

STAAR Editing Review

- **Misspelled words** – make sure to use a dictionary
- **There vs. their** – there: location and their: is referring to someone's things
- **Then vs. than** – then: transition (ex. Then this happened) and than: comparing
- **Is vs. are** – if the noun is singular, you use is. If it's plural, you use are. (Ex. arrangement is causing, arrangements are causing)
- **Good vs. well** – Good is used as an adjective (ex. You did a good job. Good is describing job) and well is used as an adverb (ex. I don't feel very well)
- **Its vs. it's** – its = possessive, it's = it is (Ex. The dog buried its bone. It's going to be fun.)
- **I vs. Me** – I is the subject Ex. Mrs. Shelton and I teach at the same school.; Me is the object (Ex. My mom told my brother and me to clean our rooms.)
- **Your vs. You're** – your shows possession; you're – contraction you are.
- **Was vs. were** – subject is singular, use was. Subject plural, use were. (Ex. The girl was walking, The girls were walking)
- **A vs. an** – use "a" when the next word has a consonant sound. Use "an" when the next word has a vowel sound. (Ex. A book, An hour)
- **Has vs. have** – use "has" in the 3rd person singular (he, she, Mrs. Jones); use "have with the following pronouns (I, you, we, they)
Ex. Mrs. Jones has been waiting for you. I have my report card.
- **Make sure to understand homophones** – aloud/allowed lessen/lesson – use a dictionary!!!
- **Complex sentences** – Two sentences joined together with an A WHITE BUS word. The A WHITE BUS word can either be in the front or middle. If it is in the front there MUST be a comma after the first complete sentence. If it is in the middle there doesn't have to be a comma separating the sentences – it is author's choice.
Ex. Even though living in the country was great, I love the city life even better.
I love the city life even better even though living in the country was great.
- **Compound sentences** – Two sentences joined together with a comma and FANBOYS.
Ex. Living in the country was great, but living in the city is even better.
- **Run On sentences** – be careful of run – ons. You can't put two or more sentences together WITHOUT making it complex, compound, compound-complex, or creating a list/series of items.
- **Pronoun usage** – Pronouns replace nouns (him, she, it, they, them). You need to understand when to use them.
Ex. If the cookie was dunked to long, the liquid dissolved the sugar in the cookie and made (them/it) fall apart. The answer is it because cookie is singular.
- **Proper nouns** – Proper nouns MUST be capitalized. They are the name of a specific person, place or thing. Be careful of mom and dad. If it is used as a name mom and dad is capitalized.
Ex. While driving to the store, Mom and Dad argued about how to get there. If it says: my mom and dad/her mom and dad/ his mom and dad/ their mom and dad - - it is not capitalized.
- **Past/Present Tense** – If the story is told is past or present tense, the entire story MUST remain in the same tense.
Ex. The research showed that when only a portion of the cookie was dunked, the cookie (lasts/lasted) four times longer
The answer is lasted because showed is past tense. The sentence MUST stay in the same tense.
- **Apostrophe** – The 's is used to show ownership. Ex. The girl's room, Lisa's book, etc. If you are making something plural, no apostrophe is needed. Ex. My boys are staying the night at their friend's house.
- **Semicolon** – a semicolon joins two complete sentences that are related together. It takes place of the word and.
Ex. We have paid our dues; we expect all the privileges listed in the contract.
- **Double negative** – You can't have two negatives in the same sentence. You must get rid of one of them. Ex. I can't do nothing. It should say I can't do anything. Another example: Without no...you must get rid of one of them.
- **Compound-Complex Sentence** – This is when you have a compound AND a complex sentence together.
Ex. Although I like to go camping, I haven't had the time to go lately, and I haven't found anyone to go with me.
- **Participle Phrase** – phrase that begins with a verb ending in -ing or -ed. If the participle phrase begins the sentence, you need a comma.
Ex. Clogged with dog hair, the water drained slowly down the pipe. Walking on the beach, I collected seashells.
- **Quotations** - put quotation marks around spoken words – make sure to capitalize the initial word in the quote.
- **Appositive Phrase** – renames another noun right beside it and is set off by commas. You can remove the appositive and the sentence still makes sense. (Ex. I worked at my last school, Wedgwood Middle, for 6 years.)
- **Parallel Structure** – sentences with a series of items must be set up the same way.
Ex. All I can hear is the whoosh of the wind, the thunder of the car's metallic wheels, and the piercing shrieks of my fellow passengers.

