

Contents

Section 1

1. Developing Fictional Characters Through Description 1
2. Infinitive Phrases; Diagramming Infinitive Phrases 5
3. Nouns of Direct Address 10
4. Punctuating Nonessential Phrases and Clauses 14
5. Quiz 1 and Extra Activity 18

Section 2

6. Developing Fictional Characters Through Dialogue 19
7. Punctuating Quotations Within Quotations 23
8. Principal Parts of Verbs 27
9. The Basic Tenses of Verbs 31
10. Quiz 2 and Extra Activity 35

Section 3

11. Developing Characters Through Action 36
12. The Perfect Tenses of Verbs 40
13. Using Hyphens 45
14. Showing a Character in a Scene 49
15. Self Check 52
16. Revising and Editing a Character Scene 55
17. LightUnit Test 56

Glossary 57

Reference 59

Spelling Word Bookmarks 63



Developing Fictional Characters Through Description

Developing Fictional Characters Through Description

In this LightUnit, you will be studying how to write an effective scene with a fictional character. The characters in fiction are as important as the plot. Interesting characters can make a story interesting even if the plot is poor, but poor characters can make a story with a good plot almost unreadable.

To develop a character is to create a description of the character as well as mannerisms that the character has. It is essentially creating a fictitious person. A character's traits determine how he reacts to circumstances in the story. Writers give characters the traits needed to help develop the plot of the story, so the overall plot of the story influences the choice of character.

Describing a character's appearance is a great way to reveal his personality. The choices a person makes in dress, lifestyle, and hygiene—all of which are influenced by his personality—affects his appearance.

Each of us is different from every other person, and the ways in which we are most different from other people are often how others identify us—for better or worse. Highlighting a character's unique physical characteristics can make them more believable. Here is Charles Dickens' description of Uriah Heep from *David Copperfield*:

He was “a red-haired person—a youth of fifteen, as I take it now, but looking much older—whose hair was cropped as close as the closest stubble; who had hardly any eyebrows, and no eyelashes, and eyes of a red-brown...He was high-shouldered and bony; dressed in decent black, with a white wisp of a neckcloth buttoned up to the throat; and had a long, lank, skeleton hand, which particularly attracted my attention... He had a way of writhing when he wanted to express enthusiasm, which was very ugly...”

This description sounds almost like a human version of a snake, which is a good metaphor for how Uriah behaved. In the story, Uriah manipulates people and defrauds his employer.

When creating fictitious characters, the goal is to make them as believable and realistic as possible. Characters that seem human make an impression on the reader and help them remember the story.



Lesson 1

- **A** Write a physical description of a character. Name your character. The character you describe will be the same person used in other lessons in this LightUnit. Later you will use dialogue and actions to further illustrate the character.

- 1. Show your work to your teacher.

You may develop one without any of the prompts below, but they may give you ideas.

Your character...

- Is one of the ten crewmen left after his overloaded container ship sank in the middle of the Pacific. He survives.
- Is a girl, penniless and orphaned at twelve years old, who wants to become a nurse in America in the 1800s. She does not become a nurse, but she does influence history.
- Is one of a group of young people smuggling Bibles into a country held by a terrorist group that tortures Christians or is a terrorist who cannot understand why Christians are kind to him. The entire terrorist organization in that city converts to Christianity.
- Is a teen who struggles to be accepted in her large school, and begins to wonder if it is her fault after all—or another teen who cannot understand the misfit girl who wants to be friends with her.
- Is a fourteen-year-old boy who discovers how to send electricity wirelessly across distances of up to ten miles. However, none of the experts listen to him because he is so young.

Review

B Underline the correct verb.

2. Either deer or rabbits **has, have** been feasting on our garden.
3. Neither Elijah nor Mitchell **is, are** at home right now. May I take a message?
4. Liver and onions **is, are** a dish that Bryant thoroughly enjoys.
5. Sarah and Julia **take, takes** care of the mail orders for the company.

C Underline each conjunction.

6. Both Michelangelo and Leonardo da Vinci lived during the Renaissance.
7. Throughout his lifetime, da Vinci was not only a painter but also a sculptor and an engineer.
8. Jolene was hoping to finish her painting today, but she ran out of one color of paint before she was done.
9. The locusts have no king, yet they go forth all of them by bands.



D Underline each appositive or appositive phrase. Write *ap* above each appositive. Add commas where needed.

10. The Pacific Railroad Act of 1862 chartered two companies the Union Pacific Railroad and Central Pacific Railroad to build the transcontinental railroad.
11. St. John's Newfoundland's capital and largest city is on the island of Newfoundland.

E Put parentheses around each prepositional phrase.

12. The Anabaptist group grew regardless of great suffering and persecution.
13. Because of the Renaissance, more people were able to read and study the Scriptures.

F Underline each verb twice. Write *action* or *linking* to label it. Write *do*, *io*, *pn*, or *pa* to label each complement.

14. _____ Before his execution, the authorities gave Michael Sattler a chance to talk to his fellow Christians.
15. _____ Most Anabaptists remained faithful to their beliefs even in the face of severe persecution.
16. _____ Menno Simons was a priest before his conversion to Christianity.

G Diagram the sentence.

17. This old briefcase belongs to Mr. Shell, the general manager.

Penmanship

H Using your best handwriting, copy the fact.

The church, founded upon Jesus Christ, dates back to the New Testament.



Spelling – Patterns

Spelling Words

arable	fallible	inevitable	personable	personnel
combustible	flammable	memorable	personal	plausible
despicable	formidable	palatable	personality	pliable
eligible	implacable	persona	personification	tangible

This section contains several words derived from the Latin word *persona*, “person.”

I Write the spelling word that fits each description.

18. _____ the portrayal of nonhuman things as having humanlike tendencies
19. _____ belonging or pertaining to one specific person
20. _____ one’s public image or personality, which may not be true to character
21. _____ the people working on a task or for a company
22. _____ the behaviors or emotions unique to a certain person
23. _____ friendly or approachable

The other spelling words have *-ible* or *-able* endings.

J Write the spelling word that fits each description.

24. _____ capable of failure
25. _____ worthy of being despised; unsavory or worthless
26. _____ good-tasting; acceptable; edible
27. _____ qualified to be chosen or to participate in something
28. _____ somewhat believable
29. _____ certain to occur
30. _____ awe-inspiring; causing fear; dangerous, daunting, or imposing
31. _____ able to be cultivated or farmed
32. _____ able to be identified by the senses, especially by touch; real
33. _____ unable to be appeased

K Write the Section 1 spelling words in your notebook.