Name: Date: Handouts

**Unit 2 Study Guide**

**Theme**

DIRECTIONS: Read the following passage. Then answer the questions the follow.

Georgia decided to take a sewing class, but felt very frustrated when she couldn’t sew a straight line on the first day.

“The looks so easy, but it’s not! Clearly I’m just terrible at sewing!” She complained.

Even though she felt frustrated, she continued to go to class week after week. Each week, her sewing instructor helped her. By the last week of class, Georgia finally completed a project all by herself. She created a rectangular pillow for her bed….with four mostly perfect straight lines.

1. What is the big idea theme of the passage?
	1. Differences
	2. Family
	3. Teamwork
	4. Perseverance

 2. Write a theme statement that applies to the passage.

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**Poetic Elements**

DEFINE the following terms.

1. Enjambed Lines
2. End-Stopped
3. Free Verse
4. Symbolism
5. Prose

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**Argumentative Writing**

DIRECTIONS: Read the paragraphs below. Then answer the questions that follow.

Jogging is more than exercise. Jogging causes the body to produce a group of hormones called endorphins. These hormones may then release natural painkillers that can reduce suffering from arthritis, allergies, or other ailments. Jogging might actually trigger relief from pain and help ward off the common cold.

Jogging can build not only muscles but also confidence. A program of regular jogging enables a runner to complete run after run while becoming stronger and more self-assured. A bonus can be increased self-esteem through weight loss and better body image. Sustained running also requires self-discipline, which can benefit a runner’s ability to stay with a task to completion.

1. Which sentence in the first paragraph directly states the writer’s claim about jogging?
2. What is the main point, or reason, of the second paragraph?
3. List three specific details the writer presents as evidence.
4. What additions to the text make the argument stronger?

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**Connotation and Denotation**

DIRECTIONS: For each sentence, underline the word in parentheses that has a positive connotation. Then, rewrite the sentence, replacing the word with its denotation.

1. Cara was such a (precocious/smart) little girl; she could count to one hundred by the time she was two.
2. Crispin’s horse loves (ingesting/noshing) apples and oats.
3. There was a strong (aroma/scent) emanating from the kitchen.

DIRECTIONS: Use each of the words with a negative connotation in a complete sentence.

1. Nasty
2. Garish
3. Spiteful

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**Prefix / Suffix Practice**

The Latin prefix *en-* means “in”, “into”, or “on.”

Example: Encompass

Meaning: to contain

DIRECTIONS: Write the meanings of these words based on your understanding of the prefix *en-*.

1. Enrage:
2. Encircle:

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To determine the meaning of a word that ends with multiple suffixes, such as *spitefully*, begin with the meaning of the base word. Then, working from left to right, analyze the effect each suffix has on the word’s meaning and part of speech.

Example: Gleefully

Meaning: full of exuberance and joy

DIRECTIONS: Write the meanings of these words based on your understanding of multiple suffixes.

1. Tearfully:
2. Hopelessness:

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The Greek root *-log-* means either “to speak” or “to study the theory of.”

Example: Archaeologists

Meaning: people who study cultures of the past

DIRECTIONS: Write the meanings of these words based on your understanding of the root *-log-*.

1. Anthropologist:
2. Dialogue:

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Define *contempt.*

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**Infinitive Phrases**

*With an object:* It is difficult to see a *solution*.

*With a modifier:* We may need to work *quickly*.

*With both:* We will need to welcome *gladly* *the stranger to our gates*.

*Used as a noun:* To win a Pulitzer Prize is an honor.

*Used as an adjective:* Dickinson had a desire to write deceptively simple poetry. (modifies *desire*)

*Used as an adverb:* Some magazine columnists write to persuade readers. (modifies *write*)

DIRECTIONS: Underline the infinitive phrase and then identify how that infinitive phrase is used.

1. Alex and Anna wanted to ride their bikes fast. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Felix began to paint the house last summer. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. The sound vibrations caused the table to shake. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Ethan was excited to fish in the lake. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Diction & Syntax**

DIRECTIONS: For each quote write whether the diction is *formal* or *informal* and whether the syntax is *simple* or *complex*.

1. *Not to stay to tea, of course, or to come traipsing through the house*.
2. *So they were the daughters of a washerwoman and a gaolbird. Very nice company for other people’s children!*
3. *Oh, ain’t it lovely!*
4. *Lena couldn’t stand that. She put her hands on her hips; she shot forward. “Yah, yer father’s in prison!” she hissed, spitefully.*

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**Parallel Structure / Parallelism**

Parallel structure is the repetition of grammatical structures to express related ideas. For example, a series of nouns might all be in the same number, a series of prepositional phrases might all use the same preposition, or a series of clauses might all begin with a person’s name followed immediately by an action verb. Parallelism helps show the relationships among ideas.

DIRECTIONS: Underline the examples of parallelism in the following statements.

1. We saw historical automobiles, motorcycles, ships, and airplanes at the transportation museum.
2. This afternoon, I am going to the mall, my sister is going to the zoo, and my brother is going to the skate park.
3. Axel raises goats, Lucy plants vegetables, and Josh builds birdhouses.

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**Poetry**

DIRECTIONS: Read the following sonnet. Identify and annotate the *couplet*, bracket the *quatrains*, and label the *rhyme scheme* using letters i.e. aa, bb.

SONNET 130

My mistress’ eyes are nothing like the sun;

Coral is far more red than her lips’ red;

If snow be white, why then her breasts are dun;

If hairs be wires, black wires grow on her head.

I have seen roses damasked, red and white,

But no such roses see I in her cheeks;

And in some perfumes is there more delight

Than in the breath that from my mistress reeks.

I love to hear her speak, yet well I know

That music hath a far more pleasing sound;

I grant I never saw a goddess go;

My mistress when she walks treads on the ground.

And yet, by heaven, I think my love as rare

As any she belied with false compare.

1. What theme does the couplet show? How its it different from the rest of the sonnet?
2. How many quatrains are present in this sonnet?
3. What is the rhyme scheme?