Capitalization Key Rules

1. Names of people

- **Names**—John Quincy Adams
- **Suffixes and titles**—Jr. the Great, Princess of Power, Mr., Mrs. or Dr., President Lincoln

2. Names of mountains, mountain ranges, hills and volcanoes

- Gellert Hill
- Mt. Olympus
- the Appalachians
- San Juan Hill
- Mt. Vesuvius

3. Names of bodies of water

- Mississippi River
- Lake Erie
- the Indian Ocean
- the Dead Sea

4. Names of buildings, monuments, bridges and tunnels

- White House
- Eiffel Tower
- Statue of Liberty
- Golden Gate Bridge
- Lincoln Tunnel

5. Street names

- Capital Boulevard
- Capital Boulevard

6. Schools, colleges and universities

- Harvard University
- Wilkesboro Elementary School
- Cape Fear Community College

7. Continents, regions, countries, states, counties, cities and towns

- New England
- the Midwest
- the Pacific Northwest
- the South as a region
- South America
- Belgium
- Wisconsin
- Prince William County
- London
- Lizard Lick

8. Titles of books, movies, magazines, newspapers, articles, songs, plays and works of art

- *The Washington Post*
- *A Few Good Men*
- *The Glass Menagerie*
- *Of Mice and Men*

9. The first letter in a sentence

- The waiter said, "My manager will be here shortly," but he never came.
- The waiter told us that his manager would "be here shortly," but he never came.

10. The pronoun I

- I is always capitalized.

Remembering the Capitalization Rules

How can you possibly remember all these rules? Well, first of all, you should ask yourself three questions:

- Is this the first letter in a sentence? If the answer is yes, capitalize.
- Is this the pronoun I? If yes, capitalize.
- Am I using a name that someone gave to this thing or person? If yes, capitalize.

Punctuation Pattern Sheet

Rule 1

Use commas to separate items within a list. The comma is placed before the last item in the list. (Example: I bought apples, oranges, and bananas.)

1. Independent clause .

2. Independent clause ; Independent clause .

3. Independent clause ; therefore , Independent clause .

however
nevertheless
consequently
furthermore
moreover

4. Independent clause , and Independent clause .

but
for
or
nor
so
yet

Rule 2

Direct address - Use commas to set off direct address. (When you write a situation where one character speaks directly to another person and uses their name.)

Rule 3

Interjections - Use commas to set off interjectory words and expressions which interrupt the sentence. These expressions vary in form and function.

5. Clause , nonessential clause , clause .

phrase
or word

phrase or word

phrase

Example: Interjectory words and expressions: yes, of course, in fact, of course, in my opinion, on the other hand, to tell the truth, on the contrary.

6. If dependent clause , Independent clause .

Because
Since
When
While
Although
After

Compound sentences - Use a comma before AND, BUT, FOR, NOR, OR in a compound sentence.

Example: The meeting got started, and I approached him for help.

7. Independent clause if dependent clause .

because
since
when
while
although
after

Rule 4

Appositives and appositive phrases - Use commas to set off and enclose an appositive (a word or phrase which can be substituted for a noun - do not use this rule for renaming a noun with merely describing a noun.)

Example: Tom, the captain of the team, spoke at the assembly.

Note: Appositives are not set off with commas such as my friend Bill or my sister Maria.

Rule 5

Nonessential phrases or clauses - Use commas to set off and enclose nonessential phrases or clauses (phrases or clauses which are not essential to the meaning of the sentence.) Generally, nonessential phrases or clauses are used for a clarification or clarification.

