Writing & Grammar, Grade 10

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PART I

WRITING
NARRATIVE WRITING
Tell About a Tradition

Narrative writing tells a story. A reporter giving an account of a town meeting or a baseball game is narrating. When your mom asks “How was your day?” and you tell her about what you have done, you are narrating. A novelist who tells the events that characters in the story experience is also narrating.

A narrative essay is a short nonfiction work that presents a single main idea, or thesis statement, about a particular topic. A narrative essay is often a type of personal essay, which explores a topic related to the life or interests of the writer.

One such topic is a tradition, or a long-established belief or custom. For example, families often hand down religious beliefs and holiday customs from generation to generation. Some high school teams traditionally go out to dinner together the night before their first game, with the older players passing the tradition on to the younger members. Celebrating Thanksgiving Day is a tradition in the United States, as is attending parades, picnics, and concerts in observance of the Fourth of July.

Learn from a Literary Model

Read the narration of a tradition in the excerpt below from the novel The Kite Runner, by Khaled Hosseini, on pages E54–E60 in Passport. Note the various techniques Hosseini uses to narrate the cultural tradition of a kite-fighting tournament. Although this excerpt is from a work of fiction, it demonstrates the qualities of a narrative essay.

from The Kite Runner, by Khaled Hosseini

The kite-fighting tournament was an old winter tradition in Afghanistan. It started early in the morning on the day of the contest and didn’t end until only the winning kite flew in the sky—I remember one year the tournament outlasted daylight. People gathered on sidewalks and roofs to cheer for their kids. The streets filled with kite fighters, jerking and tugging on their lines, squinting up to the sky, trying to gain position to cut the opponent’s line. Every kite fighter had an assistant—in my case, Hassan—who held the spool and fed the line....

The real fun began when a kite was cut. That was where the kite runners came in, those kids who chased the windblown kite drifting through the neighborhoods until it came spiraling down in a field, dropping in someone’s yard, on a tree, or a rooftop. The chase got pretty fierce; hordes of kite runners swarmed the streets, shoved past each other like those people from Spain I’d read about once, the ones who ran from the bulls. One year a neighborhood kid climbed a pine tree for a kite. A branch snapped under his weight and he fell thirty feet. Broke his back and never walked again. But he fell with the kite still in his hands. Every kite runner had his hands on a kite, no one could take it from him. That wasn’t a rule. That was custom.

Identifies tradition at beginning
Provides background information
Uses precise action verbs
Narrates event in detail
Uses precise action verbs
Uses simile
Gives example
Uses short sentences for emphasis
For kite runners, the most coveted prize was the last fallen kite of a winter tournament. It was a trophy of honor, something to be displayed on a mantle for guests to admire. When the sky cleared of kites and only the final two remained, every kite runner readied himself for the chance to land this prize.

**Identify the Tradition**

As with most pieces of writing, it's important to identify the subject early on. Identifying the tradition in the introduction to the narrative gets readers’ attention and focuses them on the subject at hand.

1. What tradition is Hosseini writing about in this narrative? Where does he identify the tradition?

**Provide Background Information About the Tradition**

For readers to understand a tradition, they need to know certain background information, such as when, where, and why the tradition is practiced and who is involved in it. This information should be provided early in the narrative, establishing the setting or context of the tradition.

2. What background information does Hosseini provide about the tournament? Where does he provide this information?

**Identify Key Aspects of the Tradition**

To help readers understand a tradition, the writer must also identify the key events or practices that it involves. These key aspects should be the focus of the narrative, and other details should be added to enhance readers’ understanding.

3. What key events or practices does Hosseini identify in narrating the tournament? Where does he provide this information?
Create the Appropriate Mood for the Tradition

To help relate the nature and significance of a tradition, the writer needs to create the appropriate mood, or atmosphere, which is the emotion created in the reader by part or all of a literary work—for instance, tension or fear, happiness or comfort. The writer can create the desired emotional response in several ways.

One way of creating mood is to use precise action verbs. The more precise these words, the better readers can visualize what’s happening in the narrative.

