

THE OBJECTIVES FOR THIS LESSON ARE:

- Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all genders from a variety of perspectives.
- Students will identify and analyze main idea, theme, claims, point of view, and literary elements, within informational and literary texts.
- Students will cite specific textual evidence when writing or speaking to support inferences or conclusions drawn from the text.
- Students will read and comprehend a broad range of complex literary and informational texts independently and proficiently.
- Students will demonstrate understanding of sounds in oral language.
- Students will recognize sight words and decode and read words by applying phonics and word analysis skills.
- Students will demonstrate understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.
- Students will orally read appropriately leveled texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- Students will apply knowledge of print concepts, phonological awareness, and phonics in written form.
- Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will build and apply vocabulary using various strategies to make meaning and communicate ideas.
- Students will demonstrate command of Standard English grammar, mechanics, and usage when communicating.
- Students will demonstrate the ability to understand and use information technology tools to carry out research, including the use of discipline-related software and on-line resources.

MATERIALS PROVIDED IN THIS PACKET:

- * vocabulary puzzle
- * study/answer questions
- * guide to sentence structure/usage errors
- * grammar/usage exercises
- * composition guidelines

OBJECTIVES TO BE TESTED:

- * vocabulary
- * story content
- * sentence structure/usage errors

AVOIDING VARIOUS GRAMMATICAL AND STRUCTURAL SENTENCE ERRORS

by Neill J. Chaffin

FRAGMENTS (INCOMPLETE SENTENCES)

A complete sentence must have a subject (even if understood or implied) and a verb, and it must make a complete thought. A complete sentence is the same as an independent (main) clause. A complete sentence, therefore, must have at least one independent (main) clause. A fragment, or incomplete sentence, fails to meet these criteria.

Having made it to the concert and found their seats.	<i>(a compound participial phrase)</i>
Painted the hall and laid carpet in the living room.	<i>(a verb followed by a direct object and another verb followed by a direct object and a prepositional phrase)</i>
When they arrived at the park and set up camp.	<i>(an adverb clause with a compound verb)</i>
All over Manhattan and down Bimini way.	<i>(compound prepositional phrase)</i>
Those boys in the band and their teacher as well	<i>(compound subject with a prepositional phrase)</i>

As you can see from the above examples, a fragment may be quite long and contain a great deal of information. However, in every case it fails to have all the attributes of a complete sentence.

See how these fragments can be made into complete sentences by making sure they contain all the attributes of a complete sentence:

Having made it to the concert and found their seats, they listened attentively.	<i>(added main clause)</i>
We painted the hall and laid carpet in the living room.	<i>(added subject)</i>
When they arrived at the park and set up camp, we began a long party.	<i>(added main clause)</i>
All over Manhattan and down Bimini way, we surfed.	<i>(added main clause)</i>
Those boys in the band and their teacher as well got on the bus.	<i>(added verb and prepositional phrase)</i>

RUN-ON SENTENCES

A run-on sentence is either a compound sentence without correct connecting devices or a sentence that simply goes on so long and contains so much information that it becomes confusing.

We ran all the way to class the class had already begun when we arrived.	<i>(incorrectly joined compound-complex sentence)</i>
We ran all the way to class, the class had already begun when we arrived.	<i>(comma alone not enough)</i>
We ran all the way to class and the class had already begun when we arrived.	<i>(conjunction alone not enough)</i>
We ran all the way to class, and the class had already begun when we arrived so we sneaked into the room and hoped the teacher wouldn't notice, but he did, so we had to do detention, which we didn't like, but we had to do it anyway.	<i>(way too much information in one sentence)</i>

A run-on sentence can be avoided by using the proper connecting devices in a compound sentence and by breaking up sentences that are simply too long ("Energizer Bunny" sentences: they just keep going and going and going.....!). See how the problems have been corrected below:

We ran all the way to class. The class had already begun when we arrived.	<i>(break into two sentences)</i>
We ran all the way to class, but the class had already begun when we arrived.	<i>(use a comma AND)</i>