Example: My car, which is a red coupe with its headlights and classic grill, is a 1940 Ford coupe.

Example: Looking at the clock and scanning the list of names of him, he quickly entered the gym field.

Relative clauses begin with who, whom, which or that and include a verb.

Example: The student, who is an honor student, studied diligently for the exam every night for a week.

Example: The man, who is a former student, said the notebook and the book, out of the window.

Example: The student, who is a former student, studied diligently for the exam every night for a week.

Example: The student, who is a former student, studied diligently for the exam every night for a week.

Example: The student, who is a former student, studied diligently for the exam every night for a week.

Comma Rules

Rule 1:

Use commas to separate items written in a series such as separate items or words, phrases and subordinate clauses and short independent clauses in a series.

Example: The mountains, the lakes, the meadows and the wildlife should be protected in this area.

Note: The conjunction AND in the above sentence for the last item in the series does not need a comma as the comma in a series actually functions as a conjunction. However, use a comma before the conjunction to avoid confusion with series of long phrases.

Rule 2:

Use a comma to separate two or more adjectives (descriptive words) BEFORE a noun if the word order of the two could be reversed and the word "and" could be substituted for the comma.

Example: The weary, emaciated man collapsed.

The emaciated and weary man collapsed.

Note: Do not put a comma between the last adjective and the noun.

Wrong: The lazy, rebellious, boy was suspended. (Microsoft Word does not catch this.)

Right: The lazy, rebellious boy was suspended.

Rule 3:

Direct address - use commas to set off direct address. (When you write a situation where one character speaks directly to another person and uses their name.)

Rule 4:

Interrupters - Use commas to set off introductory words and expressions which interrupt the sentence. These expressions are often called parenthetical expressions because the words themselves are not essential to the sentence and could be placed in parentheses.

Examples of introductory words and interrupters: yes, no, well, indeed, nevertheless, however, I believe, in fact, of course, in my opinion, on the other hand, to tell the truth, on the contrary.

Rule 5:

Addresses and dates - Use commas to separate and enclose the separate items in dates and addresses.

Example: Florence-Carlton School, located at 5602 Old Highway 93, Florence, Montana 59833, started school this year September 4, 1990.

Rule 6:

Compound sentences - Use a comma before AND, BUT, FOR, NOR, OR in a compound sentence.

Example: The menacing dog growled, and I approached him cautiously.

Rule 7:

Appositives and appositive phrases - use commas to set off and enclose an appositive (a word or phrase which can be substituted for a name - do not confuse this rule for renaming a noun with merely describing a noun.)

Example: Tony Ahern, the captain of the soccer team, is in my English class.

Note: Short or one word appositives are not set off with commas such as my friend Bill or my sister Maresa.

Rule 8:

Non-essential phrases or clause - Use commas to set off and enclose nonessential phrases or clauses (participial phrases or dependant clauses which are not essential to the meaning of the sentence.) Generally, nonessential phrases or clauses serve to provide extra information or clarification.

Example: My all-time favorite car, with its teardrop head lights and classic grill, is a 1940 Ford coupe.

The whitetail buck, scenting the air and scanning the trail ahead of him, cautiously entered the grain field.

Some nonessential clauses begin with who, whom, which or that and include a verb.

Example: The president of our student body, **who is an honor student**, studied diligently for the exam every night for a week. Consider the comma as hooks; the clause "who is an honor student" could be unhooked and dropped out of the sentence because it is not necessary to identify which student studied all week. It is merely extra information and not essential to the basic meaning of the sentence.

ESSENTIAL CLAUSES = NO COMMAS!

The following are examples of clauses which are essential to identifying the person or subject and which, consequently, can not be unhooked and dropped from the sentence.

The man who is wearing a tan jacket looks suspicious. (If you dropped the clause "who is wearing a tan jacket," you wouldn't know which man looks suspicious.)

At the end of the day, all girls **who are on the basketball team** report to the gym. (If you removed the clause "who are on the basketball team," the sentence would be absurd.)

