



10th Grade ELA

Midterm Study Guide

Grammar

Modifiers can be a single word: an *angry* elephant;

a phrase: Vernon chased the *furious, trumpeting* elephant down the hill;

or a dependent clause: Vernon, *who was nearly fainting from fear and anxiety*, chased the furious, trumpeting elephant down the hill.

Modifiers are used as additional words and phrases which provide context (or additional information) about another word in the sentence.

RULE: Modifiers should appear next to the word or phrase they describe, either directly before or after it.

Misplaced Modifiers:

Mei napped with her cat, tired after a long day at work.

Was Mei tired or the cat?

In the example above, the cat is tired after a long day at work!

The adjectival phrase tired after a long day at work is next to the word cat, not Mei like it should be.

The **misplaced modifier** is separated from the word it's supposed to describe, so the meaning of the sentence is lost.



Correct: Tired after a long day at work, Mei napped with her cat.

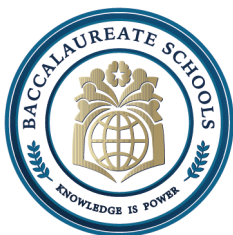
Practice:

First, underline the modifying phrase and circle the word it modifies. Then, rewrite the sentence so that the modifying phrase is as close as possible to the word it describes. Note: Some sentences contain two modifying phrases. Check your answers in the back of this handout.

1. Jack walked into only the house of horrors.
2. She almost needed one day to complete the assignment.
3. Her boyfriend opened the door with a wicked smile.
4. We nearly waited one month for the answer to our questions.
5. My friend took me for a ride after showering and shaving on the skyway.

Answers:

1. (Jack) walked into only the house of horrors.
Only Jack walked into the house of horrors.
2. She almost needed (one) day to complete the assignment.
She needed almost one day to complete the assignment.



3. Her (boyfriend) opened the door with a wicked smile.

With a wicked smile, her boyfriend opened the door.

4. We nearly waited (one) month for the answer to our questions.

We waited nearly one month for the answer to our questions.

5. My (friend) took me for a ((ride)) after showering and shaving on the skyway.

After showering and shaving, my friend took me for a ride on the skyway.

DANGLING MODIFIERS

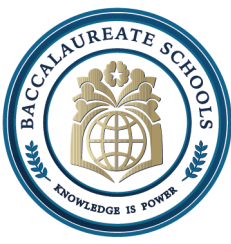
A modifying phrase or clause is said to dangle when it has no stated word to describe. A dangling modifier is sometimes difficult to identify because our brains supply the missing word. To correct a dangling modifier, you must rewrite the sentence and supply the word that is to be modified.

DANGLING MODIFIER: Climbing the mountain, a rock hit John's head. Who was climbing the mountain? The rock? Jim? We must rewrite the sentence for clarity.

CORRECTED EXAMPLE: When John was climbing the mountain, a rock hit his head. OR Climbing the mountain, John was hit on the head by a rock.

DANGLING MODIFIER: Being out of order, the president asked me to sit down. Who was being out of order? The president? Me? Rewrite the sentence.

CORRECTED EXAMPLE: Being out of order, I was asked by the president to sit down. OR Because I was out of order, the president asked me to sit down.



Practice:

The following sentences contain dangling modifiers. You will have to supply a subject and rewrite the sentence so that the modifying phrase is in the correct location to describe its subject. Check your answers in the back of this handout.

1. While sweeping the floor, the stew boiled over on the stove.
2. To write correctly, proper English should be used.
3. After putting a new ribbon in the printer, my papers looked better.
4. While washing his brother's car, a scratch was discovered on the bumper.
5. Thinking of something else, the instructor's voice surprised me.

Answers:

1. While sweeping the floor, I let the stew boil over on the stove.
2. To write correctly, students should use proper English.
3. After putting a new ribbon in the printer, I discovered that my papers looked better.
4. Dan, while washing his brother's car, discovered a scratch on the bumper.
5. Thinking of something else, I was surprised by the instructor's voice.

Finite & Non Finite Verbs

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Definition + Examples



Non-Finite Verbs:

Verbs that do not show tense and do not change with the subject. They usually act as nouns, adjectives, or adverbs.