We ran all the way to class; the class had already begun when we arrived.	<i>conjunction</i> <i>(use a semi-colon)</i>
We ran all the way to class; however, the class had already begun when we arrived.	<i>(use a semi-colon and a conjunctive adverb)</i>
We ran all the way to class, but the class had already begun when we arrived. We sneaked into the room and hoped the teacher wouldn't notice. He did, so we had to do detention. We didn't like it, but we had to do it anyway.	<i>(break up into sentences of comprehensible length)</i>

Remember that compound sentences must be joined together with a comma AND a conjunction or with a semi-colon. These may be omitted in a VERY SHORT compound sentence, but it is not really advisable. A good rule of thumb for writing in the modern style is to have no more than two independent (main) clauses in a compound sentence. When writing a complex sentence, it is best to have no more than two dependent (subordinate) clauses. A skilled writer may be able to fudge on this a little, but it is risky.

ILLOGICAL COMPARISONS

Make sure it is clear what you are comparing when you write a sentence that makes a comparison:

Marcus has made more money than any basketball player.	<i>(Is Marcus also a basketball player?)</i>
Marcus has made more money than any other basketball player.	<i>(The addition of "other" makes it clear he is)</i>
Marlene is as skillful as anyone on the debate team.	<i>(Is Marlene a debate team member?)</i>
Marlene is as skillful as anyone else on the debate team.	<i>(The addition of "else" makes it clear she is)</i>
I love her more than George.	<i>(Do I love her more than George loves her, or do I love her more than I love George?)</i>
I love her more than George does.	<i>(Now it is clear that I love her more than George loves her.)</i>
I love her more than I do George.	<i>(Now it is clear that I love her more than I love George.)</i>

THE DOUBLE NEGATIVE

Some languages (Spanish, for instance) have no problem with double negatives: they are used for emphasis. English, however, does not allow double negatives. Don't never use no double negatives in English! (Get it?)

He never uses no rosin to improve his grip.	<i>(“never” and “no” are negatives)</i>
He never uses rosin to improve his grip.	<i>(omitting “no” fixes the problem)</i>
He never uses any rosin to improve his grip.	<i>(substituting “any” fixes the problem)</i>
She didn't have no idea about the situation.	<i>(The contraction “n't” and “no” make a double negative)</i>
She didn't have any idea about the situation.	<i>(substituting “any” fixes the</i>

She had no idea about the problem.

problem)
(removing the contraction “n’t” fixes the problem)

Hardly none of the students attended the show.

(“hardly” and “none” make a double negative)

None of the students attended the show.

(this fixes the double negative, but it changes the meaning of the sentence)

Hardly any of the students attended the show.

(substituting “any” for “none” fixes the problem)

They couldn’t barely see the road in the fog.

(“barely” and “n’t” make a double negative)

They could barely see the road in the fog.

(eliminating “barely” fixes the problem)

Remember that the words “barely”, “hardly”, “scarcely”, “not”, and “never” and the contraction “n’t” are negatives. Remember that if you are fixing a double negative problem, DO NOT change the intended meaning of the sentence. “They couldn’t see the road” DOES NOT mean the same as “They could barely see the road”! The first means they could not see the road AT ALL, while the second means they merely had an impaired view of the road. **Be careful when using words like *neither, never, no, not, nobody, none, no one, not (n’t), nothing, and nowhere*: they are all negative words.**

DOUBLE COMPARATIVES AND SUPERLATIVES

Nathan Bedford Forest, a Civil War general, is often quoted (falsely!) as having said that the way to win a battle was to “get thar fustest with the mostest men”, thus providing English teachers with a classic example of double superlatives. What he probably said, being an educated man, was “get there first with the most men”. It may or may not be good military advice, but it is certainly better English!

The comparative form of an adjective is used to compare two things to each other or one thing to all things in a class of things. The comparative is formed by adding “-er” to a basic form, or by putting the word “more” in front of the basic form.

The superlative form of an adjective is used to compare more than two things to each other. The superlative is formed by adding “-est” to a basic form, or by putting the word “most” in front of the basic form.

Usually, single syllable adjectives add the endings “-er” or “-est”, and multiple syllable adjectives add the words “more” or “most”. ***There are, however, many irregular comparatives and superlatives in the English language.***

It is important that you recognize irregular comparatives and/or superlatives so that you do not add the suffixes or the preceding words to a word that is already in an irregular comparative or superlative form.