Rule 9:

Introductory clause or phrases - Use a comma after an introductory clause or more than one phrase at the beginning of a sentence.

Example: After we won the game, we celebrated at Wagon Wheel.

Note: No comma is used when the clause is at the end of the sentence.

Rule 10:

Letters - use a comma after the greeting in a friendly letter and after the closing expression

Example: Dear Mom,

Your loving son,

Colons

Use a colon to call attention to words that follow it.

Use a colon after an independent clause to direct attention to a list, an appositive, or a quotation.

Correct: Before going on our trip we must purchase the following: a sleeping bag, a tent, and a survival kit. (list)

Correct: Before going on our trip we must purchase the following: a sleeping bag, a tent, and a survival kit. (appositive)

Semicolons and Colons

Semicolons

A semicolon (;) is used to separate complete sentences that are closely related or to separate items in a series that contain internal punctuation.

Independent Clauses

Use a semicolon between closely related independent clauses that are *not* joined with a coordinating conjunction.

Incorrect: Angela was distressed over having to write a term paper; so she asked for extra help.

Correct: Angela was distressed over having to write a term paper; she asked for extra help.

Conjunctive Adverbs and Transitional Expressions

Use a semicolon between sentences that are joined with a conjunctive adverb or a transitional expression. The semicolon is placed before the transitional expression; a comma is placed after the transitional expression.

Incorrect: He is going to the play, however, he must leave early.

Correct: He is going to the play; however, he must leave early.

Incorrect: A recent study shows that bottled water is not as healthy for us as we may think, in fact, it may be no more safe than regular tap water.

Correct: A recent study shows that bottled water is not as healthy for us as we may think; in fact, it may be no more safe than regular tap water.

Colons

The colon (:) is mainly used to call attention to words that follow it.

Lists, Appositives, and Quotations

Use a colon after an independent clause to direct attention to a list, an appositive, or a quotation.

Incorrect: Before going on our trip we must purchase the following, a sleeping bag, a tent, and a survival kit. (List)

Correct: Before going on our trip we must purchase the following: a sleeping bag, a tent, and a survival kit.

Making Subjects and Verbs Agree

1. When the subject of a sentence is composed of two or more nouns or pronouns connected by and, use a plural verb.

She and her friends are at the fair.

2. When two or more singular nouns or pronouns are connected by or or nor, use a singular verb.

The book or the pen is in the drawer.

3. When a compound subject contains both a singular and a plural noun or pronoun joined by or or nor, the verb should agree with the part of the subject that is nearer the verb.

The boy or his friends run every day.

His friends or the boy runs every day.

4. Doesn't is a contraction of does not and should be used only with a singular subject. Don't is a contraction of do not and should be used only with a plural subject. The exception to this rule appears in the case of the first person and second person pronouns I and you. With these pronouns, the contraction don't should be used.

He doesn't like it.

They don't like it.

5. Do not be misled by a phrase that comes between the subject and the verb. The verb agrees with the subject, not with a noun or pronoun in the phrase.

One of the boxes is open

The people who listen to that music are few.

The team captain, as well as his players, is anxious.

The book, including all the chapters in the first section, is boring.

The woman with all the dogs walks down my street.

6. The words each, each one, either, neither, everyone, everybody, anybody, anyone, nobody, somebody, someone, and no one are singular and require a singular verb.

Each of these hot dogs is juicy.

Everybody knows Mr. Jones.

Either is correct.

7. Nouns such as civics, mathematics, dollars, measles, and news require singular verbs.

The news is on at six.

Note: the word **dollars** is a special case. When talking about an amount of money, it requires a singular verb, but when referring to the dollars themselves, a plural verb is required.

Five dollars is a lot of money.

Dollars are often used instead of rubles in Russia.

8. Nouns such as scissors, tweezers, trousers, and shears require plural verbs. (There are two parts to these things.)

These scissors are dull.

Those trousers are made of wool.

9. In sentences beginning with "there is" or "there are," the subject follows the verb. Since "there" is not the subject, the verb agrees with what follows.

