

Midterm Review

Quick mini-
on
New Lit.

Suggested Timing:

20 minutes - Lit. multiple choice/grammar

50 minutes - Reading Comp and written response

50 minutes - Thematic Paragraph

} Parts 1+2

} Parts 3+4

} Part V

↳ Big # on Class Lit.
1- 15 Qs (1pt each)
2- 5 Qs (1pt each)
3- 10 Qs (2pts each)

Name _____

English 9H Midterm Writing Review

Writing Task 1: Text-Based Response

FORMAT:

- Topic Sentence: Respond to the question and state your claim as fact
 - Provide 2-3 examples to support your claim
 - o use textual evidence
 - o refer to the author's use of literary elements/techniques
 - Clincher: Echo the idea from your topic sentence
-

STUDENT SAMPLE

In the song "Ithaca" it is proven that the things that one learns and sees on a journey are what make the journey more significant than the destination. In the song, obstacles mentioned include the Lestrygonians, the Cyclops and Poseidon. Although these things try and stop the speaker in his efforts to return home, he is advised to "not fear them:", and the face the challenge head-on. This makes the journey more significant than the destination because facing these problems makes one a better problem solver, much more courageous, and ultimately a better person. Additionally, the journey will provide an individual with opportunities one will never find at the destination. For example, "...you will enter ports seen for the first time; stop at Phoenician markets...visit many Egyptian cities..." Similarly, the speaker reminds one to "Always keep Ithaca on your mind. To arrive there is your ultimate goal but do not hurry on the voyage at all." This expresses the importance of enjoying the journey while on it; one will have the chance to experience things never to be seen again. The speaker reminds the reader that while one's motivation is to ultimately return home, one should take in the sights and sounds of the foreign worlds. "Ithaca" proves the journey is more significant than the destination because of what one will learn on a journey.

STUDENT SAMPLE

In the song "Ithaca" it is proven that the things that one learns and sees on a journey are what make the journey more significant than the destination. In the song, obstacles mentioned include the Lestrygonians, the Cyclops and Poseidon. Although these things try and stop the speaker in his efforts to return home, he is advised to "not fear them:", and ~~the~~ face the challenge head-on. This makes the journey more significant than the destination because facing these problems makes one a better problem solver, much more courageous, and ultimately a better person. Additionally, the journey will provide an individual with opportunities one will never find at the destination. For example, "...you will enter ports seen for the first time; stop at Phoenician markets... visit many Egyptian cities..." Similarly, the speaker reminds one to "Always keep Ithaca on your mind. To arrive there is your ultimate goal but do not hurry on the voyage at all." This expresses the importance of enjoying the journey while on it; one will have the chance to experience things never to be seen again. The speaker reminds the reader that while one's motivation is to ultimately return home, one should take in the sights and sounds of the foreign worlds. "Ithaca" proves the journey is more significant than the destination because of what one will learn on a journey.

weave in
evidence to
quote
bomb

answers
the Qw/
a
reason

Introduce
next
idea

intro. evidence

Explain
relevance
of
evidence
lit
element!

rephrase claim in
clinker

Guiding Questions for Thematic #:

T.S. = Theme

Idea 1: Establish who/what/when-
"The basics"

Idea 2: What does the character
want? (motivation)?

Idea 3: What's in the way?
(conflict)

Idea 4: What's the outcome?

Depending on
the text,
sometimes the

conflict presents
itself first +
drives a character's
motivation

Name _____

English 9H Midterm Writing Review

Writing Task 2: Thematic Paragraph

Topic Sentence= TAG + Character + Theme (develop this based on the topic with which you are provided!)

Do not just restate the topic provided on the assignment sheet

Examples:

Include 3-4 ICE'd examples

Introduce your **ideas** before providing evidence

Cite specific examples from the text (*these will not be direct quotes!)

Explain/Expand on your ideas

*Make connections between the example and the theme of the paragraph

Your examples should include a discussion of **literary elements and techniques** used by the author.

Use **power verbs** to explain the **effectiveness** of the elements being analyzed

Clincher Statement:

Echo the theme as stated in your topic sentence.