4. What precise action verbs does Hosseini use to narrate the kite-fighting tournament? What mood does he establish?

Another way of creating mood, or atmosphere, is through sentence structure and length. Using short, simple sentences, in particular, helps create a feeling of movement or tension, as readers understand that events are happening quickly and perhaps uncontrollably. Using short sentences also focuses readers on important ideas, creating emphasis.

5. At the end of paragraph 2, Hosseini writes: “And when a kite runner had his hands on a kite, no one could take it from him. That wasn’t a rule. That was custom.” Why did Hosseini likely use two short, simple sentences here? How do these sentences contribute to the mood of the narrative?

Establish the Significance of the Tradition

By definition, a tradition has been practiced by a group or culture for a long time and reveals some basic quality about them and their way of life—for instance, their spirit of competition. Thus, your ultimate goal in narrating a tradition should be to make readers understand why it’s significant to the people involved in it.

You will demonstrate the significance of the tradition throughout the narrative by providing background information, identifying key aspects, and creating the appropriate mood. You can further this goal by ending your narrative with a description of or statement about its importance.

6. In paragraph 3, how does Hosseini establish the significance of the kite-fighting tournament to the local people? Why is this tradition important to them?
Your Assignment
Write a Narrative Essay About a Tradition

To complete this assignment, follow the three stages of the writing process: Prewrite, Draft, and Revise.

1 Prewrite

Before your write, gather your thoughts and plan your narrative essay.

Select a Tradition

Consider traditions you are familiar with, such as family gatherings, religious observances, and holiday celebrations. Include in your consideration traditions you may have followed even for a short time with teammates and friends, such as game-winning celebrations and end-of-school-year parties.

On the lines below, list four traditions you know well enough to narrate in some detail.

_____________________________________
_____________________________________
_____________________________________
_____________________________________

Think further about each tradition by asking yourself these questions:
• Do I know enough about the tradition to tell an engaging story about it?
• Do I understand the tradition well enough to show why it’s important to the people who participate in it?

For example, if you have attended many Fourth of July celebrations in your town, enjoyed them, and understand why they are important to the community, that holiday would be a good topic for your narrative essay.

Choose one of the four traditions and write it down here.

State Your Purpose and Identify Your Audience

In planning your narrative essay, consider your purpose and audience. Think about who will be reading your narrative (audience) and what effect you want to have on them (purpose).

For instance, if you are trying to generate interest among younger students to follow a certain school tradition, you should provide information that will convince them that following this tradition is somehow important. If you are trying to make your friends and family reminisce about your town’s traditional Fourth of July celebration, you should provide information that these readers are familiar with and will enjoy reliving through your narrative.

One student decided to write a narrative essay about his town’s traditional Fourth of July celebration. He wrote the following statement of purpose and audience:
My purpose is to narrate my town's traditional Fourth of July celebration for readers who have never been part of this kind of holiday.

Think about the purpose and audience for your narrative. State both in a sentence or two.

Gather Your Information

Gather two types of information for your narrative essay: general background information about the tradition and specific details about key aspects of that tradition.

Remember that the relevant background information includes when, where, and why the tradition is practiced and who is involved in it. Use this information to establish the context for the tradition. The student writing about his town's Fourth of July celebration decided that relevant background information included the following: the celebration is held every year, it celebrates a national holiday, it lasts all day, and everyone in town participates in it. He recorded this information in a graphic organizer like the Narrative Planning Chart shown below.

Next, think about key aspects of the tradition, such as the specific events and practices that occur while it's being observed. What will readers need to know about this tradition to understand how it unfolds and why it's important? What details can you provide to help readers feel as though they are participating in the tradition?

For example, for the narrative essay about the Fourth of July celebration, the student writer listed events and practices such as having a parade, eating hot dogs, playing games, and watching fireworks. He included as many details as he could think of about each event and practice, intending to portray it as accurately as possible for readers. The student recorded all this information in a chart like that shown below.

### Narrative Planning Chart

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<th>Background Information</th>
<th>Key Aspects (Events/Practices)</th>
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Organize Your Information
Review the information you have gathered, and decide on the best order in which to present it. It's logical to provide background information early in the narrative, establishing the setting or context of the tradition. Readers should know this general information before learning about the key aspects of the tradition. Number the items you listed in the “Background Information” column of the Narrative Planning Chart to show the order in which you will present them.