There are many questions.

There is a question.

10. Collective nouns are words that imply more than one person but that are considered singular and take a singular verb, such as group, team, committee, class, and family.

The team runs during practice.

The committee decides how to proceed.

The family has a long history.

My family has never been able to agree.

The crew is preparing to dock the ship.

This sentence is referring to the individual efforts of each crew member. *The Gregg Reference Manual* provides excellent explanations of subject-verb agreement (section 10: 1001).

11. Expressions such as with, together with, including, accompanied by, in addition to, or as well do not change the number of the subject. If the subject is singular, the verb is too.

The President, accompanied by his wife, is traveling to India.

All of the books, including yours, are in that box.

14. Comparison of fact—The castle was like a giant's hand, with its towers and battlements, rising from the valley floor.

15. Assertion (with one general idea)—and, yet, once again, the old man of the mountain.

16. Transition (transitional words are needed)—and, the old man of the mountain, the old man of the mountain, had breath.

17. Repetition—The old man of the mountain, the old man of the mountain, the old man of the mountain.

18. Alliteration—The old man of the mountain, the old man of the mountain, the old man of the mountain.

19. Onomatopoeia—The old man of the mountain, the old man of the mountain, the old man of the mountain.

20. Personification—The old man of the mountain, the old man of the mountain, the old man of the mountain.

#1 Pattern—1, 11, 1, 1

#2 Pattern—11, 11, 11, 1

#3 Pattern—1, 11, 11, 1

Example Pattern—1, 1, 11

APPROACH TO THE GOLD—The old man of the mountain, the old man of the mountain, the old man of the mountain.

Example Pattern—1, 1, 1

Yang said to his servants, "I mean that he valued gold above everything else—he ever valued gold above his own life." The old man of the mountain, the old man of the mountain, the old man of the mountain.

Example Pattern—1, 1, 1

Sentence Construction with a Purpose

1. **Generalization**—All dogs are beautiful.
2. **Summary**—To conclude, as you have seen, we can put fictional characters into several of these categories.
3. **Comparison**—The witch is a better villain than a milk maid.
4. **Contrast**—Cinderella was an industrious servant, but Jack was indolent and lazy.
5. **Cause/Effect**—If the heroine eats the poisoned apple, she will plunge into a deep sleep.
6. **Opinion**—I think “The Three Pigs” is the greatest folktale ever told.
7. **Definition**—A villain is a scoundrel in a story.
8. **Procedure**—First, plant the beans in the ground. Second, water them well. Third, wait for them to sprout. Fourth, once the beanstalk has shot into the sky, begin climbing into a new world.
9. **Problem/Solution**—Jack and his mother were poor until he absconded with the Giant’s goose that laid golden eggs, the bag of gold, and the magical harp.
10. **Simile**—The dragon streaked through the sky like a winged comet with a bad attitude.
11. **Metaphor**—The story is a portal to a new world for the readers.
12. **Hyperbole**—The witch was meaner than a boxcar filled with angry bees.
13. **Law/Principle**—Every time fairy-tale characters are told not to do something, they always ignore the order, do what they shouldn’t, and find themselves in trouble.
14. **Catalogue of Facts**—The castle was filled with dukes and barons, princesses and duchesses, and jesters and jugglers.
15. **Assertion (with one general idea)**—Scrooge was a greedy fellow most of his miserable life.
16. **Transition (transitional words are in italics)**—*Another* problem that the Wolf had to overcome was his stinking, bad breath.
17. **Repetition**—Fire, fire burning bright. Fire, fire a blazing sight.
18. **Alliteration**—Repunzel repelled reluctantly on a rough rope.
19. **Onomatopoeia**—The fireworks sizzles, crackled, zipped, and popped through the dark night sky.
20. **Personification**—From constantly spinning and blinking, the lighthouse grew dizzy and moaned loudly in the storm’s angry clouds.

