_

Example: \_\_\_\_\_

h. \_\_\_\_\_

Example: \_\_\_\_\_

i. \_\_\_\_\_

Example: \_\_\_\_\_

j. \_\_\_\_\_

Example: \_\_\_\_\_

k. \_\_\_\_\_

Example: \_\_\_\_\_

l. \_\_\_\_\_

Example: \_\_\_\_\_

m. \_\_\_\_\_

Example: \_\_\_\_\_

n. \_\_\_\_\_

Example: \_\_\_\_\_

### Punctuation

1. Use a **period** to end \_\_\_\_\_.
2. Use a **question mark** when asking a \_\_\_\_\_.
3. Use an **exclamation mark** to show \_\_\_\_\_.
4. Use **commas** to connect \_\_\_\_\_, \_\_\_\_\_, and some \_\_\_\_\_ materials.
5. Use a **comma** with a **coordinating conjunction** to connect two \_\_\_\_\_.

6. Use \_\_\_\_\_ alone to connect two items.
7. Use **commas** and an **and** to connect \_\_\_\_\_ or more items.
8. Use a \_\_\_\_\_ to connect two **main clauses**.
  - a. Do NOT use this type of punctuation to introduce a \_\_\_\_\_ of items.
  - b. The comma with a transition like **such as** or **including**, or the colon [ : ] does that job.
9. Use an \_\_\_\_\_ to show **possession** or to show that letters have been removed in a **contraction**.

## Spelling

1. When in doubt, use your \_\_\_\_\_ feelings.
2. Most words become **plural** by adding an “\_\_.”
3. Use “\_\_\_\_\_” to make words plural that end in s, sh, x, z, or a soft ch.

## Adjectives and Adverbs

1. \_\_\_\_\_ describe **nouns**.
2. \_\_\_\_\_ modify **verbs**, **adjectives** and **other adverbs**.

## Subject-Verb Agreement

1. **Singular subjects** require \_\_\_\_\_ **verbs**.
2. **Plural subjects** require \_\_\_\_\_ **verbs**.
3. Two [or more] **singular nouns** joined by **and** make a \_\_\_\_\_ subject.
4. When **each** or **every** precedes two [or more] **singular nouns** joined by **and**, you have a \_\_\_\_\_ subject.
5. Use caution with these three conjunctions: **either ... or**, **neither ... nor**, and **not only ... but also**.
  - a. The subject \_\_\_\_\_ to the verb determines whether the verb is **singular** or **plural**.
6. These **indefinite pronouns** are always \_\_\_\_\_ [even when they seem plural].
  - a. Each, either, neither
  - b. Anyone, anybody, anything
  - c. Everyone, everybody, everything
  - d. No one, nobody, nothing
  - e. Someone, somebody, something
7. Be careful for \_\_\_\_\_ phrases. (Look for the subject BEFORE the phrase to determine whether the verb is singular or plural!)

- |                  |                   |
|------------------|-------------------|
| a. As well as    | d. Including      |
| b. Together with | e. In addition to |
| c. Along with    | f. Especially     |

## Fragments, Comma Splices and Fused Sentences

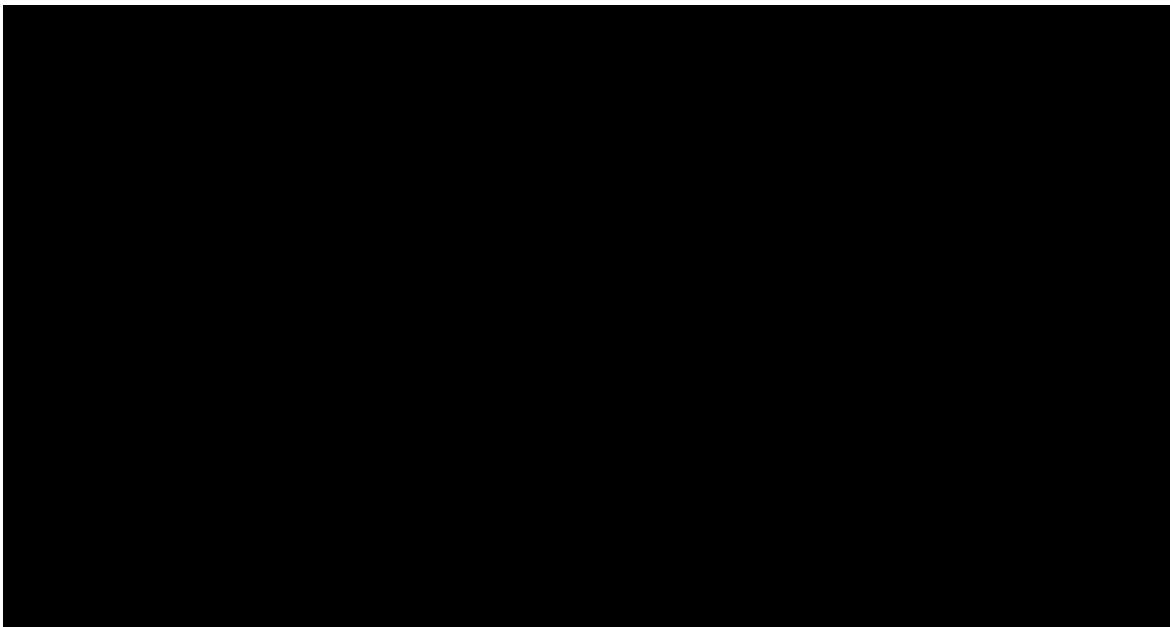
1. A sentence must have a \_\_\_\_\_, \_\_\_\_\_, and a **complete thought**.
2. **Fused sentences** combine two complete sentences with no \_\_\_\_\_.
3. **Comma splices** combine two complete sentences using a \_\_\_\_\_.
4. The four ways to fix a **fused sentence** or a **comma splice** are:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_