To relate the key aspects—the events and practices that make up the tradition—use **chronological order**, presenting the aspects in the order in which they occur. This type of organization is typically used in narrative writing, as it makes sense to tell a story from beginning to end. Review the items you listed in column 2, “Key Aspects (Events/Practices),” of the Narrative Planning Chart, and number them according to the order in which you will present them.

After providing background information, the student writing about his town's Fourth of July decided to use chronological order in writing about the day-long celebration, beginning with the morning parade. He planned to include descriptive details that would help readers visualize the event taking place, such as the sensory details of sight, sound, smell, taste, and touch. Those details included how people lined the streets to watch the parade, how the marchers wore different uniforms, what the band sounded like, and so on.

**Write Your Thesis Statement**

Review your statement of purpose/audience against the information you have gathered and the plan you have created for organizing it. You probably have a more specific purpose in mind, now that you have done more thinking about and planning for your subject.

Try rewriting your original purpose/audience statement so that it provides a specific statement of your main idea. For example, the student writing about the Fourth of July rewrote his purpose/audience statement as follows:

My family and I have many memories of this holiday celebration.

In an essay, the main idea is called the **thesis statement**. It is usually stated at the beginning of the essay and then supported or proven by the information given in the rest of the essay.

Also use your thesis statement to establish the mood you want to create in your essay. How do you want readers to feel about the tradition you are narrating? The student writer wanted to create a mood of fun and enjoyment, as well as closeness and family, by sharing with readers the many happy memories he and his family had of celebrating the Fourth of July. To do so, he fine-tuned his thesis statement as follows:

My family and I share many fond memories of this wonderful holiday celebration.

Write your thesis statement here.
Draft

You have chosen a tradition to narrate, identified your purpose and audience, and gathered and organized your information. Now you are ready to write a draft of your narrative essay.

In drafting, take the information you have gathered and organized and put it in sentence and paragraph form. Focus on narrating the background information and the key events and practices that make up the tradition. Use this three-part structure: introduction, body, and conclusion.

Introduction

Your first paragraph, which is the introduction, should identify your subject, draw readers into your narrative, and state your thesis.

What will get readers interested and make them want to read more? Use some kind of attention-getter in your introduction, such as one of the following:

- an interesting fact or statistic about the subject
- a short description about a personal experience with the subject
- a quotation or statement from someone who knows about the subject
- a description or definition of the subject

Providing background information about your tradition will also help get readers interested by telling them what they need to know about the context. Think of using background information to establish a foundation for the rest of the narrative.

Near the end of your introduction, state your thesis, telling readers the main idea you will support or prove and establishing the mood of your narrative.

Body

You have already presented the background information in the introduction to your essay. In the body, present the key aspects of your tradition in chronological order, following the plan you made in the Prewrite stage. Include the descriptive details about each event or practice, as you determined earlier.

For each item listed in column 2, “Key Aspects,” of your Narrative Planning Chart, write a sentence that states the point you want to make about it. For instance, for the narrative about the Fourth of July celebration, the student wrote this sentence about the parade:

The day begins at 10:00 a.m. with a festive parade.

Use this sentence as the topic sentence for a paragraph about this idea. Then write several additional sentences using the details you jotted down about this idea. Each additional sentence should somehow prove or support the idea stated in the topic sentence.

The body of your essay should have three or four paragraphs like this, in which you state and then prove or support an idea. And each paragraph you write should prove or support the thesis statement you provided in your introduction.
As you write, think about how you can maintain the mood that you established in your introduction. One way to do so is by using action verbs that help readers visualize the events of the narrative. Another way of creating mood is through sentence structure and length. Remember that short, simple sentences, in particular, can be used to create action or tension and to highlight key points.

**Conclusion**

The conclusion should be a short paragraph that restates your thesis, or main idea, and provides a sense of finality or closure. For your narrative essay about a tradition, focus on why the tradition is important. Leave readers with a clear understanding of what this tradition suggests about the people who participate in it.