#1 Pattern—4, 14, 3, 7

#2 Pattern—15, 14, 13, 1

#3 Pattern—9, 10, 14, 2

#4 Pattern—8, 3, 6

#5 Pattern—17, 20, 9

#6 Pattern—18, 11, 5

Example Pattern—1, 4, 10

Although all students try to write, some students place a lot of effort in bettering their skills, but others wait to slap any old thing on paper like someone slapping a fly with a swatter.

Example Pattern—15, 7, 5, 6

King Midas was avaricious. By avaricious, I mean that he valued gold above everything else—he even valued gold above his love for his daughter. His avarice caused him to turn everything he touched—including his daughter—into gold. ~~I think that,~~ Surrounded by nothing but gold, he became a horribly lonely man.

Polette, Keith. *Teaching Grammar Through Writing: Activities to Develop Writer’s Craft in All Students in Grades 4-12*. Boston: Pearson, 2008. ISBN—0-205-49166-9

Sentence Variation Models

- **Begin with a subject.**
 - *Dad* was a man with a mission that day.
- **Begin with an article and the subject.**
 - *The car* was old and rusty, but my father was determined to get it running.
- **Begin with an adjective and the subject.**
 - *Little wrinkles* of worry riddled my anxious forehead as I headed out the door.
- **Begin with an adverb before the subject.**
 - *Abruptly*, it began to rain.
- **Begin with a prepositional phrase used as an adverb.**
 - *In the sky*, clouds began to form.
- **Begin with a present participle phrase.**
 - *Coming down in buckets*, the rain soon saturated the ground.
- **Begin with a past participle phrase.**
 - *Soaked with water*, John sloshed through the mud.
- **Begin with an absolute phrase or more than one.**
 - *His long journey ended, his weary feet aching, his bones icy with the cold*, John entered the warm, cozy house.
- **Begin with an infinitive phrase as the subject.**
 - *To relax with a cup of hot tea* was Mary's only desire.
- **Begin with a gerund or gerund phrase as the subject.**
 - *Reading a good book* is the best thing to do on a cold, rainy day.
- **Use an adjective clause.**
 - The plethora notes, *which were incomplete*, created more arduous work for the exhausted students.
- **Begin with an adverbial clause.**
 - *While the roast is cooking*, my mother slices the tomatoes for the salad.
- **Postpone the subject.**
 - There are in all this darkness *a few rays of light*.
- **Begin with a noun clause.**
 - *That his rocket would never get off the ground* was an unbearable thought for the young scientist.
- **Begin with a verb.**
 - *Rise* the sun did on that awful day.
- **Begin with a conjunction.**
 - *But* how could this be?
- **Begin with the object of the verb.**
 - *That job*, no one wanted.
- **Begin with an interjection.**
 - *Aha*—I caught you red-handed.
- **Begin with a transitional word.**
 - *In fact*, there were no oranges left.
- **Begin with a predicate adjective.**
 - *Fierce* was the storm that night.
- **Begin with a subordinate clause.**
 - *Although the day was fair and cloudless*, he took no pleasure in it.
- **Begin with two or more prepositional phrases.**
 - *In the castle of the monster with the hideous face*, a beautiful princess languished.
- **Use an appositive phrase.**
 - The resplendent smile, *braces, head gear, and rubber bands included*, lit up the room like fireworks.
- **Use a semi-colon.**