This pie is more better than the one you made!
the

(double comparative: “better” is already comparative form of “good”)

This pie is better than the one you made!

(problem solved: omitting “more” eliminates the double comparative)

That was the most ugliest picture I have ever seen.

(double superlative: “ugliest” is already the superlative form of “ugly”)

That was the ugliest picture I have ever seen.

(problem solved: omitting “most” eliminates the double superlative)

It is possible to form a comparative and a superlative of any adjective. However, the nature of some adjectives is absolute. Hence, you can form “deader” and “deadest” from “dead”, but it makes no sense. You can’t be deader than dead! Similarly, you can’t be “firster” than “first” or “moster” than “most”.

Sometimes an adjective can have more than one acceptable comparative or superlative form, depending upon the exact meaning. Sometimes two base meanings may share the same comparative and superlative forms:

little, littler, littlest	<i>(when talking about size)</i>
little, less, least	<i>(when talking about quantity)</i>
much, more, most	<i>(shared forms)</i>
some, more, most	<i>(shared forms)</i>

If in doubt as to the correct comparative and superlative forms, consult a dictionary. If the comparative and superlative forms are irregular, the dictionary will show you the forms.

Some adjectives defy the “one syllable” or “two syllable” rule (*see above*) when forming the comparative and superlative:

fun, funner, funnest
fun, more fun, most fun

There are some irregularities in spelling in forming comparatives and superlatives. The dictionary will show these irregularities:

pretty, prettier, prettiest	<i>(note the change of “y” to “i”)</i>
healthy, healthier, healthiest	<i>(note the change of “y” to “i”)</i>

Some comparatives and superlatives are completely irregular; again, the dictionary will show you these:

good, better, best	little, less, least
bad, worse, worst	much, more, most

GOOD AND WELL, BAD AND BADLY, SURE AND SURELY, REAL AND REALLY

These words are often misused. It is important to understand how they are used and what they mean in a sentence to use them correctly.

good is an adjective

well is an adverb, *unless it is used as a predicate adjective to indicate state of health*

bad is an adjective

badly is an adverb

sure is an adjective

surely is an adverb

real is an adjective

really is an adverb

Hence:

She looks good .	<i>(she is attractive: good is a predicate adjective)</i>
She looks well .	<i>(she is healthy: well is a predicate adjective)</i>
She looks well at the paper.	<i>(now well is an adverb telling how she looks at the paper)</i>

They do bad work.	<i>(bad is an adjective modifying the noun work)</i>
They behave badly.	<i>(badly is an adverb modifying the verb behave)</i>
I am sure of the answer.	<i>(sure is a predicate adjective)</i>
I will surely find the answer.	<i>(surely is an adverb modifying the verb will find)</i>
This is real butter.	<i>(real is an adjective modifying the noun butter)</i>
Is this really butter?	<i>(really is an adverb modifying the verb is)</i>

MISPLACED MODIFIERS

Be sure to place modifiers, especially prepositional phrases and participial phrases, in the right place in a sentence. Otherwise, you may come up with some unintended meanings.

The limousine stopped at the hotel from the rental agency.	<i>(is the limousine rented or the hotel?)</i>
The limousine from the rental agency stopped at the hotel.	<i>(now it is clear the limousine is rented)</i>
The dog barked at the door with a bushy tail.	<i>(does the door have a bushy tail?)</i>
With a bushy tail the dog barked at the door.	<i>(the dog barks with his tail?)</i>
The dog with a bushy tail barked at the door.	<i>(now it is clear about the barking dog)</i>
We could see mountain peaks flying at a high altitude.	<i>(the mountains were flying?)</i>
Flying at a high altitude, we could see mountain peaks.	<i>(now it is clear that we were flying!)</i>

Sometimes a phrase may be placed in more than one place. The meaning of the sentence will be somewhat different, but both meanings may be valid:

Going to the door, we saw two men.	<i>(we were going to the door)</i>
We saw two men going to the door.	<i>(two men were going to the door)</i>
During the meeting, Jeremy said Herbert behaved badly.	<i>(Jeremy said something about Herbert <u>during</u> the meeting)</i>
Jeremy said Herbert behaved badly during the meeting.	<i>(Jeremy said something about Herbert <u>after</u> the meeting)</i>

PARALLEL CONSTRUCTION

Coordinating conjunctions should join sentence structures that are the same or are of equal value: that is, they join nouns to nouns, subjects to subjects, verbs to verbs, prepositional phrases to prepositional phrases, etc. If the things joined by the conjunction are different, then there is an error in parallel construction.