General Grammar and Mechanics:

- write in present tense
- avoid using personal pronouns (I, you, we)
- demonstrate noun/pronoun agreement (One might discover one's true path in life.)
- use full sentences instead of fragments and/or run-ons
- avoid using contractions (haven't, isn't)
- watch for common word choice errors

STUDENT SAMPLE:

In The Odyssey by Homer, Odysseus proves that in order to achieve one's goal, one must overcome obstacles and persevere through difficult times. An example of this perseverance can be seen when Odysseus must face Polyphemus, the Cyclops. Odysseus is trapped in the monster's cave with his crew until he escapes by blinding Polyphemus and escaping by hanging on to the stomachs of his sheep. This characterizes Odysseus as cunning because he is able to use his wit to overcome obstacles which cannot be overcome by strength alone. This also shows Odysseus' ability to persevere in order to achieve his goals because he does not give up after being trapped in the cave, never losing sight of his goals to return home. Another example of Odysseus' perseverance can be seen by his ability to overcome the Sirens. He instructs his crew to tie him to the mast, and for them to put beeswax in their ears as they sail past the enticing Sirens, who attract and kill with the power of their songs. He struggles as they pass, but does not break free of his bonds. This elucidates Odysseus' motivation to return home due to his slight restraint, which keeps him from breaking the bonds. Odysseus' plight against the Sirens also illustrates his extreme perseverance because he puts himself through such agony to hear their song in order to help the crew with the Sirens' telling. Furthermore, Odysseus' perseverance is shown by his ability to show restraint to achieve later goals. When Penelope, Odysseus' wife, sees Odysseus as a beggar, he does not reveal his identity to her, even though she asks about him. Once again, Odysseus' desire to be home with his family is evident in his ability to restrain himself from his love, Penelope, so as not to ruin his plan of slaying the suitors. Without this restraint, he would not have been able to truly achieve his goal of being reunited with Penelope, with the feeling that her suitors are still around. Odysseus' conquest of the suitors is yet another example of his perseverance. Along with his son, Telemachus, a faithful swineherd, Eumaeus, and the help of the gods, Odysseus is able to defeat and slay the suitors. Odysseus' conquest demonstrates conflict, for he must defeat the problem that is the suitors. This also reinforces that one must be determined to achieve one's goals because after all of his time lost at sea, trying to get home, none of Odysseus' hard work will bear the fruits of his labor if he does not have the persistence to overcome this final challenge. Odysseus' hard work and determination to return home truly emphasizes the importance of perseverance, especially when working to achieve a goal.

In The Odyssey by Homer, Odysseus proves that in order to achieve one's goal, one must overcome obstacles and persevere through difficult times. An example of this perseverance can be seen when Odysseus must face Polyphemus, the Cyclops. Odysseus is trapped in the monster's cave with his crew until he escapes by blinding Polyphemus and escaping by hanging on to the stomachs of his sheep. This characterizes Odysseus as cunning because he is able to use his wit to overcome obstacles which cannot be overcome by strength alone. This also shows Odysseus' ability to persevere in order to achieve his goals because he does not give up after being trapped in the cave, never losing sight of his goals to return home. Another example of Odysseus' perseverance can be seen by his ability to overcome the Sirens. He instructs his crew to tie him to the mast, and for them to put beeswax in their ears as they sail past the enticing Sirens, who attract and kill with the power of their songs. He struggles as they pass, but does not break free of his bonds. This elucidates Odysseus' motivation to return home due to his slight restraint, which keeps him from breaking the bonds. Odysseus' plight against the Sirens also illustrates his extreme perseverance because he puts himself through such agony to hear their song in order to help the crew with the Sirens' telling. Furthermore, Odysseus' perseverance is shown by his ability to show restraint to achieve later goals. When Penelope, Odysseus' wife, sees Odysseus as a beggar, he does not reveal his identity to her, even though she asks about him. Once again, Odysseus' desire to be home with his family is evident in his ability to restrain himself from his love, Penelope, so as not to ruin his plan of slaying the suitors. Without this restraint, he would not have been able to truly achieve his goal of being reunited with Penelope, with the feeling that her suitors are all around. Odysseus' conquest of the suitors is yet another example of his perseverance. Along with his son, Telemachus, a faithful swineherd, Eumaeus, and the help of the gods, Odysseus is able to defeat and slay the suitors. Odysseus' conquest demonstrates conflict for he must defeat the problem that is the suitors. This also reinforces that one must be determined to achieve one's goals because after all of his time lost at sea, trying to get home, none of Odysseus' hard work will bear the fruits of his labor if he does not have the persistence to overcome this final challenge. Odysseus' hard work and determination to return home truly emphasizes the importance of perseverance, especially when working to achieve a goal.

