

# Sharyland ISD Study Guide

## English III Semester 1



Student Name: \_\_\_\_\_  
Student ID: \_\_\_\_\_

## **Credit By Exam Review English III Part A**

**The exam will have 80 multiple choice questions (1 point each) and an essay question (20 points). Seventy (70) questions will be about the reading selections and 10 will be revising and editing.**

**You will have three essay topics to choose from. The essay topics will be about the selections from the textbook and the outside novel you need to read.**

Read the following selections and accompanying lessons from the English III textbook.

1. "A Journey Through Texas" by Cabeza de Vaca pages 18-22
2. "Sinners in the Hands of an Angry God" by Jonathan Edwards pages 35-39
3. *The Crucible* by Arthur Miller pages 591-680
4. *from* "Speech in the Virginia Convention" by Patrick Henry pages 51-54
5. "The Devil and Tom Walker" by Washington Irving pages 127-137
6. *from* "Nature" by Ralph Waldo Emerson pages 101-108
7. "The Fall of the House of Usher" by Edgar Allan Poe pages 149-163
8. "I Hear America Singing" by Walt Whitman pages 204-207
9. "Because I Could Not Stop for Death" by Emily Dickinson pages 222-223

### Revising and Editing

The Sentence H8-9

Adverbs and adverbial clauses H15

Prepositional Phrases H16-17

Parallelism page 199

### Understand the Concept

A sentence has **parallel structure** or **parallelism** when it uses the same grammatical forms to express ideas of equal—or parallel—importance. Words, phrases, and clauses that have the same form and function in a sentence are called **parallel**.

One of the most famous examples of parallel structure appears in Abraham Lincoln's Gettysburg Address. Lincoln used a series of prepositional phrases—"of the people, by the people, for the people"—to emphasize his concept of American government.

Parallelism not only adds emphasis and rhythm to writing, but it also improves unity and balance. Faulty parallelism makes sentences sound awkward and can obscure their meaning.

#### EXAMPLES

**Faulty** The soldiers vowed *to fight*, even *dying*, to preserve the Union.

**Parallel** The soldiers vowed *to fight*, even *to die*, to preserve the Union. [*dying* was changed to *to die* to have the same structure as *to fight*]

**Faulty** At the end of the war, Southerners found *their farmlands destroyed*, *their railroads demolished*, and *they didn't have enough food*.

**Parallel** At the end of the war, Southerners found *their farmlands destroyed*, *their railroads demolished*, and *their food supply limited*. [*they didn't have enough food* was changed to *their food supply limited* to have the same structure as *farmlands destroyed* and *railroads demolished*]

To correct faulty parallelism, look for series of nouns and verbs and similarly constructed clauses and phrases. Match like elements and write them using the same grammatical structure.

### Apply the Skill

#### Identify Parallel Structure

Find the uses of parallel structure in the following paragraphs from Lincoln's First Inaugural Address, delivered March 4, 1861:

In your hands, my dissatisfied fellow countrymen, and not in mine, is the momentous issue of civil war. The government will not assail you. You can have no conflict without being yourselves the aggressors. You have no oath registered in Heaven to destroy the government, while I shall have the most solemn one to preserve, protect, and defend it.

I am loath to close. We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory, stretching from every battlefield, and patriot grave, to every living heart and hearth-stone, all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature.

#### Improve Parallel Structure

Rewrite each of the following sentences using parallel structure.

1. Our ancestors brought forth a new nation conceived in liberty and it was also being dedicated to the principle of equality for all people.
2. It is fitting and proper to dedicate the cemetery and setting aside a portion of it to the fallen soldiers.
3. The brave men who were fighting and died here consecrated the ground better than we can.
4. The world does not note nor will it remember what we say here.
5. We must resolve that these dead shall not have died in vain and to dedicate ourselves to the preservation of the nation.

#### Use Parallel Structure in Your Own Writing

Imagine that you lived during Abraham Lincoln's time. Write a letter to the president in which you relate your feelings and observations about national events. Use five examples of parallelism in your letter. After completing your letter, read it aloud. Any errors in parallelism will sound awkward. Revise your writing to improve parallelism.

### 3.1 The Sentence

#### THE SENTENCE

In the English language, the sentence is the basic unit of meaning. A **sentence** is a group of words that expresses a complete thought. Every sentence has two basic parts: a subject and a predicate. The **subject** tells whom or what the sentence is about. The **predicate** tells information about the subject.

##### EXAMPLE

#### sentence

The experienced detective [**subject**] | asked the suspect several questions [**predicate**].

#### FUNCTIONS OF SENTENCES

There are four different kinds of sentences: *declarative*, *interrogative*, *imperative*, and *exclamatory*. Each kind of sentence has a different purpose. You can vary the tone and mood of your writing by using the four different sentence types.