**Revise**

Be sure to allow enough time after drafting to revise your narrative essay. If possible, put it aside for a day or two and then start work on revising it.

**Evaluate Your Draft**

Begin the Revise stage by evaluating what you have written. Use the questions in column 1 of the Revision Checklist below to see if your draft meets all the qualities of a good narrative. Then based on that evaluation, revise your draft. Where it may be lacking, use the suggestions in column 2 to make it stronger.

In revising your draft, you may add, delete, or rearrange key aspects, details, and the like. You may also use more action verbs and revise sentences to create movement or tension or to emphasize key points. See the Grammar & Style box on page 11 for guidelines on maintaining verb tense. It’s best to make changes such as these with pencil on paper, thinking carefully about your writing as you read through your draft.

Review the two drafts that follow the Revision Checklist. The Original Student Draft shows the writer’s first draft of his narrative essay, and the Revised Student Draft shows what the narrative looks like after it’s been evaluated and marked up.

**Original Student Draft**

Every year, my hometown puts on a Fourth of July spectacle to celebrate the nation’s birthday. The celebration lasts all day, and everyone in the town participates in some way. My family and I share many fond memories of this wonderful holiday celebration.

The day begins at 10:00 a.m. with a festive parade. People line the streets, arriving hours early to pick the best spots. When I was really young, I sat at the curb and waved to the marchers as they went by. All the marchers in the parade wear uniforms, including kids in sports teams and scouts, the local veterans, and members of the police and fire departments. Of course, there’s also the high school marching band.

After the last of the marchers have gone by, everybody goes to the park in the center of town. The gazebo is always covered in banners. At noon, some of the town officials make speeches. The younger kids stand in line for pony rides and the moonwalk tent. The older kids play contests and other games. And, of course, it
REVISION CHECKLIST

<table>
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<tr>
<th>Evaluate</th>
<th>Strengthen</th>
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<tbody>
<tr>
<td>□ Does the introduction identify the subject and draw readers into the narrative?</td>
<td>Identify the tradition early on, and use an attention-getter to make readers want to read more.</td>
</tr>
<tr>
<td>□ Does the introduction include relevant background information?</td>
<td>Add information about why, when, and where the tradition occurs and who participates in it.</td>
</tr>
<tr>
<td>□ Does the introduction provide the thesis statement?</td>
<td>Add the thesis at the end of the introduction to state the main idea and establish the mood of the essay.</td>
</tr>
<tr>
<td>□ Does the body of the narrative essay present key aspects of the tradition in chronological order?</td>
<td>Using the plan you created in the Prewrite stage, arrange key events and practices in the order in which they occurred.</td>
</tr>
<tr>
<td>□ Does each body paragraph begin with a topic sentence that states a key aspect of the tradition?</td>
<td>Provide a topic sentence at the beginning of each paragraph that states the event or practice to be developed.</td>
</tr>
<tr>
<td>□ Does each body paragraph provide details that support or prove the idea stated in the topic sentence?</td>
<td>Add or delete descriptive details as needed to clearly support or prove the idea stated in the topic sentence.</td>
</tr>
<tr>
<td>□ Does each body paragraph support the statement or prove the thesis you stated in your introduction?</td>
<td>Review each body paragraph and revise it as needed to make sure that it relates clearly to the thesis statement.</td>
</tr>
<tr>
<td>□ Are action verbs and short, simple sentences used effectively to help maintain the mood of the essay?</td>
<td>Replace dull, unspecific verbs with more vivid action verbs, and use short, simple sentences to create movement or tension and to provide emphasis.</td>
</tr>
<tr>
<td>□ Does the conclusion of the narrative essay restate the thesis and provide a sense of closure?</td>
<td>End the narrative by emphasizing the importance of the tradition to the people who participate in it.</td>
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wouldn’t be Fourth of July without hot dogs—all you can eat.

Musicians wearing old-fashioned jackets and straw hats play at the gazebo during the afternoon. Some of the adults actually get up and dance. Toward evening, the community band took over. When they played patriotic songs like “America, the Beautiful,” all the people stood up, placed their hands across their hearts, and sang. My grandma always cries a little when she hears this music.