VS "of"

Theme ✓

avoid listing "examples of"

cite in order - Sirens came 1st

When analyzing Polyphemus episode, include tragic flaw.

This shows that, though he's tempted making him a complex character his motivation to return home is stronger

Rephrase theme in clincher

Glossary of Usage – Group 1**Grade 9 Fall**

abbreviate means to shorten by *omitting*
abridge means to shorten by *condensing*

New York is *abbreviated* to NY.
 In order to save time in the reading, the report was *abridged*.

A note about ABBREVIATIONS and CONTRACTIONS:

ad is used informally, but in formal usage, *advertisement* is correct; similarly: exam (examination), auto (automobile), phone (telephone), gym (gymnasium). When in doubt, always use the full form of a word when writing formally. This also applies to contractions, such as isn't (is not), doesn't (does not), can't (cannot), etc.

advantage means a *superior position*
benefit means a *favor conferred or earned* (as a profit)

He had an *advantage* in experience over his opponent.
 The rules were changed for his *benefit*.

accept means *to receive or to agree to something*
except means *to exclude or excluding*

I'll *accept* the gift from you.
 Everyone received a gift *except* Harriet.

affect means *to influence*; it is a *verb*
effect means a *result*; it is a *noun*

The pollution *affected* our health.
 The *effect* of the storm could not be measured.

aggravate means to *make worse*
annoy means to *bother or irritate*

Your nasty comments *aggravated* a bad situation.
 Your nasty comments *annoyed* him. (*Not*: Your nasty comments aggravated him.)

all ways means *in every possible way*
always means *at all times*

He was in *all ways* acceptable to the voters.
 He was *always* ready to help.

allot means to *give or apportion*
alot is a misspelling of *a lot*

I will *allot* three hours for painting the table.
 I spent *a lot* of time on my homework.

alright is now often employed in common usage, but in formal usage
all right is preferred

Everything was *all right* after the storm.

alumna means a *female* graduate (plural: *alumnae*; *ae* rhymes with *key*)
alumnus means a *male* graduate (plural: *alumni*; *ni* rhymes with *high*)

When speaking of both male and female graduates, *alumni* is correct.

She is an *alumna* of Smith College.
 He is an *alumnus* of St. Joseph's High School.
 Bill and Susan are *alumni* of the university.

among is used to discuss *more than two* items
between is used to discuss *two items only*

The work was divided *among* the four brothers.
 She divided the pie *between* Adam and Maria.

amount is used to refer to a quantity *not individually countable*
number is used to refer to items that *can be counted individually*

A tremendous *amount* of work had piled up on my desk.
 We ate a great *number* of cookies at the party.

annual means *yearly*
biannual means *twice a year* (also *semiannual*)
biennial means *once in two years* or *every two years*

Are you going to the *annual* holiday party?
 I receive *biannual* statements from my insurance company in April and
 October.
 He gets a new car *biennially*.

angel is a *heavenly creature*
angle is a *point at which two lines meet, or an aspect seen from a particular point of view*

She has been an *angel* in these difficult times.
 The lines formed a right *angle* on the page.

buy means *to purchase*
by means *near, by means of, or before*

I need to *buy* a new tie.
 He comes to school *by* public transportation.

anxious means *worried*
eager means *keenly desirous*

We were *anxious* about taking our first airplane flight.
 She was *eager* to see her boyfriend again.

aren't I is used informally, but in formal usage, *am I not* is correct

Am I not entitled to an explanation?

around should not be used in formal writing as a substitute for *about* or *near*

I'll be there *about* (not *around*) 2 p.m.

at should be avoided when it does not contribute to the meaning of an idea

Where do you live at? may be heard in informal usage, but *Where do you live?* is the correct form.

awfully is used informally to mean *very*. In formal usage, *very* is correct.