Finite Verbs:

Verbs that show tense (past, present, or future) and agree with the subject. They are the main action in a sentence.

Example Sentences	Finite Verb	Non-Finite Verb
She wants to play in the park.	wants	to play
He decided to go home early.	decided	to go
They love eating ice cream.	love	eating
We are trying to finish the project.	are trying	to finish
I like to read books in my free time.	like	to read
The children enjoy playing football.	enjoy	playing
She is planning to visit her grandparents.	is planning	to visit
They agreed to meet tomorrow.	agreed	to meet
We stopped to rest after a long walk.	stopped	to rest

- **Finite and non-finite verbs** are differentiated from each other with reference to their nature and behaviour when used in a sentence.
- **Finite verbs** are those verbs that agree with the subject and express the mood, tense, number and person.
- On the other hand, **non-finite verbs** do not agree with the subject and can be used in the present participle, past participle or infinitive forms to perform different functions in a sentence.



Differences Between Finite and Non-Finite Verbs

Finite Verbs	Non-Finite Verbs
Show tense (past, present, future)	Do not show tense
Agree with the subject in number and person	Do not change based on subject
Can be the main verb of a sentence	Cannot be the main verb alone
Example: She runs fast.	Example: Running fast is fun.

Practice: Locate the verbs in the following sentences and identify if they are finite or non-finite verbs.

1. I had alfredo pasta for lunch today.
2. They brought us some homemade cookies.
3. Getting down from his caravan, A. R. Rahman waved to his fans.
4. My parents have decided to move to New Zealand by the end of this year.
5. The waves kept hitting the rocks at regular intervals.
6. Noorin was happy to be there at her best friend's wedding.



Answers:

1. I *had* alfredo pasta for lunch today.

Finite verb – Had

2. They brought us some homemade cookies.

Finite verb – Brought

3. *Getting down* from his caravan, A. R. Rahman *waved* to his fans.

Finite verb – Waved

Non-finite verb – Getting down

4. My parents *have decided to move* to New Zealand by the end of this year.

Finite verb – Have decided

Non-finite verb – To move

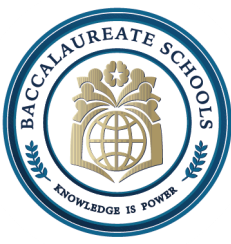
5. The waves *kept hitting* the rocks at regular intervals.

Finite verb – Kept

Non-finite verb – Hitting

6. Noorin *was* happy *to be* there at her best friend's wedding.

Finite verb – Was



Punctuation:

Colons (:) are primarily used to list items after an independent clause and sometimes to introduce a quotation or explanatory sentence.

Examples: The artist uses only three colors: blue, gray, and black.

The novel begins as follows: “Call me Ishmael.”

Semicolons (;) are used to join independent clauses that are closely related or to separate clauses or items in a series that already contain commas.

Examples: The artist used only three colors; as a result, her paintings had a ghostly quality.

The actor has appeared in the films Space Goofballs, Part 2; Once a Fool, Always a Fool; and, of course, My Favorite Turkey.

Dashes (—) are used to set off material for emphasis, a dramatic interruption, a summary statement, or an appositive.

Examples: The artist used only three colors—a brilliant technique!

It was winter—my least favorite time of year—and my coat felt great.

Now turn left, and—oh, look out!



"The Necklace"

Characters

- **Mathilde Loisel:** The main character, a beautiful and social woman with expensive tastes. She is dissatisfied with her life because she was born into a lower social class and cannot afford the luxurious items she desires.
- **Monsieur Loisel:** Mathilde's husband, a simple man who enjoys a modest life. He loves Mathilde and tries to make her happy, even at the expense of their finances.
- **Madame Forestier:** Mathilde's wealthy friend. Mathilde is envious of her wealth, and Madame Forestier unknowingly plays a key role in Mathilde's downfall.