Of course, the highlight of the Fourth of July celebration is the fireworks. At the high school football field, people come in the early evening and put their blankets on the grass to wait for it to get dark. Very young kids, tired from the long day, sleep in their mothers’ laps. Other kids chase after lightning bugs or one another. Then when the sun has finally set, without warning, we hear a loud BOOM. Like a cannon blast, the fireworks begin!

My family and I have enjoyed many years of Fourth of July celebrations.
Revised Student Draft

The sounds of Sousa, sparklers, and squealing children fill the air. Red, white, and blue flags, banners, and streamers are everywhere. The smells of hot dogs, popcorn, and hot apple pie make mouths water. People wait patiently all day for the big event: the fireworks! Every year, my hometown puts on a Fourth of July spectacle to celebrate the nation’s birthday. The celebration lasts all day, and everyone in the town participates in some way. My family and I share many fond memories of this wonderful holiday celebration.

The day begins at 10:00 a.m. with a festive parade. People line the streets, arriving hours early to pick the best spots. Lawn chairs and coolers mark each family’s territory. When I was really young, I sat at the curb with my cousins and waved eagerly to the marchers as they went by. All the marchers in the parade wear their uniforms proudly, including kids in sports baseball and softball teams and troops of scouts, the local veterans of all ages, and members of the police and fire departments. Of course, there’s also the high school marching band, high-stepping as they perform the school’s fight song.

After the last of the marchers have gone by, everybody goes to the Riverside Park in the center of town. The gazebo is always draped in red, white, and blue banners. At noon, some of the town officials make patriotic speeches. The younger kids wait anxiously in line with their parents for pony rides and the moonwalk tent. The older kids play contests and other games. And, of course, it wouldn’t be Fourth of July without hot dogs—all you can eat.

Music is a key part of the day-long celebration. Musicians wearing old-fashioned jackets and adorned with straw hats play the gazebo during the afternoon. Some of the adults actually get up and dance, swinging and swaying to the music. Toward evening, the fifty-piece community band takes over. When they played patriotic songs like “America, the Beautiful,” all the people stood up, placed their hands across their hearts, and sang. My grandma always cries a little when she hears this music.

Of course, the highlight of the Fourth of July celebration is the fireworks. At the high school football field, people come gather in the early evening and put their blankets on the grass to wait for it to get dark. Very young kids, tired exhausted from the long day, sleep in their mothers’ laps. Other kids chase after lightning bugs or one another. Then when the sun has finally set, without warning, we hear a loud BOOM. Like a cannon blast, the fireworks begin!

My family and I have enjoyed many years of Fourth of July celebrations. Like families all across the United States, we look forward every year to spending this time together in our hometown.
Grammar & Style: Verb Tense

In a narrative, the writer tells about events and actions that took place in the past or that are all taking place in the present. Either way, the verbs should be in the same tense: past or present. Consider these examples from the student essay:

**Past tense**  The day began at 10:00 a.m. with a festive parade
**Present tense**  The day begins at 10:00 a.m. with a festive parade

In most written works, the tense should remain consistent throughout. Shifts in tense are confusing to readers, making it difficult to follow the sequence of events. Look at this example of a shift from present to past tense:

Music is a key part of the day-long celebration. Toward evening, the fifty-piece community band took over.

Since present tense is used throughout the student essay, the verb took over should be takes over in this example.

Sometimes, however, a narrative may include events that take place at different times. In such cases, a shift in tense is required. Here’s an example of an acceptable shift in tense:

People line the streets, arriving hours early to pick the best spots. Lawn chairs and coolers mark each family’s territory. When I was really young, I sat at the curb with my cousins and waved eagerly to the marchers as they went by. All the marchers in the parade wear their uniforms proudly...

The phrase *When I was really young* indicates that the narrative is going back to an earlier time, requiring a shift to past tense. Note that the tense returns to present tense after this sentence.

In deciding whether to write your narrative essay in past or present tense, think about what best suits your purpose and audience. Use of present tense generally makes writing seem more live and real, as if the events are actually happening.