That pie is *very* (not *awfully*) good.

a while is used after a preposition (noun)
awhile is used in other cases (adverb)

I coached the team for *a while*.
 I coached the team *awhile*.

A note about **PREPOSITIONS**:

Prepositions are the words that we use to indicate location. Usually, prepositions show this location in the physical world as in the following examples:

The book is **on** the table.
 The book is **beneath** the table.
 The book is leaning **against** the table.
 The book is **beside** the table.
 She held the book **over** the table.
 She read the book **during** class.

An easy way to remember prepositions is to think about how you can approach a mountain.

You can go **up** a mountain.
 You can go **down** a mountain.
 You can walk **along** a mountain
 You can camp **on** a mountain or **around** a mountain.
 You can look **above** a mountain.
 You can stand **beneath** a mountain or **near** a mountain.
 You can fall **off** the mountain.
 You can go **towards** the mountain or **across** the mountain.
 You can mine for gold **underneath** a mountain. *Etc. etc.*

bad is used after verbs that refer to the senses, such as look, feel (adjective)
badly means *greatly, in a bad manner* (adverb)

He felt *bad* (NOT *badly*) that he could not attend the meeting.
 The young man needs a part-time job very *badly*.

woman is *one* person
women is *more than one* person
 The singular "woman" often gets mixed up with the plural "women" because only the pronunciation of the *O* really differentiates them. Just remember that this word is treated no differently than "man" (one person) and "men" (more than one person). A woman is a woman--never a *women*.

English 9 Fall 1

Practice Drill:

Place a check (✓) in the space provided if the sentence is correct in formal writing; if there is an error in usage, write the correct form.

1. He shared the riches ~~between~~ among Laura, Millie and Ernestine. ✓
2. We are ~~allways~~ always available to baby-sit during the week. ✓
3. The housing law was ~~rewritten~~ beneficial for his advantage. ✓
4. A lot of the time, he falls asleep at nine o'clock. most ✓
5. It was hard to ~~keep track~~ number of the amount of people who visited the monument last week. ✓
6. Are you certain that he is ~~aright~~ alright now? ✓
7. She is just beginning to ~~aggravate~~ annoy her mother. ✓
8. He is the school's oldest living ~~alumnus~~ alumnus. ✓
9. Ben's thesis stated: "The abridged version of the novel isn't as good as the original." ✓
10. The poem described an ~~angle~~ angel descending from the sky. ✓
11. He is anxious to go to the dentist. ✓
12. Where do you want to meet ~~at~~ at? ✓
13. I feel very ~~badly~~ bad that I drank all the coffee. ✓
14. He is an ~~awfully~~ very good instructor. ✓
15. He responded loudly, "Am I not the best one for the job?" ✓
16. My aunt just went inside to rest awhile. ✓
17. It was ~~around~~ about noon when we met for lunch. ✓
18. I ~~excepted~~ accepted his apology even though I do not think he meant it. ✓
19. The film ~~effected~~ affected me so greatly that I cried at the end. ✓
20. Are you going to ~~by~~ buy a new computer? ✓
21. The ~~women~~ woman was elected to congress. ✓

English 9 Fall 1 Practice Drill: ANSWERS

Place a check (✓) in the space provided if the sentence is correct in formal writing; if there is an error in usage, write the correct form.

1. He shared the riches ~~between~~ Laura, Millie and Ernestine. **AMONG**
2. We are ~~all-ways~~ available to baby-sit during the week. **ALWAYS**
3. The housing law was rewritten for his ~~advantage~~. **BENEFIT**
4. ~~A lot~~ of the time, he falls asleep at nine o'clock. **A LOT**
5. It was hard to keep track of the ~~amount~~ of people who visited the monument last week. **NUMBER**
6. Are you certain that he is ~~alright~~ now? **ALL RIGHT**
7. She is just beginning to ~~aggravate~~ her mother. **ANNOY**
8. He is the school's oldest living alumnus. ✓ **CORRECT**
9. Ben's thesis stated: "The abridged version of the novel ~~isn't~~ as good as the original." **IS NOT** (NO CONTRACTIONS IN FORMAL WRITING)
10. The poem described an ~~angle~~ descending from the sky. **ANGEL**
11. He is anxious to go to the dentist. ✓ **CORRECT**
12. Where do you want to meet ~~at~~? **NO "AT"**
13. I feel very ~~badly~~ that I drank all the coffee. **BAD**
14. He is an ~~awfully~~ good instructor. **VERY**
15. He responded loudly, "Am I not the best one for the job?" ✓ **CORRECT**
16. My aunt just went inside to rest awhile. ✓ **CORRECT**
17. It was ~~around~~ noon when we met for lunch. **ABOUT OR NEAR**
18. I ~~excepted~~ his apology even though I do not think he meant it. **ACCEPTED**
19. The film ~~effected~~ me so greatly that I cried at the end. **AFFECTED**
20. Are you going to ~~by~~ a new computer? **BUY**
21. The ~~women~~ was elected to congress. **WOMAN**