Summary

- **Introduction:** Monsieur Loisel surprises Mathilde with an invitation to a high-society party, hoping to make her happy. However, Mathilde is upset because she has no suitable gown to wear.
- **Mathilde's Request:** To appease Mathilde, Monsieur Loisel gives her 400 francs (which he had saved for a gun) to buy a new dress.
- **Borrowing the Necklace:** Near the party, Mathilde borrows a diamond necklace from Madame Forestier to complete her look.
- **The Ball:** At the party, Mathilde is the center of attention. However, after the event, she is distressed to realize that she has lost the borrowed necklace.
- **Replacement and Debt:** The Loisels search for the necklace but cannot find it. They decide to replace it with a similar one, going into significant debt to do so.
- **Years of Hardship:** To pay off the debt, Monsieur Loisel works multiple jobs, and Mathilde does hard housework. Over the next 10 years, they live in poverty, and Mathilde's beauty fades.



- **The Revelation:** After a decade, Mathilde runs into Madame Forestier. Madame Forestier doesn't recognize her at first and is shocked to see how much she has changed. Mathilde tells her the story of the lost necklace and the sacrifices they made to replace it. Madame Forestier then reveals that the necklace was a fake, worth almost nothing.

Symbols

- **The Necklace:** A symbol of deception. It represents the false appearance of wealth that Mathilde tries to project at the party. The necklace also symbolizes the illusion of wealth in the aristocratic class, as Madame Forestier enjoys the pretense of lending a luxurious item, despite knowing it was fake.
- **Mathilde's Beauty:** Represents the temporary nature of outward appearances. Mathilde's beauty fades due to the hardship and work she endures over the next decade.

Theme

- **The Dangers of Pride:** Mathilde's pride in her appearance and desire to live a life of luxury lead her to borrow the necklace, which sets off a chain of events resulting in her downfall. She sacrifices 10 years of her life to repay the debt caused by her prideful desire for status. Additionally, pride also prevents Madame Forestier from revealing the necklace's true value, which could have saved Mathilde from hardship.

JFK's "Inaugural Speech"

- **Date of Speech:** January 20, 1961
- **Speaker:** John F. Kennedy, the 35th President of the United States
- **Occasion:** JFK's inauguration as President of the United States
- **Historical Context:** The speech took place during the height of the Cold War, as the U.S. was facing tensions with the Soviet Union. It was also a time of growing civil rights movements, a space race, and the need for national unity.

Key Themes



1. Unity and National Purpose

- JFK emphasizes the need for unity in the country, calling on Americans to come together in support of freedom, democracy, and progress.
- He uses phrases like “Ask not what your country can do for you—ask what you can do for your country” to inspire collective action and service.

2. Global Responsibility and Leadership

- Kennedy stresses the role of the United States as a leader in the world, especially in the fight against tyranny, poverty, and war.
- He urges nations to “begin anew the quest for peace,” focusing on the importance of global cooperation and peace, especially in the context of the Cold War.

3. Freedom and Liberty

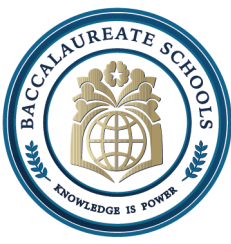
- JFK speaks about the importance of freedom, both domestically and abroad. He highlights the responsibility of the U.S. to defend freedom against threats, such as communism, and to spread it globally.

4. The Burden of Responsibility

- He acknowledges the challenges the nation faces, including poverty and war, but calls upon Americans to take responsibility and rise to the occasion to meet these challenges.

5. Optimism and the Power of Youth

- Kennedy expresses hope and optimism about the future, particularly the potential of the younger generation to shape the world for the better.
- The speech was intended to inspire confidence, urging citizens to be active and engaged in shaping the future.



Important Quotes and Their Significance

1. **“Ask not what your country can do for you—ask what you can do for your country.”**
 - This is the most famous line of the speech, encouraging citizens to contribute to the nation’s success and well-being rather than focusing on what they can personally gain from it.
2. **“Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans.”**
 - This statement marks the transition from the older generation to the new one. JFK is positioning the youth of America as key players in the nation’s future.
3. **“We shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty.”**
 - This emphasizes the U.S.'s commitment to defending freedom at all costs, a critical point during the Cold War era when global tensions were high.
4. **“Let both sides explore what problems unite us instead of belaboring those problems which divide us.”**
 - This line speaks to the need for international cooperation, especially with the Soviet Union, and the importance of focusing on shared goals rather than only differences.
5. **“The world is very different now.”**
 - JFK acknowledges the changing geopolitical landscape, recognizing that America’s leadership role in the world must evolve to meet new challenges.