\*For extra practice with any of these grammatical rules, visit [www.chompchomp.com](http://www.chompchomp.com) and use the **interactive exercises**.

\*\*If you do not have access to a computer at home, ask Mrs. LaFlamme to print out additional exercises for you to practice at home.

## PERSONAL NARRATIVES

Label the FIVE parts of the storytelling arc.



- A **personal narrative** can also be called an \_\_\_\_\_ incident.
- **Personal narratives:**

- Tell the story of one incident from your life.
- Cover a \_\_\_\_\_ **time period**: one hour, one day, or even a few minutes.
- Use \_\_\_\_\_ writing using all of your senses.
- Include \_\_\_\_\_ both spoken and internal.
- Are told in \_\_\_\_\_ person narration (first, second or third).
- Use a clear order of \_\_\_\_\_ (plot).
- Include a lasting \_\_\_\_\_.

## FICTIONAL SHORT STORIES

For each of the short stories we read in class, review the characters, setting, plot development, major conflict and theme.

**“The Necklace” by:**\_\_\_\_\_

- Main characters (include a description of each)
- Setting (is there more than one?)
- Describe how the plot develops (exposition, rising action, climax, falling action and resolution)
- What is the major conflict? Who is the conflict between?
- List at least one theme from this story.

**“The Cask of Amontillado” by:\_\_\_\_\_**

- Main characters (include a description of each)
- Setting (is there more than one?)
- Describe how the plot develops (exposition, rising action, climax, falling action and resolution)
- What is the major conflict? Who is the conflict between?
- List at least one theme from this story.

**“Most Dangerous Game” by:\_\_\_\_\_**

- Main characters (include a description of each)
- Setting (is there more than one?)
- Describe how the plot develops (exposition, rising action, climax, falling action and resolution)

- What is the major conflict? Who is the conflict between?
- List at least one theme from this story.

**“Lamb to the Slaughter” by:**\_\_\_\_\_

- Main characters (include a description of each)
- Setting (is there more than one?)
- Describe how the plot develops (exposition, rising action, climax, falling action and resolution)

- What is the major conflict? Who is the conflict between?
- List at least one theme from this story.

**“The Scarlet Ibis” by:**\_\_\_\_\_

- Main characters (include a description of each)
- Setting (is there more than one?)

- Describe how the plot develops (exposition, rising action, climax, falling action and resolution)
- What is the major conflict? Who is the conflict between?
- List at least one theme from this story.

**“The Gifts of the Magi” by:**\_\_\_\_\_

- Main characters (include a description of each)
- Setting (is there more than one?)
- Describe how the plot develops (exposition, rising action, climax, falling action and resolution)
- What is the major conflict? Who is the conflict between?
- List at least one theme from this story.

EXTENDED RESPONSE

Please read the selected portion of Edgar Allan Poe’s “The Tell Tale Heart.” In a **complete paragraph** using **ample textual evidence**, explain how the author uses literary devices in order to create a specific mood. You **MUST** determine which mood you will discuss (options may include, but are not limited to: haunting, gloomy, foreboding, nightmarish, suspenseful, hopeless, cold, violent, tense). You must discuss and include supporting quotes for at least TWO literary devices. *Consider literary techniques such as word choice, symbolism, metaphor. simile, allusion, imagery, hyperbole, personification, setting, etc.*

**\*Be sure to use introduce and explain each quote you use to support your argument.**

“It is impossible to say how the idea first entered my head. There was no reason for what I did. I did not hate the old man; I even loved him. He had never hurt me. I did not want his money. I think it was his eye. His eye was like the eye of a vulture, the eye of one of those terrible birds that watch and wait while an animal dies, and then fall upon the dead body and pull it to pieces to eat it. When the old man looked at me with his vulture eye a cold feeling went up and down my back; even my blood became cold. And so, I finally decided I had to kill the old man and close that eye forever!”

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