- A **declarative sentence** makes a statement. It ends with a period.

##### EXAMPLE

Samantha is in the backyard trying to repair the lawnmower.

- An **interrogative sentence** asks a question. It ends with a question mark.

##### EXAMPLE

Will she be joining you for supper later tonight?

- An **imperative sentence** gives an order or makes a request. It ends with a period or an exclamation point. An imperative sentence has an understood subject, most often *you*.

##### EXAMPLES

(You) Please take a glass of lemonade to her.  
(You) Don't touch that sharp blade!

- An **exclamatory sentence** expresses strong feeling. It ends with an exclamation point.

##### EXAMPLE

Samantha is a wizard at fixing lawnmowers!

#### SIMPLE AND COMPLETE SUBJECTS AND PREDICATES

In a sentence, the **simple subject** is the key word or words in the subject. The simple subject is usually a noun or a pronoun and does not include any modifiers. The **complete subject** includes the simple subject and all the words that modify it.

The **simple predicate** is the key verb or verb phrase that tells what the subject does, has, or is. The **complete predicate** includes the verb and all the words that modify it.

In the following sentence, a vertical line separates the complete subject and complete predicate. The simple subject is underlined once. The simple predicate is underlined twice.

##### EXAMPLE

Bright orange tongues of flame [**complete subject**] | danced erratically in the center of the clearing [**complete predicate**].

Sometimes, the simple subject is also the complete subject, and the simple predicate or verb is also the complete predicate.

##### EXAMPLE

Falcons | swooped.

To find the simple subject and simple predicate in a sentence, first break the sentence into its two basic parts: complete subject and complete predicate. Then, identify the simple predicate by asking yourself, "What is the action of this sentence?" Finally, identify the simple subject by asking yourself, "Who or what is performing the action?" In the following sentences, the complete predicate is in parentheses. The simple predicate, or verb, appears in boldface.

##### EXAMPLES

#### one-word verb

Your friend on the track team (**runs** swiftly.)

#### two-word verb

Your friend on the track team (**will run** swiftly in this race.)

#### three-word verb

All season long, your friend on the track team (**has been running** swiftly.)

**four-word verb**

If he hadn't twisted his ankle last week, your friend on the track team (**would have been running** swiftly today.)

**COMPOUND SUBJECTS AND PREDICATES**

A sentence may have more than one subject or predicate. A **compound subject** has two or more simple subjects that have the same predicate. The subjects are joined by the conjunction *and*, *or*, or *but*.

A **compound predicate** has two or more simple predicates, or verbs, that share the same subject. The verbs are connected by the conjunction *and*, *or*, or *but*.

## EXAMPLES

**compound subject**

Pamela and Else | read their books in the library.

**compound predicate**

Four maniacal crows | watched and waited while I washed the car.

The conjunctions *either* and *or* and *neither* and *nor* can also join compound subjects or predicates.

## EXAMPLES

**compound subject**

Either Peter or Paul | sings the national anthem before each game.

Neither yesterday nor today | seemed like a good time to start the project.

**compound predicate**

Her dogs | either heard or smelled the intruder in the basement.

The police inspector | neither visited nor called last night.

A sentence may also have a compound subject and a compound predicate.

## EXAMPLE

**compound subject and compound predicate**

Mandy and Eric | grilled the hamburgers and made the coleslaw.

**SENTENCE STRUCTURES**

A **simple sentence** consists of one independent clause and no subordinate clauses. It may have a compound subject and a compound predicate. It may also have

any number of phrases. A simple sentence is sometimes called an independent clause because it can stand by itself.

## EXAMPLES

Three bears emerged from the forest.

They spotted the campers and the hikers and decided to pay a visit.

The three bears enjoyed eating the campers' fish, sandwiches, and candy bars.

A **compound sentence** consists of two sentences joined by a semicolon or by a coordinating conjunction and a comma. Each part of the compound sentence has its own subject and verb. The most common coordinating conjunctions are *and*, *or*, *nor*, *for*, *but*, *so*, and *yet*.

## EXAMPLES

Feeding bears is dangerous and unwise, **for** it creates larger problems in the long run.

Our zoo is home to two panda bears; they were originally captured in Asia.

A **complex sentence** consists of one independent clause and one or more subordinate clauses. The subordinate clauses in the examples below are underlined.

## EXAMPLES

When you finish your report, remember to print it out on paper that contains 25 percent cotton fiber.

Jim will water the lawn after he returns home from the baseball game.