Rhetorical Devices

- **Parallelism:** Kennedy uses parallel structure to emphasize key points, such as in the sentence “Let both sides explore what problems unite us instead of belaboring those problems which divide us.”
- **Anaphora:** The repetition of words at the beginning of sentences, like “To those...,” and “Let us...,” creates a rhythmic and powerful call to action.
- **Antithesis:** JFK contrasts opposing ideas to highlight the importance of choice and action, such as “The torch has been passed to a new generation of Americans... born in this century, tempered by war, disciplined by a hard and bitter peace.”

Significance and Impact

- **National Unity:** JFK’s speech is often seen as a call for national unity during a time of division. He asks Americans to come together to overcome challenges and face the future with optimism.
- **Global Perspective:** The speech marks a shift in U.S. foreign policy, focusing on a more active role in world affairs. It is a reflection of the U.S.’s commitment to fighting communism, promoting freedom, and achieving peace.
- **Inspiration for Action:** The speech set the tone for Kennedy’s presidency, calling for civic engagement, public service, and leadership from all Americans.
- **Civic Responsibility:** JFK emphasized the importance of active participation in society. His call to “ask not what your country can do for you” continues to be a reminder of the value of service and sacrifice for the common good.
- **Optimism in the Face of Challenges:** Despite the global tensions of the time, JFK’s speech radiated optimism, suggesting that the U.S. could overcome any challenge through unity, determination, and leadership.



- **Global Cooperation:** JFK's inaugural speech also urged the U.S. and the world to move toward peace and collaboration, particularly in the context of the Cold War.

“The Censors”

Main Character: The story follows a man named Juan, who starts off as an ordinary citizen in an unnamed, oppressive regime.

Juan's Motivation: At first, he writes a letter to his lover but becomes paranoid about it being censored by the government.

The Government: The setting is a totalitarian society where the government controls communication, and censorship is rampant.

Juan's Decision: In an effort to ensure his letter isn't intercepted, Juan joins the censorship office to prevent the state from reading personal communications.

Irony: Juan becomes deeply absorbed in his role, even accepting the brutality of his work, which involves censoring others' letters.

Transformation: Over time, he becomes increasingly detached from his original purpose, ultimately censoring his own letter to his lover, showing his complete assimilation into the regime.

Themes: The story explores themes of censorship, the loss of individual autonomy, the dangers of authoritarianism, and the psychological toll of living under oppressive control.

Analysis:

1. Censorship and Control



The story is about censorship and how it affects both speech and thought. The government controls what people can say and write. At first, Juan wants to protect his letter from being censored, but by the end, he becomes part of the system he feared. This shows how oppressive regimes not only control actions but can also take over a person's thoughts and morals.

2. Paranoia and Psychological Effects

Juan's fear of his letter being intercepted grows, leading him to join the censorship office. His paranoia shows how living under a strict regime can affect your mind, making you feel like you can't trust anyone, even yourself. Over time, Juan becomes so absorbed by this fear that he starts to lose his individuality and moral compass.

3. Irony of Juan's Transformation

The story is ironic because Juan starts out trying to protect his freedom, but ends up becoming a part of the censorship system. He goes from resisting the government to becoming a tool of it, showing how easily individuals can be manipulated by oppressive systems.

4. Dehumanizing Bureaucracy

Juan's job in the censorship office turns him into just another cog in the system. He loses his sense of self and becomes an enforcer of rules, even though those rules are harmful. This shows how bureaucratic systems can strip people of their humanity.

5. Absurdity of the System

At the end of the story, Juan censors his own letter, making his actions seem pointless. This absurdity highlights how oppressive systems don't always make sense, yet they still control people's lives and choices.



The Censors is about how fear, control, and censorship can change a person. Juan starts by wanting to protect his freedom but ends up losing himself to the very system he tried to fight. The story warns against giving too much power to a government, as it can take away personal freedom and individuality.