Grade 9 Fall Grammar Review

If the sentence is correct, write **CORRECT** in the space provided. If the sentence is *incorrect*, correct it using the space provided.

1. Because Gomer had a great ~~amount~~ of drinks, he burped throughout the night.

number

2. I feel really ~~badly~~ about breaking your crystal ball.

bad

3. When I go to Baskin Robbins, I find it difficult to choose ~~between~~ so many flavors.

among

4. What time should we get there ~~at~~?

X

5. Ernest owned ~~a lot~~ of Star Wars action figures.

a lot

- 6 "Am I not the most beautiful girl in the kingdom?" Snow White asked the magic mirror.

✓

7. I am really ~~anxious~~ to get the million dollar prize I won!

eager

8. The biennial fund-raiser was held in October and May.

biannual

9. The child's screaming only aggravated the situation further.

✓

10. Because Evil Edna was my examiner, I failed the road test really bad.

badly

11. I'll lend you a pen, but you should really ~~buy~~ by your own.

buy

12. Cindy was proud to be an ~~alumna~~ of Haverford College.

alumna

13. I'm anxious ~~to~~ speak in front of the class because my voice often cracks.

✓

14. "The characters ~~aren't~~ motivated to help each other," Sandra wrote.

are not

15. The coach said everything would be ~~alright~~, even if we lost the game.

all right

16. Smoking will have a deleterious ~~affect~~ on your health.

✓

effect

17. Because he was ~~awfully~~ tired, he did not go to the party.

very

18. My parents allot a certain amount of money for vacations every summer.

✓

19. My brother has the ~~benefit~~ of being older than me.

advantage

20. I swam awhile in the lake.

✓

21. In math we learned that a square has four right ~~angels~~.

Angles.

Grade 9 Fall Grammar Review ANSWERS

If the sentence is correct, write **CORRECT** in the space provided. If the sentence is *incorrect*, correct it using the space provided.

1. Because Gomer had a great ~~amount~~ of drinks, he burped throughout the night.

NUMBER

2. I feel really ~~badly~~ about breaking your crystal ball.

BAD

3. When I go to Baskin Robbins, I find it difficult to choose ~~between~~ so many flavors.

AMONG

4. What time should we get there ~~at~~?

5. Ernest owned ~~alot~~ of Star Wars action figures.

A LOT

- 6 "Am I not the most beautiful girl in the kingdom?" Snow White asked the magic mirror.

CORRECT

7. I am really ~~anxious~~ to get the million-dollar prize I won!

EAGER

8. The ~~biennial~~ fund-raiser was held in October and May.

BIENNIAL

9. The child's screaming only aggravated the situation further.

CORRECT

10. Because Evil Edna was my examiner, I failed the road test really ~~bad~~.

BADLY

11. I'll lend you a pen, but you should really ~~by~~ your own.

BUY

12. Cindy was proud to be an ~~alumnus~~ of Haverford College.

ALUMNA

13. I'm anxious to speak in front of the class because my voice often cracks.

CORRECT

14. "The characters ~~aren't~~ motivated to help each other," Sandra wrote.

ARE NOT

15. The coach said everything would be ~~alright~~, even if we lost the game.

ALL RIGHT

16. Smoking will have a deleterious ~~affect~~ on your health.

EFFECT

17. Because he was ~~awfully~~ tired, he did not go to the party.

VERY

18. My parents allot a certain amount of money for vacations every summer.

CORRECT

19. My brother has the ~~benefit~~ of being older than me.

ADVANTAGE

20. I swam awhile in the lake.

CORRECT

21. In math we learned that a square has four right ~~angels~~.

ANGLES

EFFECT vs. AFFECT **Grade 9**

consequence / to implement

Action - always a verb.