We wanted a tour of the mansion and to see the gardens.	<i>(and is the conjunction; the first part of the compound is a verb, a direct object, and a prepositional phrase; the second part is an infinitive phrase)</i>
We wanted a tour of the mansion and of the gardens.	<i>(now and joins two prepositional phrases)</i>
We wanted to tour the mansion and the gardens.	<i>(now and joins two objects in an infinitive phrase)</i>
We wanted to tour the mansion and to see the gardens.	<i>(now and joins two infinitive phrases)</i>
They asked for assistance with the work and that we pay for it.	<i>(and joins prepositional phrases and a noun clause)</i>
They asked that we assist them with the work and that we pay for it.	<i>(now and joins two noun clauses)</i>

THE NEED TO READ WHAT YOU HAVE WRITTEN

ALWAYS carefully proofread what you have written! Better yet, get someone else to read it aloud.

EXERCISE ON SENTENCE STRUCTURE PROBLEMS: PARALLEL CONSTRUCTION:

Directions: Rewrite the following sentences to correct the parallel construction problem:

01. Some of the girls wanted to ski and a diving adventure.

02. They wanted me to help with the decoration and that I pay for it.

03. Going on a hike and to climb a mountain were his goals.

04. We enjoyed playing in the sand and to splash in the water.

05. We asked them to pay for the damage and that they apologize.

EXERCISE ON COMPARATIVE AND SUPERLATIVE FORMS

Directions: Write the correct form of the word in parentheses:

01. That is the (pretty) bouquet of flowers I have ever seen. _____
02. This project is (important) than the one you are working on now. _____
03. These are the (good) fried pig's feet I have ever tasted! _____
04. The boy had the (bad) case of athlete's foot on the whole team. _____
05. She was (beautiful) than any of the other contestants. _____
06. This video game is (fun) than the one I played last week. _____
07. It was the (heavy) of all the backpacks. _____
08. He had (little) money than the other boy. _____
09. Did she run (fast) than the other girls in the tournament? _____
10. Do the work (careful) than you did last time! _____

EXERCISE ON DOUBLE NEGATIVES

Directions: Rewrite each sentence, correcting the double negative. Do not change the intended meaning of the sentence:

01. When you write, don't use no double negatives!

02. They hardly never have no trouble catching enough rats for dinner.

03. Scarcely none of the boys failed to complete the project on time.

04. Barely nobody could see the airplane as it came in for a landing.

05. Not none of them could understand the lecture.

06. Didn't they ever get none of those books they ordered?

07. Neither of them did none of the work.

08. She hadn't barely left the curb when the accident occurred.

09. I don't know no one in this club!

10. The defenses of the fort weren't hardly adequate.

EXERCISE ON ADJECTIVE AND ADVERB FORM

Directions: Choose the correct adjective or adverb form:

01. Those are (real, really) good muskrat burgers!
02. That coat is made of (real, really) muskrat fur.
03. I saw my cousin after he got out of the hospital, and he looked (good, well).
04. She had fixed her hair and dressed nicely, and she really looked (good, well).
05. He looked (good, well) at the clock, examining it for faults.
06. (Sure, Surely) you are kidding!
07. No, I am (sure, surely), and don't call me Shirley!
08. He didn't know how (good, well) they would do on the tests.
09. They performed (bad, badly) during the concert.
10. They gave a (bad, badly) performance.

