

11.12.2013 | Class 20 Week 11

- Jumbled sentence: G.K. Chesterton on the one idea running through all fairy tales
- Text reconstruction: Robert Darnton on stepchildren and peasants
- “Why I Took My Child Out of Public School” by Linda Tulloch
- Exemplar paragraph: “The Characters in Fairy Tales are “True to Life”
- Exercise: change past tense to present tense “The Queen wished for a daughter...”
- Sentence combining: participial clauses at sentence beginning
- Sentence combining: dangling participles
- The 8 basic punctuation patterns every college student should know
- How to tell whether you’ve written a complete sentence (Test 1): flowchart
- How to tell whether you’ve written a complete sentence (Test 2): “I believe that”
- Exercise: sentence fragments
- Quiz: “The Sleeping Beauty”
- Quiz: “Rumpelstiltskin”

JUMBLED SENTENCE

**Chesterton on the one idea
running through all fairy tales**

&

He who says A must say B

NAME _____

DATE _____

INSTRUCTIONS: Unscramble and punctuate the two lists below to produce G.K. Chesterton's famous observation about the "one idea" running through all fairy tales followed by a line from "Hansel and Gretel."

Write the complete sentence below the list.

G. K. Chesterton:

- _____ that one idea
- _____ If you really read the fairy-tales,
- _____ runs from one end of them to the other—
- _____ can only exist on some condition.
- _____ you will observe
- _____ the idea that peace and happiness

From "Hansel and Gretel" by the Brothers Grimm:

- _____ must say B too,
- _____ has given in once
- _____ and when a man
- _____ it a second time.
- _____ He who says A
- _____ he has to do

ANSWER

If you really read the fairy-tales, you will observe that one idea runs from one end of them to the other – the idea that peace and happiness can only exist on some condition.

- G.K. Chesterton

He who says A must say B too, and when a man has given in once he has to do it a second time.

- Canaan, Howard and Feimer, Joel N. *Tales of Wonder from Many Lands: A Reader for Composition*. 4th Ed. Deerpark, NY: Linus Publications, 2009.

___3___ that one idea

___1___ If you really read the fairy-tales,

___4___ runs from one end of them to the other—

___6___ can only exist on some condition.

___2___ you will observe

___5___ the idea that peace and happiness

___2___ must say B too,

___4___ has given in once

___3___ and when a man

___6___ it a second time.

___1___ He who says A

___5___ he has to do

Text reconstruction

INSTRUCTIONS: Number the clauses in the order you think they appear in the original paragraph (written by Robert Darnton). Then copy the paragraph word for word on the lines below.

Don't copy word for word. Instead, try to remember as many words and punctuation marks at a time as you can. Remembering up to 10 words at a time or more will help you get a 'feel' for written sentences.

___3___ A new child often meant the difference between poverty and indigence.

___4___ Even if it did not overtax the family's larder,

___1___ [In peasant life], stepchildren may not have been treated like Cinderella,

___5___ it could bring penury down upon the next generation by swelling the number of claimants when the parents' land was divided among their heirs.

___2___ but relations between siblings probably were harsh.

indigence: extreme poverty or destitution

[In peasant life], stepchildren may not have been treated like Cinderella, but relations between siblings probably were harsh. A new child often meant the difference between poverty and indigence. Even if it did not overtax the family's larder, it could bring penury down upon the next generation by swelling the number of claimants when the parents' land was divided among their heirs.

Source:

Darnton, Robert. *The Great Cat Massacre and Other Episodes in French Cultural History*. New York: Basic Books, 1984. (Print.) (25-30; 36-38).

1. [In peasant life], stepchildren may not have been treated like Cinderella,
2. but relations between siblings probably were harsh.
3. A new child often meant the difference between poverty and indigence.
4. Even if it did not overtax the family's larder,
5. it could bring penury down upon the next generation by swelling the number of claimants when the parents' land was divided among their heirs.

Why I Took My Child Out of Public School

LINDA TULLOCH

SEP 28 2012, 9:36 AM ET

As a parent, I read Peg Tyre's article "[The Writing Revolution](#)" with particular interest. My husband and I moved to an affluent community in Lower Fairfield County, Connecticut, in part because we heard it had a strong public school system. However, we've been disappointed by the low level of writing instruction delivered there. We believe it leaves children unprepared for the kinds of writing required in today's office environment.