E = verb
to implement
to make
to happen

Choose between *effect* and *affect* for each sentence.

1. What was the E of his promotion?
2. His decision A everyone here.
3. We had to E a reduction in costs.
4. The critics greatly A his thinking.
5. How were you able to E such radical changes?
6. That book had a major E on his philosophy.
7. Shelley had to E great reductions in her expenses.
8. What do you suppose the E of her resignation will be?
9. The changes had an enormous E on production.
10. The energy crisis has greatly A our lifestyle.
11. They were able to E an increase in their savings.
12. Roberta has E many improvements in office procedures.
13. The rainy weather had a bad E on attendance at the seminar.
14. The new personnel ruling does not A my status.
15. The new director will reorganize the office and E a number of changes in personnel.
16. What she said had no E on the boss.
17. I don't know why the cold air A my skin.
18. I hope to E improvements in my work.
19. The knowledge I gain from this course will A my performance.
20. The new schedule will take E in October.
21. The supervisor E a reconciliation between Helen and John.
22. The new law goes into E tomorrow.

EFFECT vs. AFFECT

Grade 9

ANSWERS:

1. effect
2. affected
3. effect
4. affected
5. effect
6. effect
7. effect
8. effect
9. effect
10. affected
11. effect
12. effected
13. effect
14. affect
15. effect
16. effect
17. affects
18. effect
19. affect
20. effect
21. effected
22. effect

what comes before

PRONOUN-ANTECEDENT AGREEMENT

The **antecedent** is the noun or pronoun to which the pronoun refers. The pronoun must agree with it antecedent in number and gender.

Each of the women chose her own ensemble.
 (singular antecedent) (singular pronoun)

Each = singular
 Each ≠ they

PRONOUN SHIFTS:

Pronouns within a sentence, referring to the same person, must be consistent in form.

When you view the sun rising over the ocean, one is truly awed by nature.

(This is a pronoun shift and is incorrect. "You" should be "one" in order to be consistent)

COMMONLY CONFUSED WORDS:

Then vs. Than

Then = sequence (If -> then)

Than = comparison

Their/There/They're

Their is a possessive pronoun.

There refers to location.

They're is a contraction of *they are*.

Affect/Effect

Affect - verb - (Action) to impact

Effect - noun - a result or consEquence ("Effect" can be used as a verb meaning "to implement change" or "to make happen")

CLAUSES & COMMA SPLICES:

A **clause** is made up of a subject and verb. An **independent clause** can stand on its own. A **dependent clause** has a subject and verb, but it relies on another independent clause to be complete. A **compound sentence** is an *independent clause + independent clause* connected by a

coordinating conjunction (FANBOYS: For, And, Nor, But, Or, Yet, So).

A **complex sentence** = *Independent + Dependent Clause* connected by a **subordinating conjunction** (Although, While, Because, etc.).

Dependent: *Because I like jelly.* (If left alone, this would be a fragment)

Independent: *I use it at breakfast every morning.*

Complex Sentence: *Because I like jelly, I use it at breakfast every morning.* ("because" = conjunction)

Compound Sentence: *I enjoy breakfast, but I run out of time to eat it.* ("but" = conjunction)



Comma Splice is when two independent clauses are separated only by a comma instead of a conjunction OR a semi-colon.

Incorrect: *I need to know grammar, it's important for good writing.*

Correct: *I need to know grammar because it's important for good writing.*

Correct: *I need to know grammar; it's important for good writing.*

subordinating

Commonly Used & Commonly

Misspelled:

Tomorrow
Unfortunately
Grammar
Believe
Thorough
Consequences

Character
Opportunity
Decision
Necessary
Experience
Interpretation
College
Experience
Receive

Throughout
Literature
Perspective
Different
Definitely
Whether
Beginning
Pursue
Repetition

Spelling

Don't forget what you learned YEARS ago!

Note: While there are general rules in spelling, there are always some exceptions.