EXERCISE ON TYPES OF PHRASES AND CLAUSES

Directions: Identify the type of the bold-faced words (verb phrase, prepositional phrase, noun clause, etc.):

01. Neither **of the cars** provided by the rental agency were the kind that we wanted. _____
02. Neither of the cars **provided by the rental agency** were the kind that we wanted. _____
03. Neither of the cars provided by the rental agency were the kind **that we wanted**. _____
04. Most **of us** wanted to keep the books which were most suitable. _____
05. Most of us wanted **to keep the books** which were most suitable. _____
06. Most of us wanted to keep the books **which were most suitable**. _____
07. **Swimming in the ocean** was what we really like. _____
08. Swimming in the ocean was **what we really like**. _____
09. It **might have been raining** when we left the house. _____
10. It might have been raining **when we left the house**. _____

EXERCISE ON VARIOUS KINDS OF GRAMMAR AND USAGE ERRORS

Directions: Correct the following sentences:

01. Walking up the stairs, the large urn of flowers looked beautiful.

 02. Left alone in the house, the thunder and lightning terrified him.

 03. Driving along on a country road, an armadillo ambled out in front of our car.

 04. While playing on the balcony, I was afraid the baby would fall off.

 05. She wore a hat on the back of her head which was obviously too small.

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06. I bought a car from a salesman that got great gas mileage.

07. It was a place where you could eat and get gas.

08. The man bought a new car for his wife he could not afford.

09. Did you buy food for the cat at the store?

10. Before going home, the door must be locked.

11. I saw an airplane strolling through the back yard.

12. A man boarded the bus with a briefcase.

13. This is some real good work!

14. I have to say you done real good.

15. Scarcely none of the trees survived the storm.

16. The weather today is worser than yesterday.

17. Jeanine wanted the pie more than Debra.

18. Mr. McGill does a better job than any teacher.

19. A girl waved at the crowd with long red hair.

20. He liked reading and to listen to music.

21. She was tall, beautiful, and had blond hair.

22. Remember to study thorough for the test.

23. Is this the hardest of the two tests?

24. The men asked us to move the furniture and that we leave the building.

25. We enjoyed the scenery driving along the highway.

EXERCISE ON NOUN CLAUSES

Directions: Circle the noun clauses. Then tell how they are used (subject, appositive, etc.):

01. Those books, what you ordered last week, are the best ones. _____

02. The girls at the camp liked what they learned. _____

03. We answered whoever called us. _____

04. Is that man over there whom you meant? _____

05. They provided whoever was ready a blank ballot. _____

06. We were puzzled by what he had said. _____

07. What he said mystified all of us.
 08. Who wanted the sandwiches could not be determined.
 09. What they wanted no one could tell.
 10. Nobody knew where she was.

VOCABULARY FOR MACBETH, ACT TWO, SCENES THREE AND FOUR

Directions: Match the definition to the word by writing the letter of the definition in front of the word:

- | | |
|-----------------|---|
| 01. amiss | 30. obscure |
| 02. anointed | 31. parallel |
| 03. auger | 32. porter |
| 04. breach | 33. predominance |
| 05. breeched | 34. pretense |
| 06. carousing | 35. provoke |
| 07. clamored | 36. repetition |
| 08. combustion | 37. sacrilegious |
| 09. conceive | 38. sovereignty |
| 10. consort | 39. steeped |
| 11. contradict | 40. strangles |
| 12. countenance | 41. suborned |
| 13. counterfeit | 42. tailor |
| 14. dire | 43. temperate |
| 15. disheartens | 44. undivulged |
| 16. distracted | 45. unmannerly |
| 17. equivocator | 46. unruly |
| 18. expedition | a. Doorkeeper; gatekeeper |
| 19. feverous | b. Liar; deceiver |
| 20. fountain | c. One who designs and makes clothing, especially for men |
| 21. frailties | d. Partying, especially with consumption of alcohol |
| 22. gore | e. Cause; incite |
| 23. hatched | f. Unrestrained, excessive indulgence of sexual desires |
| 24. hideous | g. Damages; scars; injures |
| 25. lamentings | h. Depriving of courage or enthusiasm; daunting; depressing |
| 26. lechery | |
| 27. lees | |
| 28. malice | |
| 29. mars | |