If you combine a compound sentence and a complex sentence, you form a **compound-complex sentence**. This kind of sentence must have two or more independent clauses and at least one subordinate clause. In the following examples, the subordinate clauses are underlined.

## EXAMPLES

Rabbits, which like to nibble on the flowers, often visit my garden early in the morning, or they wait until early evening when the dog is inside the house.

Larry enthusiastically leaps out of bed each morning after his alarm clock rings, yet he often feels sleepy in the afternoon.

## PREDICATE NOUNS AND PREDICATE PRONOUNS

A **predicate noun** is a noun that completes a sentence that uses a form of the verb *to be*. Similarly, a **predicate pronoun** is a pronoun that completes a sentence that uses a form of the verb *to be*. In fact, the relationship between the subject and the predicate noun or pronoun is so close that the sentence usually suggests an equation. Such sentences can often be reordered without changing the meaning.

### EXAMPLES

#### predicate noun

Jacinta was the first girl to play on the boys' baseball team. (Jacinta = girl)

The first girl to play on the boys' baseball team was Jacinta. (girl = Jacinta)

#### predicate pronoun

The friend who took me bowling was you. (friend = you)

You were the friend who took me bowling. (You = friend)

To find a predicate noun or pronoun, ask the same question you would ask to find a direct object.

### EXAMPLES

My aunt is a great **chef**. (My aunt is a what? *Chef* is the predicate noun that renames or identifies *aunt*, the subject of the sentence.)

The first contestant will probably be **you**. (The first contestant will be who? *You* is the predicate pronoun that renames or identifies *contestant*, the subject of the sentence.)

The ticket taker at the booth was **she**. (Think: She was the ticket taker at the booth.)

The leaders of the hike were Sara and **he**. (Think: Sara and he were the leaders of the hike.)

## PREDICATE ADJECTIVES

A **predicate adjective** completes a sentence by modifying, or describing, the subject of a sentence. To find a predicate adjective, ask the same question you would ask to find a direct object.

### EXAMPLE

Your directions were **precise**. (Your directions were what? *Precise* is the predicate adjective that describes *directions*, the subject of the sentence.)

## 3.7 Modifiers

### ADJECTIVES AND ADVERBS

Adjectives and adverbs—two kinds of **modifiers**—add meaning to nouns, adjectives, verbs, and adverbs. An **adjective** modifies a noun or a pronoun. An **adverb** modifies a verb, an adjective, or another adverb.

### EXAMPLES

#### adjective

The **yellow** roses have rambled up the **wooden** trellis onto the roof.

(*Yellow* modifies the noun *roses*; *wooden* modifies the noun *trellis*.)

#### adverb

The roses are **too** thorny to be trimmed.

(*Too* modifies the adjective *thorny*.)

The roses have grown **very** slowly, but they bloom **profusely** every spring.

(*Very* modifies the adverb *slowly*; *profusely* modifies the verb *bloom*.)

To determine whether a modifier is an adjective or an adverb, you can follow these steps.

1. Look at the word that is modified.
2. Ask yourself, "Is this modified word a noun or a pronoun?" If the answer is yes, the modifier is an adjective. If the answer is no, the modifier is an adverb.

In the following example, the word *balloonist* is modified by the word *daring*. The word *balloonist* is a noun, so the word *daring* is an adjective.

### EXAMPLE

The **daring balloonist** traveled around the world.

In the next example, the word *landed* is modified by the word *safely*. The word *landed* is a verb; therefore, the word *safely* is an adverb.

### EXAMPLE

After surviving a storm at sea, the balloonist **landed safely** in Australia.

### 3.8 Prepositions and Conjunctions

#### PREPOSITIONS AND CONJUNCTIONS

Prepositions and conjunctions are the linkers of the English language. They are used to join words and phrases to the rest of a sentence. They also show the relationships between ideas. Prepositions and conjunctions help writers vary their sentences by connecting sentence parts in different ways.

A **preposition** is used to show how its object, a noun or a pronoun, is related to other words in the sentence. Some commonly used prepositions include *above, after, against, among, around, at, behind, beneath, beside, between, down, for, from, in, on, off, toward, through, to, until, upon, and with*.

##### EXAMPLES

A bright beacon led them safely **to** the shore.

He placed the book **beside** the bed.

A **conjunction** is a word used to link related words, groups of words, or sentences. Like a preposition, a conjunction shows the relationship between the words it links. Some of the most commonly used conjunctions are *and, but, for, nor, or, yet, so, if, after, because, before, although, unless, while, and when*. Some conjunctions are used in pairs, such as *both/and, neither/nor, and not only/but also*.

##### EXAMPLES

We went out for dinner **and** a movie on Saturday night.

They played poorly **because** they did not warm up before the game.