-ing

If the vowel before the "ing" has a soft sound like "i" in "it", you repeat the consonant at the end of the word:

Begin	Begin <u>ning</u>
Swim	Swim <u>ming</u>
Grin	Grin <u>ning</u>
Win	Win <u>ning</u>

If the vowel before the "ing" has a long sound like "i" in "time", you simply drop the "e" and add the "ing":

Time	Tim <u>ing</u>
Whine	Whin <u>ing</u>
Smile	Smil <u>ing</u>

I BEFORE E EXCEPT AFTER C...

i before e believe, achieve

except after c: conceive, deceive, receive, receipt

Drop the "y" and add "ies"

Try	Tries
Cry	Cries
Fly	Flies

Other Common Errors - Miscellaneous

- Spelling:
 - conscious (aware) vs. conscience (morals)
 - Definitely
 - Decision
 - Does not = Doesn't
 - Whether (decide **whether** or not to drive; the **weather** outside is frightful)
- Use Present Tense When Writing About Literature
- Use apostrophes for contractions (it's = it is; can't) and to show possession (people's; Timmy's; Chris'; birds')
- Brainstorm other common errors:

Commonly Used & Commonly

Misspelled:

Tomorrow
Unfortunately
Grammar
Believe
Thorough
Consequences

Character
Opportunity
Decision
Necessary
Experience
Interpretation
College
Experience
Receive

Throughout
Literature
Perspective
Different
Definitely
Whether
Beginning
Pursue
Repetition

Spelling

Don't forget what you learned YEARS ago!

Note: While there are general rules in spelling, there are always some exceptions.

-ing

If the vowel before the "ing" has a soft sound like "i" in "it", you repeat the consonant at the end of the word:

Begin	Begin <u>ning</u>
Swim	Swim <u>ming</u>
Grin	Grin <u>ning</u>
Win	Win <u>ning</u>

If the vowel before the "ing" has a long sound like "i" in "time", you simply drop the "e" and add the "ing":

Time	Tim <u>ing</u>
Whine	Whin <u>ing</u>
Smile	Smil <u>ing</u>

I BEFORE E EXCEPT AFTER C...

i before e believe, achieve

except after c: conceive, deceive, receive, receipt

Drop the "y" and add "ies"

Try	Tries
Cry	Cries
Fly	Flies

Other Common Errors - Miscellaneous

- Spelling:
 - conscious (aware) vs. conscience (morals)
 - Definitely
 - Decision
 - Does not = Doesn't
 - Whether (decide **whether** or not to drive; the **weather** outside is frightful)
- Use Present Tense When Writing About Literature
- Use apostrophes for contractions (it's = it is; can't) and to show possession (people's; Timmy's; Chris'; birds')
- Brainstorm other common errors:

Who/Which/That: *people*

Who refers to a single person or a group thought of as individuals (e.g. senators, jurors, players).

Which refers to animals and things.

That/Which can be used for a collective noun thought of as a single entity (the senate that, the team which).

****You do NOT use "that" to refer to a single person:**

(Incorrect: *Lennie is the character that is the most lovable.*)

(Correct: *Lennie is the character WHO is the most lovable.*)

Fix the following sentences. If they are correct, put a check next to them.

1. I prefer snowboarding; I go every weekend. *comma splice → j or conj.*
2. Each student must try his hardest to do well on the test.
3. Because I study, I get better scores than my brother.
4. Each of the boys has his own bicycle.
5. The students did their share of the work. ✓
6. Sammy gets good grades, so she studies every night. *comma splice*
7. Her arguments against the new plan convinces me to change my plans.
8. Julie loves the warm weather, so she goes to Florida in the winter. ✓
9. An individual has to work hard to achieve their dreams. *his/her*
10. If one doesn't work hard, they will never reach the success they desire. *people don't*
11. Thomas and his friends are going to Barbados. *compound subject*
12. The conflict between central government and the committees are going to last until after the new quarter. *prep phrase*
13. Johnny is the one that got in trouble during lunch today. *who*
14. Laurie along with her boyfriend is going to meet us at the restaurant. ✓
15. Each of the students in the lab are responsible for their own equipment. *his/her*
16. If one wishes to be an Olympic skater, you must be willing to practice for many hours each day.
17. If a teacher wants to be liked, you have to treat all students with fairness and respect. *he/she has*