- The poor, pathetic puppy was feeling badly last week; he had a stomach virus that was causing severe nausea.
- Use a comma and a coordinating conjunction (FANBOYS).
 - Cain got horribly car sick when we went to the veterinarian for an emergency visit, so he haphazardly regurgitated in my car, ruining the upholstery, the carpet, and my iPhone.
- Create a balanced sentence in which the phrases or clauses balance each other by virtue of their likeness of structure.
 - *The monster lurked within the stony citadel; the monster screeched behind the castle walls.*
- Write a periodic sentence in which the sentence base (independent clause) comes last.
 - Surrounded by angry villagers, poked and prodded with sharp pitchforks, frightened by the harsh orders of the guards, weakened by hunger and thirst, *the terrified monster cowered in the town square.*
- Write an antithetical sentence that contains two statements that are balanced, but opposite.
 - Great works of art show humankind *at its greatest, not at its happiest*; they illuminate moments of *decision, not moments of ease.*
- Write a sentence in inverted order so that the predicate comes before the subject.
 - *In the early winter comes* the snow.
- Write a sentence in which normally unassociated ideas, words, or phrases are placed next to one another (juxtaposed), thus creating an effect of surprise and wit.
 - The little children skipping on the lawn; a field of butterflies dancing in the wind.
- Write a sentence ending with three parallel elements: words, phrases, or clauses that have the same structure.
 - He loved *swimming, dancing, and running.* (gerunds)
 - He loved *to swim, to dance, and to run.* (infinitive phrases)
 - He loved *the stentorian roar of the crowd, the tangy smell of the hot dogs, and the sharp crack of the bat.* (noun phrases)
 - He loved *baseball because it was slow, because it was rhythmic, because it was played on sunny summer days and misty, rainy days and cold, wintry spring mornings.* (adverb clauses and adverb phrases)
- Write a sentence in which repetition plays a role.
 - The *slow summer days*, the *silent summer days*, the *secret summer days* slipped by one by one.
- Ask a rhetorical question.
 - Why should this be?
- Write a sentence using anadiplosis, the repetition of the last word of one clause at the beginning of the following clause.
 - The town fire chief, who was in charge of the Fourth of July celebration, was famous for his astonishing *fireworks*; these *fireworks*, richly colored and brilliant, burst repeatedly in the night sky like fiery rockets exploding in a rain of twinkling, incandescent, glittering sparkles.
- Write a sentence using anaphora, the repetition of the same word or group of words at the beginning of the successive clauses.
 - *We will pursue him* into the mountains; *we will pursue him* into the desert; *we will pursue him* down valleys and into canyons; *we will pursue him* to the ends of the earth.
- Write a sentence using asyndeton, the deliberate omission of conjunctions in a series of related clauses.
 - I saw the mountain; I climbed the mountain; I conquered the mountain.
- Write a sentence using chiasmus in which the arrangement of ideas in the second clause is a reversal of the first.
 - Am I philosopher dreaming I'm a butterfly, or *am I a butterfly dreaming I'm a philosopher?*
- Write a sentence using ellipsis, the deliberate omission of a word or words which are readily implied by the context.
 - The valley was cold, because it seldom saw the sun, damp, because *[it was]* surrounded by mist; *[it was]* silent, for no birds made their nests there or sang in the twilight.

- Write a sentence using epanalepsis, the repetition at the end of a clause of the word that occurred at the beginning of the clause.
 - Dinner was over, but no one had *dined*; the argument had taken away everyone's appetite.
- Write a sentence using a polysyndeton, the deliberate use of many conjunctions for special emphasis—to highlight quantity or mass of detail or to create a flowing, continuous sentence pattern.
 - The meal was amazing—my mother had cooked turkey *and* dressing *and* green peas *and* fruit salad *and* mashed potatoes smothered with gravy *and* toasty white rolls with honey *and* pumpkin pie *and* hot pecan pie swirled with whipped cream, *and* no matter how much we ate, the table seemed just as loaded as when we began eating.

Hagar, Lynn, et. al. *Laying the Foundation*. Advanced Placement Strategies, Inc., 2005.

| | | |
|-----|-----------------------------|--|
| and | Noun phrase + noun phrase | We have tickets for the symphony and the opera. |
| but | Verb + verb | She is nervous and excited about the new class. |
| but | clause + comma + sentence | The orchestra rehearses on Tuesday, but the chorus rehearses on Wednesday. |
| Or | Verb + verb | Have you seen or heard the opera by Scott Joplin? |
| Yet | Subject + comma + sentence | I did a lot of homework, yet I decided to go to the movie. |
| So | Sentence + comma + sentence | I wanted to sit in the front of the balcony, so I bought my tickets early. |

Use *and* to connect similar ideas. Use *but* or *yet* to contrast ideas.

and can make eye contact and track motion.