I have an MBA and was a turnaround corporate and real estate banker for over 23 years. My husband also has an MBA and is a senior-level manager in the financial services industry. What we've both seen, in the course of our careers, is that good writing matters. While the weak writers may get hired -- job interviews rarely require a writing sample -- once the candidates get the job, they don't tend to go far. Soon after they start work, they are asked to prepare a presentation or simply send an email. Then, the trouble begins.

Writing longer pieces -- presentations, for example -- only confirms the negative impression weak writers make in the workplace. While they might be very intelligent, their inability to clearly and concisely advocate their position on paper completely undermines their reputation. As a result, others become reluctant to have them on their team. Even individuals in verbally focused careers such as sales need to write pitches and send frequent follow-up correspondence.

When employers discover that an employee is a weak writer, they often feel that their hands are tied. From a training perspective, writing is not a skill that one can pick up quickly on the job. It needs to be progressively learned and perfected over the course of many years.

When my husband and I were children in the public education system, we routinely wrote five to six paragraph essays across several subjects. We also learned proper handwriting, a skill that's far too underrated today. (One cannot use the computer to fill out a worksheet or critique a colleague's hard-copy document.) In addition, we rarely took multiple choice tests, instead tackling open-ended questions that required at least full-sentence answers. None of this is the case in many schools today. What's particularly frustrating to us is seeing these shortcomings in a school district like ours, one that has far fewer obstacles than a lower-income school like New Dorp.

For now, my husband and I have moved our 8th grade son to a private school where we hope he will be taught to write well. Our younger daughter remains in our local public school for now, but if the level of writing instruction doesn't improve, she'll soon be leaving as well. We still have high hopes for public education. Given today's competitive workplace, we simply can't allow our children to graduate without proper writing skills.

The story of New Dorp is encouraging, and perhaps a broader change is on the way. But, for our own children, time is of the essence. When we look at what's at stake in their future, we simply can't afford to wait.

<http://www.theatlantic.com/national/archive/2012/09/why-i-took-my-child-out-of-public-school/262980/>

TITLE (centered)

The Characters in Fairy Tales Are 'True to Life'

3-part thesis statement
(intro not written...)

Although 1the fates of characters in fairy tales are one-dimensional, their 2reactions and 3emotions are "true to life."

1st body paragraph

Sentence 1 Topic sentence:
develops the 1st idea in the 3-
part thesis statement

1From one vantage point, the fates that befall characters in fairy tales are so simple and one-dimensional that no character

Clauses 2-6 Elaboration

can be considered "true to life." **2**Reality is more complicated than the world of the fairy tale: in real life, bad things happen to good people, and good things happen to bad people. **3**Bad things happen to good people in fairy tales, too, of course (and good things to bad people); there would be no story to tell if they did

Sentence 7 Examples

not. **5**But inside a fairy tale, justice generally prevails, an outcome one cannot count on in life. **6**In fairy tales, the good are rewarded and the bad punished, often in spectacular ways. **7**The witch who is fattening Hansel up for a meal is burned alive in her own oven,

Sentence 8 Elaboration

Rumpelstiltskin rips himself in two, the eyes of Cinderella's

Clauses 9-11 Examples

wicked stepsisters are picked out by pigeons, and Snow White's stepmother, the queen, is forced to dance in red-hot iron shoes

Sentences 11-12 Elaboration

until she falls down dead. **8**The rewards bestowed upon good characters are often spectacular, as well. **9**Hansel and Gretel take pearls and precious stones back to their father (whose wife has died and thus poses no further threat to the children); **10**the miller's daughter keeps her baby and her marriage to the prince; **11**Cinderella and Snow White marry princes, too. **12**In fairy tales, virtue does not have to be its own reward, and the fate of characters who are innocent and kind are so spectacularly good that the expression "fairy tale ending" means a happy ending that takes place only in movies and story books.

The Characters in Fairy Tales Are ‘True to Life’

Although 1the fates of characters in fairy tales are one-dimensional, their 2reactions and 3emotions are “true to life.”