**Exercise:** In each of the following sentences, circle the correct verb from the possibilities offered to avoid an incorrect shift in tense. (Consider each sentence individually, not all the sentences as a group.)

1. In the afternoon, there is a softball game in which kids **play/played** against the adults.

2. I recall the years everyone **march/marched** in the rain.

3. When the first firework exploded, some of the young children **cover/covered** their ears.

4. The community band usually plays until the fireworks begin but then **stops/stopped**.

Now go back to your revised draft and look at the verb or verbs in each sentence. Identify and fix any incorrect shifts in tense within sentences or paragraphs.
Proofread Your Draft

After you have finished marking up your narrative essay, proofread it to check your spelling, punctuation, and grammar for errors. You can certainly mark these kinds of errors at any point during the Revise stage, but you should focus on them specifically while proofreading.

Create Your Final Draft

Finally, create a final draft by incorporating all the changes you have made. Then proofread it again to make sure you made the changes accurately. Also ask yourself if it meets all of the requirements of a successful narrative essay, as listed in the Writing Rubric below. Check off each item that applies to your narrative.

WRITING RUBRIC

A successful narrative essay about a tradition has these qualities:

- Identifies the tradition and draws readers into the essay in the introduction
- Provides relevant background information in the introduction
- States the thesis in the introduction
- In the body, presents the key aspects of the tradition in chronological order
- Has body paragraphs that each begin with a topic sentence and then provide details for proof or support
- Has body paragraphs that support or prove the thesis statement
- Creates mood using vivid action verbs and short, simple sentences
- Uses verb tenses accurately and consistently
- Ends with a conclusion that restates the thesis and provides closure
- Uses correct spelling, grammar, punctuation, and vocabulary

Did you check off each item? If not, consider making additional changes.

Writing Follow-Up

Publish and Present

- Share your narrative essay with someone who has the same or a very similar experience with the tradition you have written about, such as a good friend, a teammate, or a family member. Discuss how closely his or her views of the tradition match yours, as presented in the essay.
- As a class, collect the narrative essays into a book called Traditions We Count On. Invite students with artistic interests to create a cover for the book and illustrations for all or some of the essays.

Reflect

- The United States is a land of immigrants. Discuss with a small group of classmates the traditions observed by people from other countries and what it likely means to them to continue practicing these traditions. Include any traditions classmates’ families may continue to practice.
- How would your life be different if the tradition you wrote about no longer was practiced? What do traditions bring to people’s lives? Why do people enjoy having traditions?
ARGUMENTATIVE WRITING

Persuade with Facts, Examples, and Details

Persuasion is writing or speaking that is intended to influence the way a reader or listener thinks or feels about a particular issue or idea. Government officials, business leaders, and newspaper columnists have to be good at persuasion if they are to succeed. Perhaps you have tried to persuade your parents to let you go somewhere, give you money, or stay home from school. Or maybe you have tried to convince the student body of your school that you would be a good candidate for a school government position. You may even have had the experience of promoting your skills and abilities to convince an employer to hire you for a job. All of these persuasive speaking situations required you to outline your arguments, to use supporting evidence to back up your arguments, and to select your words carefully.

Argumentative writing is no different. An argumentative essay aims to persuade the reader to accept a certain point of view. Learning to write an effective argumentative essay will help you not only in writing research papers and reports for school but also in writing job and college entrance applications, funding and grant proposals, and community activism materials later in life.

Learn from a Literary Model

The following excerpt, "Montgomery Boycott," which is on pages 122–130 of your textbook, is from the memoir of Coretta Scott King, the wife of civil rights leader Martin Luther King Jr. (A memoir is a type of autobiography, or account of one's own life.) In it, Mrs. King recalls the 1955 boycott of city buses in Montgomery, Alabama, in which civil rights leaders encouraged residents not to ride the buses. This nonviolent protest was initiated after Rosa Parks, an African-American woman, was arrested for refusing to give up her seat on a bus to a white passenger. In this excerpt, note how Mrs. King uses these three types of supporting information—facts, examples, and details—to convince readers of the injustice that existed.
Montgomery Boycott, by Coretta Scott King