**Neither I nor** my brother inherited our mother's red hair.

Certain words can function as either conjunctions or prepositions. There are two important differences between a word used as a preposition and one used as a conjunction.

1. A preposition is always followed by an *object*, but a conjunction is not.

##### EXAMPLES

#### preposition

You may have a turn **after** your sister. (The noun *sister* is the object of the preposition *after*.)

#### conjunction

**After** you arrived, we had a wonderful time. (*After* is not followed by an object. It introduces a group of words, or clause, that depends on the rest of the sentence for meaning.)

2. A preposition introduces a prepositional phrase that connects parts of a sentence. A conjunction connects words or groups of words (clauses containing a subject and verb).

##### EXAMPLES

#### preposition

I never eat breakfast **before** exercising. (*Before* introduces the prepositional phrase *before exercising*.)

#### conjunction

Put on sunscreen **before** the swim meet begins. (*Before* introduces a clause, that is, a subject and verb, that modifies *put*, telling when to put on the sunscreen.)

### 3.9 Interjections

An **interjection** is a part of speech that expresses feeling, such as surprise, joy, relief, urgency, pain, or anger. Common interjections include *ah, aha, alas, bravo, dear me, goodness, great, ha, help, hey, hooray, hush, indeed, mercy, of course, oh, oops, ouch, phooey, really, say, see, ugh, and whew*.

##### EXAMPLES

**Hey**, that's not fair!

**Goodness**, you don't need to get so upset.

**Hush!** You'll wake the baby.

**Why, of course!** Please do join us for dinner.

Interjections actually indicate different degrees of emotion. They may express intense or sudden emotion, as in *Wow! That was unexpected*. Notice that the strong expression of emotion stands alone in the sentence and is followed by an exclamation point. Interjections can also express mild emotion, as in *Well, that is the best we could do*. In this sentence, the interjection is part of the sentence and is set off only with a comma. Even when interjections are part of a sentence, they do not relate grammatically to the rest of the sentence.

### 3.10 Phrases

A **phrase** is a group of words used as a single part of speech. A phrase lacks a subject, a verb, or both; therefore, it cannot be a sentence. There are three common kinds of phrases: prepositional phrases, verbal phrases, and appositive phrases.

#### PREPOSITIONAL PHRASES

A **prepositional phrase** consists of a preposition, its object, and any modifiers of that object. A prepositional phrase adds information to a sentence by relating its object to another word in the sentence. It may function as an adjective or an adverb.

##### EXAMPLES

##### adjectives

Sue planned a party **with music and dancing**. (The prepositional phrase *with music and dancing* tells what kind of party Sue planned. The phrase is used as an adjective, modifying the noun *party*.)

She found the CDs and tapes in a box **under her bed**. (The prepositional phrase *under her bed* tells in which box Sue found the CDs and tapes. The phrase is used as an adjective, modifying the object of the prepositional phrase *in a box*.)

##### adverbs

Albert struggled **into his jacket**. (The prepositional phrase *into his jacket* tells how Albert struggled. The phrase is used as an adverb, modifying the verb *struggled*.)

My friend is generous **with her time**. (The prepositional phrase *with her time* tells how the friend is generous. The phrase is used as an adverb, modifying the adjective *generous*.)

Use prepositional phrases to create sentence variety. When every sentence in a paragraph starts with its subject, the rhythm of the sentences becomes boring. Revise your sentences, where it is appropriate, to start some with prepositional phrases.

##### EXAMPLE

Chad stacked sandbags **for nearly eight hours**.

**For nearly eight hours**, Chad stacked sandbags.

### 3.11 Common Usage Problems

#### INCORRECT USE OF APOSTROPHES

Use an apostrophe to replace letters that have been left out in a contraction.

##### EXAMPLES

that's = that is  
aren't = are not  
we'll = we will

Use an apostrophe to show possession.

#### Singular Nouns

Use an apostrophe and an *s* (*'s*) to form the possessive of a singular noun, even if it ends in *s*, *x*, or *z*.

##### EXAMPLES

storm's damage  
Chris's guitar  
Max's spoon  
jazz's history

#### Plural Nouns

Use an apostrophe and an *s* (*'s*) to form the possessive of a plural noun that does not end in *s*.

##### EXAMPLES

geese's flight  
women's conference

Use an apostrophe alone to form the possessive of a plural noun that ends in *s*.

##### EXAMPLES

dolphins' migration  
wheels' hubcaps

Do not add an apostrophe or *'s* to possessive personal pronouns: *mine*, *yours*, *his*, *hers*, *its*, *ours*, or *theirs*. They already show ownership.

##### EXAMPLES

His homework is finished; **mine** is not done yet.

The red house on the corner is **theirs**.