1. Topic sentence refers back to thesis statement
2. “*Reality*” is a synonym for “true to life.”
3. Refers back to sentence 2 by repeating key words
4. “*they*” refers back to bad things happening to good people
5. “*but*” is the logical connector of sentence 5 to sentence 4 – we know the writer is going to contradict sentence 4 in some way; “*inside fairy tales*” repeats earlier mentions of “*in fairy tales*”
6. “*In fairy tales*” repeats words from previous sentence; “*the good*” and “*the bad*” also repeat words from preceding sentence
7. Sentence 7 produces cohesion through a list of related details, all showing bad characters being punished.
8. Word repetitions refer back to sentence 6: “*good characters*” & “*spectacular*”; “*as well*” makes the logical connection to sentence 6
9. Clauses 9-11 establish cohesion through list of related details, all showing good characters being rewarded
12. “*in fairy tales*” refers back to earlier sentences by repeating words; “*the fate of characters*” refers back to first sentence of paragraph & functions as a conclusion to paragraph

¹From one vantage point, the fates that befall characters in fairy tales are so simple and one-dimensional that **no character can be considered “true to life.”** ²**Reality** is more complicated than the world of the fairy tale: in real life, bad things happen to good people, and good things happen to bad people. ³**Bad things happen to good people** in fairy tales, too, of course (and good things to bad people); ⁴if **they** didn’t, there would be no story to tell. ⁵**But inside a fairy tale**, justice generally prevails, an outcome one cannot count on in life. ⁶**In fairy tales, the good** are rewarded and **the bad** punished, often in spectacular ways. ⁷The witch who is fattening Hansel up for a meal is burned alive in her own oven, Rumpelstiltskin rips himself in two, the eyes of Cinderella’s wicked stepsisters are picked out by pigeons, and Snow White’s stepmother, the queen, is forced to dance in red-hot iron shoes until she falls down dead. ⁸The rewards bestowed upon **good characters** are **often spectacular, as well.** ⁹Hansel and Gretel take pearls and precious stones back to their father (whose wife has died and thus poses no further threat to the children); ¹⁰the miller’s daughter keeps her baby and her marriage to the prince; ¹¹Cinderella and Snow White marry princes, too. ¹²**In fairy tales**, virtue does not have to be its own reward, and **the fate of characters** who are innocent and kind are so spectacularly good that the expression “fairy tale ending” means a happy ending that takes place only in movies and story books.

PRESENT TENSE

Snow White

NAME _____

DATE _____

Change past tense to present

INSTRUCTIONS: Please cross out the past tense verbs and write in the present tense above. Circle the non-finite verbs (the verbs that do not change spelling for present/past tense.)

wishes

The Queen wished for a daughter with skin as white as snow, lips as red as blood, & hair as black as ebony. Her wish was granted, but she died giving birth to her daughter, Snow-white. One year later the King remarried a beautiful woman who had a magic looking-glass. The new Queen asked the looking-glass who was fairest of all, and the looking-glass replied that the Queen was the most beautiful woman in the kingdom. But when Snow-white grew older and prettier, the looking-glass said one day that Snow-white was fairer than the Queen.

Enraged, the Queen ordered a huntsman to take Snow-white to the woods and kill her. But instead, the huntsman left Snow-white to be devoured by wild animals. Snow-white made her way to a house where 7 dwarfs lived, and the dwarfs took her in.

The Queen discovered the deception when the mirror told her, again, that Snow-white was fairest. So the Queen disguised herself as an old woman and persuaded Snow-white to eat a poisoned apple. Snow-white fell down dead.

The Dwarfs put her body in a glass coffin. A King's son saw the beautiful Snow-white inside her glass coffin and asked to take the coffin with him. While carrying the coffin, his servants stumbled and dislodged the poison apple from Snow-white's throat, bringing her back to life.

Snow-white and the King's son staged a great wedding, inviting the Queen as a guest. When the Queen consulted her mirror, she learned that the "young bride" was fairer than she, and when she saw Snow-white at the wedding she knew immediately that the bride was Snow-white. The Queen was forced to dance in red-hot iron shoes until she died.

ANSWER

Change past tense to present

INSTRUCTIONS: Please cross out the past tense verbs and write in the present tense above. Circle the non-finite verbs (the verbs that do not change spelling for present/past tense.)

The Queen **wishes** ~~wished~~ for a daughter with skin as white as snow, lips as red as blood, & hair as black as ebony. Her wish **is** ~~was~~ granted, but she **dies** ~~died~~ giving birth to her daughter, Snow-white. One year later the King **remarries** ~~remarried~~ a beautiful woman who **has** ~~had~~ a magic looking-glass. The new Queen **asks** ~~asked~~ the looking-glass who **is** ~~was~~ fairest of all, and the looking-glass **replies** ~~replied~~ that the Queen **is** ~~was~~ the most beautiful woman in the kingdom. But when Snow-white **grows** ~~grew~~ older and prettier, the looking-glass **says** ~~said~~ one day that Snow-white **is** ~~was~~ fairer than the Queen.

orders ~~ordered~~ Enraged, the Queen **orders** ~~ordered~~ a huntsman **to take** ~~to take~~ Snow-white to the woods and kill her. But instead, the huntsman **leaves** ~~left~~ Snow-white to be devoured by wild animals. Snow-white **makes** ~~made~~ her way to a house where 7 dwarfs **live** ~~lived~~, and the dwarfs **take** ~~took~~ her in.