And connects two of Eng's abilities.

Eng is a computer-driven machine, but it acts like a human being.

But contrasts what Eng is with how it acts.

Use *or* or *nor* to introduce a choice.

Dismissed, apart, or shot, carefully or lost and.

Or introduces another option for a final expression.

Correlating Conjunctions:

| Correlating Conjunctions | What the correlating conjunctions join | Example sentences using correlating conjunctions |
|--------------------------|--|--|
| Both...and | Subject + subject | Both my sister and my brother play the piano. |
| Either...or | Noun + noun | My math program is either Mozart or Beethoven. |
| Neither...nor | Subject + subject | Neither my friend likes the chords or my friend likes the term "musicality" in the book. |

Conjunction Notes

A conjunction is a word used to join words or groups of words. Different kinds of conjunctions are used in different ways.

Coordinating conjunctions: connect words used in the same way. The words joined by a conjunction can be subjects, objects, predicates, or any other kind of sentence parts.

- Motors and software control a robot named Cog.

Motors, software are subjects --- and is the coordinating conjunction

Common coordinating conjunctions

| Coordinating Conjunction | What the coordinating conjunction joins | Example sentences using coordinating conjunctions |
|--------------------------|---|--|
| For | | |
| And | Noun phrase + noun phrase | We have tickets for the symphony and the opera. |
| Nor | Verb + verb | I have heard nor seen anything about the new class. |
| But | Sentence + comma + sentence | The orchestra rehearses on Tuesday, but the chorus rehearses on Wednesday. |
| Or | Verb + verb | Have you seen or heard the opera by Scott Joplin? |
| Yet | Sentence + comma + sentence | I had a lot of homework, yet I decided to go to the movie. |
| So | Sentence + comma + sentence | I wanted to sit in the front of the balcony, so I ordered my tickets early. |

Use *and* to connect similar ideas. Use *but* or *yet* to contrast ideas.

- Cog can make eye contact *and* track motion.

And connects two of Cog's abilities.

- Cog is a computer-driven machine, *but* it acts like a human being.

But contrasts what cog is with how it acts.

Use *or* or *nor* to introduce a choice.

- Kismet, another robot, can smile *or* look sad.

Or introduces another choice for a facial expression.

Correlating Conjunctions:

| Correlating Conjunctions | What the correlating conjunctions join | Example sentences using correlating conjunctions |
|--------------------------|--|---|
| Both...and | Subject + subject | Both my sister and my brother play the piano. |
| Either...or | Noun + noun | Tonight's program is either Mozart or Beethoven. |
| Neither...nor | Subject + subject | Neither the orchestra nor the chorus was able to overcome the terrible acoustics in the church. |

| | | |
|---------------------|-----------------------------|--|
| Not only...but also | Sentence + comma + sentence | Not only does Sue raise money for the symphony, but she also ushers at all of their concerts. |
|---------------------|-----------------------------|--|

Correlative conjunctions: are pairs of words that connect words used in the same way. Like coordinating conjunctions, correlative conjunctions can join subjects, objects, predicates, and sentence parts.

- Cog moves *not only* its head *but also* its arms.
Head, arms are objects --- not only, but also are correlative conjunctions
- *Both* Cog *and* Kismet are robots with intelligence.
Both, and are correlative conjunctions ---Cog, Kismet are subjects

Subordinating Conjunction: relates the dependent clause to the independent clause.

| Time | Cause + Effect | Opposition | Condition |
|----------------------|----------------------|-------------|----------------|
| After | Because | Although | If |
| Before | Since | Though | Unless |
| When | Now that | Even though | Only if |
| While | As | Whereas | Whether or not |
| Since | In order that | While | Even if |
| Until | So | | In case that |
| As | As long as | | |
| By the time | Inasmuch as | | |
| Till | Due to the fact that | | |
| As soon as | | | |
| Whenever | | | |
| Every time | | | |
| First, second...time | | | |
| Next | | | |
| Last time | | | |