- | | | | |
|-----|---|-----|--|
| i. | Hard to control, restrain or keep in order; disobedient; disorderly | cc. | Confused; conflicted |
| j. | Cryings; weeping; mournings | dd. | Self-restrained; moderate |
| k. | Arousing terror or causing extreme distress; calling for immediate action | ee. | Efficient speed; dispatch |
| l. | Setting aflame | ff. | A hole in a wall made by force, as in military action |
| m. | Brought forth into existence | gg. | Immersed; saturated; imbued |
| n. | Unseen; hidden from view | hh. | Rudely; discourteously |
| o. | Made a loud sustained noise | ii. | Clothed; covered |
| p. | With a high temperature | jj. | Blood shed from a wound, especially clotted blood |
| q. | Equal; be a counterpart to | kk. | A narrow tool for boring holes in wood; drill bit |
| r. | Bring into being; grasp mentally | ll. | Weaknesses; vulnerabilities |
| s. | Against all that is holy or sacred | mm. | Not told; kept unsaid; not revealed |
| t. | Put oil on as a means of sanctifying or marking as holy | nn. | Intent to do evil toward another; spite |
| u. | Fake; imitation | oo. | Join with; participate with |
| v. | Approve; support; sanction | pp. | Pretending; false show |
| w. | Horrible to see, hear, etc.; very ugly; revolting | qq. | Authority; dominating power or influence |
| x. | A saying or doing again | rr. | Kills by squeezing the throat and cutting off air; suppresses; stifles |
| y. | Assert the opposite of what someone has said or done; by opposed to | ss. | Brought or induced to doing through bribery or other illegal means |
| z. | Dregs; sediments | tt. | Status or quality of being a ruler; domination or power over |
| aa. | Wrong; not correct or right | | |
| bb. | Source; spring | | |

STUDY QUESTIONS FOR MACBETH, ACT TWO, SCENES THREE AND FOUR

Directions: Answer the following questions:

01. What is ironic about the porter's notion that he is opening the gates of hell?
02. What does the porter mean by saying drink induces "nose-painting"?
03. Summarize what he says about the effect of alcohol on lechery.
04. What does MacDuff ask MacBeth?
05. What does MacBeth pretend to have almost forgotten?
06. What ill omens does Lennox cite?
07. What news does MacDuff bring when he reenters the scene?
08. For whom does MacDuff call when he says to ring the alarm?
09. What does Lady MacBeth ask when she enters the scene?
10. What does MacDuff say to her?
11. How is his consideration for her ironic?
12. Whom does Lennox blame for the murder of Duncan?
13. What does MacBeth say he has done to the suspected murderers?
14. Why did he do this to them?
15. What does Lady MacBeth do at this point?
16. Is she really overcome with grief?
17. What does Banquo suggest they do in lines 118-124?
18. Why do Malcolm and Donalbain flee?
19. What does the old man say about the murder?
20. To what does Ross compare the murder of Duncan?
21. What evil omens do Ross and the old man cite?
22. What does MacDuff say about Malcolm's and Donalbain's flight?
23. Whom does Ross say will be king because of the suspicion now put upon Malcolm and Donalbain?

24. Where has MacBeth gone?
25. Where does MacDuff say he will go?

COMPOSITION ASSIGNMENT

Directions: Malcolm and Donalbain are suspected of having been complicit in the murder of their father. Find an example in history of such a murder of a monarch by a family member. Write a paragraph summarizing it. Limit your paragraph to between 150-250 words.

Here is my example paragraph:

Augustus had ruled the Roman Empire for over forty years, and he had brought it to a new level of prosperity and stability. He carefully balanced his own accumulation of absolute authority with a scrupulous outward show of respecting the Senate and other governing bodies of Rome. He was supreme military commander, censor, and tribune, but he refused to let himself be called king, although in fact he was. Because primogeniture, associated with hereditary monarchy, would have been unacceptable, Augustus needed to choose an heir to his many titles and powers based on demonstrated ability. This appeared to have been his sister's son, Marcellus. Unfortunately, Marcellus died in 23 B.C. According to most sources, Augustus then began to favor the children of his daughter Julia, Caius and Lucius. After the somewhat suspicious early deaths of Caius and Lucius, Augustus conferred many powers on Tiberius, the son of Augustus's wife Livia by a former marriage. Tiberius was a capable military commander and administrator. According to some ancient historians, Livia poisoned her husband Augustus, now old and ill, in order to make sure nothing would stand in the way of Tiberius's succession to power. Other historians dismiss this claim.