The Queen **discovers** the deception when the mirror **tells** her, again, that Snow-white **is** ~~was~~ fairest. So the Queen **disguises** herself as an old woman and **persuades** Snow-white **to eat** a poisoned apple. Snow-white **falls** ~~fell~~ down dead.

The Dwarfs **put** her body in a glass coffin. A King's son **sees** the beautiful Snow-white inside her glass coffin and **asks** to take the coffin with him. While **carrying** the coffin, his servants **stumble** and **dislodge** the poison apple from Snow-white's throat, **bringing** her back to life.

Snow-white and the King's son **stage** a great wedding, **inviting** the Queen as a guest. When the Queen **consults** her mirror, she **learns** that the "young bride" **is** ~~was~~ fairer than she, and when she **sees** Snow-white at the wedding she **is** ~~was~~ **is** ~~was~~ immediately that the bride ~~was~~ Snow-white. The Queen ~~was~~ **is** ~~was~~ forced to dance **dies.** in red-hot iron shoes until she ~~died~~.

The Queen wishes for a daughter with skin as white as snow, lips as red as blood, & hair as black as ebony. Her wish is granted, but she dies giving birth to Snow-white. One year later the King remarries a beautiful woman who has a magic looking-glass. The new Queen asks the looking-glass who is fairest of all, and the looking-glass replies that the Queen is the most beautiful woman in the kingdom. But when Snow-white grows older and prettier, the looking-glass says one day that Snow-white is fairer than the Queen.

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Snow-white and the King's son stage a great wedding, inviting the Queen as a guest. When the Queen consults her mirror, she learns that the "young bride" is fairer than she, and when she arrives at the wedding she knows immediately that the bride is Snow-white. The Queen is forced to dance in red-hot iron shoes until she dies.

Sentence combining: Participial clauses at sentence beginning

Sentence combining: Dangling participles

The eight basic sentence punctuation patterns every college student should know

If you knew nothing more about how to punctuate a sentence than these eight patterns, you would know enough. You can do interesting things with dashes, parentheses, colons, and semicolons, *but you don't have to*. The eight patterns below are sufficient and will always serve you well.

Available at: <http://english109mercy.wordpress.com/the-8-basic-sentence-punctuation-patterns/>

Pattern one: Simple sentence

Rex barks.

Pattern two: Compound sentence with FANBOYS

Rex barks, and the cat meows.

Rex barks, but the cat meows.

Pattern three: Compound sentence with semicolon (or colon)

Rex barks; the cat meows.

Rex barks: it is time for dinner.

Pattern Four: Compound Sentence with semicolon, “transitional word,” and comma

Rex is barking; therefore, it is time to get up.

Pattern Five: Complex Sentence with the dependent clause following the independent (main) clause

Rex barks when the postman comes.

Pattern Six: Complex Sentence with the dependent clause at the beginning of the sentence

When the postman comes, Rex barks.

Pattern Seven: Sentence with Nonessential Information

Rex, who belongs to the lady next door, is barking. [NONESSENTIAL CLAUSE – WE KNOW WHICH DOG]

Her dog, Rex, is barking. [NONESSENTIAL WORD – SHE HAS ONE DOG, SO WE KNOW WHICH DOG THIS IS ABOUT]

Pattern Eight: Sentence with Essential Information

The dog that lives next door is barking. [ESSENTIAL CLAUSE – WHICH DOG?]

The dog next door is barking. [NONESSENTIAL PHRASE – WHICH DOG?]

Pattern 1: Simple sentence

Rex barks. [A SIMPLE SENTENCE HAS A SUBJECT AND A PREDICATE AND CAN BE MUCH LONGER THAN “REX BARKS”]
Rex and Fido bark and run. [A SIMPLE SENTENCE CAN HAVE A COMPOUND SUBJECT & A COMPOUND VERB]

Pattern 2: Compound sentence with comma and a FANBOYS

Rex barks, and the cat meows. [A COMPOUND SENTENCE HAS AT LEAST TWO INDEPENDENT CLAUSES]
Rex barks, but the cat meows. [FANBOYS: FOR, AND, NOR, BUT, OR, YET, SO]

Pattern 3: Compound sentence with semicolon (or colon)

Rex barks; the cat meows. [AT LEAST TWO INDEPENDENT CLAUSES]
Rex barks: it is time for dinner.

Pattern 4: Compound Sentence with semicolon, “transitional word,” and comma

Rex is barking; therefore, it is time to get up. [AT LEAST TWO INDEPENDENT CLAUSES]

Pattern 5: Complex Sentence with dependent clause following independent (main) clause – no comma (usually)

Rex barks when the postman comes. [“WHEN THE POSTMAN COMES” IS AN ADVERBIAL CLAUSE]

Pattern 6: Complex Sentence with dependent clause at beginning of the sentence – comma

When the postman comes, Rex barks. [“WHEN THE POSTMAN COMES” IS AN ADVERBIAL CLAUSE]

Pattern 7: Sentence with nonessential phrase or clause – commas

Rex, who belongs to the lady next door, is barking. [NONESSENTIAL ADJECTIVE CLAUSE – WE KNOW WHICH DOG THE SENTENCE IS TALKING ABOUT, SO ‘WHO BELONGS TO THE LADY NEXT DOOR’ IS EXTRA INFORMATION]

Her dog, Rex the Scottish terrier, is barking. [NONESSENTIAL ADJECTIVE PHRASE – SHE HAS ONE DOG, SO WE KNOW WHICH DOG THE SENTENCE IS ABOUT]

Her dog, Rex, is barking. [NONESSENTIAL ADJECTIVAL WORD – SHE HAS ONE DOG, SO WE KNOW WHICH DOG THIS IS ABOUT – NOTE: A NOUN PLACED NEXT TO ANOTHER NOUN TO IDENTIFY THE 1ST NOUN IS CALLED AN APPOSITIVE]

Pattern 8: Sentence with essential phrase or dependent clause – no commas

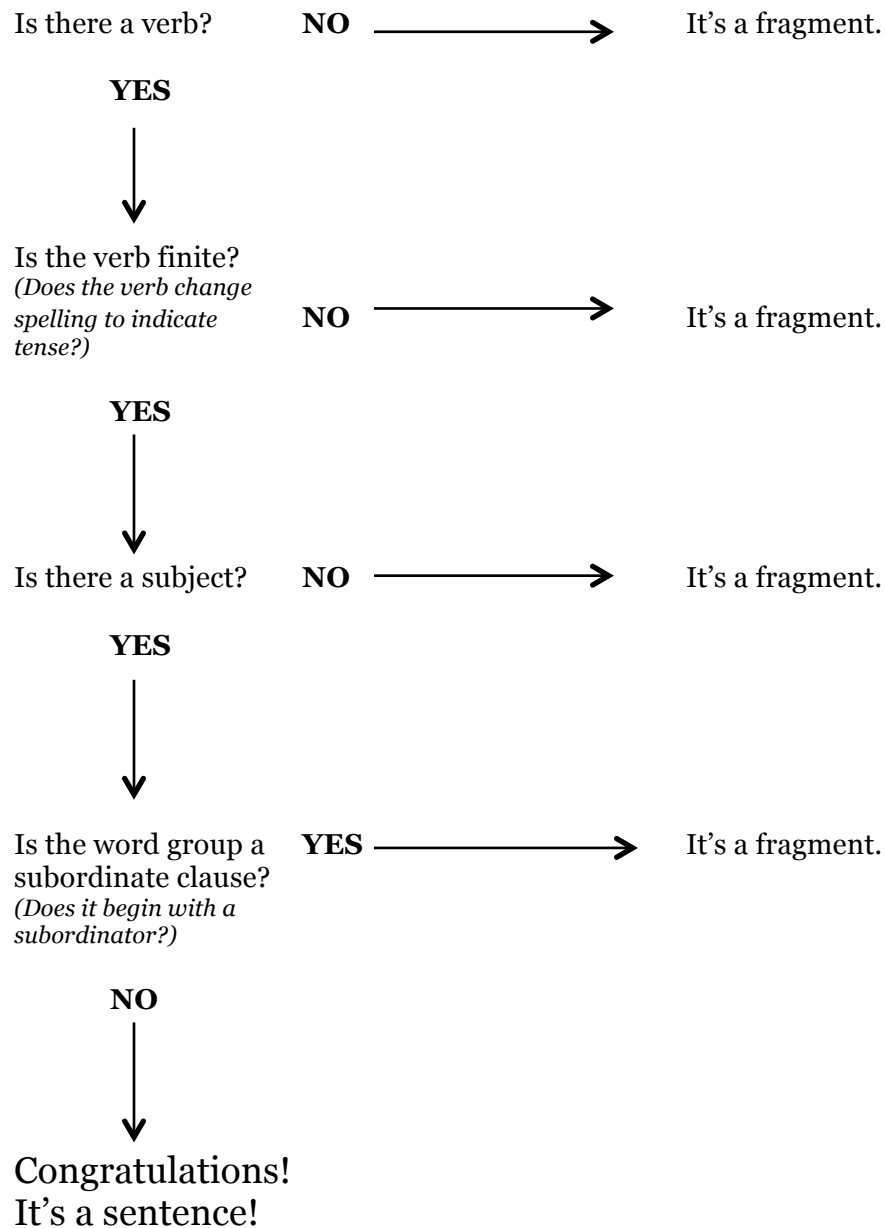
The dog that lives next door is barking. [ESSENTIAL ADJECTIVE CLAUSE – WHICH DOG ARE YOU TALKING ABOUT? THE ONE THAT LIVES NEXT DOOR]

The dog next door is barking. [NONESSENTIAL ADJECTIVE PHRASE – WHICH DOG?]

Based in: Punctuation Patterns – Pasadena City College

http://www.pasadena.edu/divisions/english/writing/documents/dbdistin_519.pdf

How to tell whether you've written a complete sentence: Test 1



How to tell whether you've written a complete sentence: Test 2

Place "I believe that" or "I realize that" or "I think that" in front of the words and read out loud. If the result sounds "funny," you have written a fragment. If the result sounds "right," you have written a complete sentence.

Sentence: yes or no?	With <i>I realize that</i>	Sounds funny or right
Although I wanted to take French.	<i>I realize that</i> although I wanted to take French.	Sounds funny <i>Although I wanted to take French</i> is a fragment.
Although I wanted to take French, the class was filled.	<i>I realize that</i> although I wanted to take French, the class was filled.	Sounds right Original sentence is complete
I wanted to take French.	<i>I realize that</i> I wanted to take French.	Sounds right Original sentence is complete

Exercise: Sentence fragments

DATE _____

NAME _____

1. In the Grimm brothers' version of "The Sleeping Beauty," how many wise women lived in the kingdom ?
 - 7
 - 13
 - 3
 - 12

2. How does the King's son pass through the hedge of thorns surrounding the castle?
 - He hacks his way through with his sword.
 - The 7th fairy helps him.
 - The hedge of thorns turns into a hedge of flowers that parts to make way for the King's son when he approaches
 - He leaps over them.

3. *Dissuade* means:
 - to discourage
 - to lead
 - to frighten
 - to return

4. *Diligent* means:
 - intelligent
 - fearsome
 - work with great effort and attention
 - thoughtful

5. *Bestow* means:
 - praise
 - carry a heavy burden
 - remove
 - present as a gift

ANSWERS

1. In the Grimm brothers' version of "The Sleeping Beauty," how many wise women lived in the kingdom ?

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2. How does the King's son pass through the hedge of thorns surrounding the castle?

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carry a heavy burden

remove

present as a gift

Quiz 11 - Rumpelstiltskin

p 228-231

DATE _____

NAME _____

1. The miller tells the King that his daughter –
_____ can spin straw into gold
_____ can sing beautifully
_____ is lovely to look at
_____ is available for marriage

2. *Avaricious* means –
_____ aggressive
_____ lascivious
_____ famished
_____ greedy for gain

3. Rumpelstiltskin agrees to spin the king's straw into gold in exchange for 3 payments from the miller's daughter:
_____ her necklace, her ring, her firstborn child
_____ a piece of silver, a lock of her hair, her firstborn child
_____ a red apple, a wooden shoe, and her hand in marriage
_____ a white dove, a red cap, and a kiss

4. *Bobbin* means:
_____ a type of bird
_____ a wagon
_____ a dwarf
_____ small spool on a spinning wheel for holding the spun thread

5. A miller is:
_____ A farmer
_____ A servant
_____ a person who shoes horses
_____ a person who works in a grain mill milling grain into flour

Quiz 11 - Rumpelstiltskin

p 228-231

ANSWER KEY

1. The miller tells the King that his daughter –

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