Of all the facets of segregation in Montgomery, the most degrading were the rules of the Montgomery City Bus Lines. This Northern-owned corporation outdid the South itself. Although seventy percent of its passengers were black, it treated them like cattle—worse than that, for nobody insults a cow. The first seats on all buses were reserved for whites. Even if they were unoccupied and the rear seats crowded, Negroes would have to stand at the back in case some whites might get aboard; and if the front seats happened to be occupied and more white people boarded the bus, black people seated in the rear were forced to get up and give them their seats. Furthermore—and I don’t think Northerners ever realized this—Negroes had to pay their fares at the front of the bus, get off, and walk to the rear door to board again. Sometimes the bus would drive off without them after they had paid their fare. This would happen to elderly people or pregnant women, in bad weather or good, and was considered a great joke by the drivers. Frequently the white bus drivers abused their passengers, called them niggers, black cows, or black apes. Imagine what it was like, for example, for a black man to get on a bus with his son and be subjected to such treatment.

Identify the Topic

In a piece of argumentative writing, the writer should identify early in the piece the injustice, issue, problem, or cause he or she will address. Readers should know the topic and the writer’s view on it as they start reading the piece.

1. What specific facet, or aspect, of segregation does King identify at the start of the piece?

Give Facts

To be effective, argumentative writing needs to make logical or reasonable arguments. Using facts is one way to develop such arguments. A fact is something that’s known to have happened; it can be proven or verified. Supplying facts for your readers provides solid proof for the arguments you are presenting in your argumentative essay.

2. What fact does King provide to support her point about the injustice of the city bus rules?
**Give Examples**

An example is an illustration that is considered typical or representative of something, such as a situation, place, or person. Examples offer proof or evidence to convince readers that the point the writer is making is a valid one. An example shows that something exists or has happened.

3. King gives three examples of how the bus company’s rules discriminated against African American passengers. What are they?

---

**Give Details**

Details provide specific proof or support for the arguments made in persuasion. Details make abstract ideas more concrete, or real, thus convincing readers of their validity. For instance, to make a general statement such as “The seating rules were unfair” would not be very convincing. Following this statement with details about the actual provisions or effects of the rules would greatly increase its persuasive power.

4. For each example King gives about the injustice of the rules, she provides details to show readers the discrimination that took place. Identify one detail for each example.
   a. **Seating rules:**
   
   b. **Fare collection procedure:**
   
   c. **Name calling:**

5. At the end of this excerpt, King personalizes her argument by suggesting the humiliation felt by a father who is called an insulting name in front of his son. How is providing this detail more effective than writing something like “Blacks were humiliated by the name calling”? What effect does personalizing the argument have on readers?
Your Assignment
Write an Argumentative Essay Using Facts, Examples, and Details

To complete this assignment, follow the three stages of the writing process: Prewrite, Draft, and Revise.

① Prewrite
Before you write, gather your thoughts and plan your argumentative essay.

Choose a Topic

The most important guideline for selecting a topic is to choose an issue about which you have strong feelings and real understanding. Both these criteria will affect how convincing a case you can make about your topic.

Here are some ways to come up with possible topics:

1. Is something happening in your school, neighborhood, or town that you think is harmful, unfair, or wrong? For example, do certain kids monopolize the best tables in the cafeteria? Do your neighbors run lawnmowers early on Saturday morning when you are trying to sleep? Are the leaders in your town ignoring a serious gang problem or environmental issue?

2. Is society at large unfair to or inconsiderate of certain groups of people? For example, do athletes get preferential treatment? Are left-handed people at a disadvantage?

3. Is a serious injustice occurring in your family? For example, do you have to do more chores or accept more responsibility than your brother or sister?

List four possible topics about which you could write an argumentative essay.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Now think about each topic more closely—particularly, how much you know about it and how strongly you feel about trying to convince people of your point of view. For instance, one student thought about how often she had felt discriminated against because she was left-handed. Based on her experience, she felt that society was unfair to left-handers.

Select your topic and write it on the line below.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
State Your Purpose and Identify Your Audience

The purpose, or goal, of your argumentative essay is to convince readers of your point of view and perhaps take some action in response to it. The audience of your essay is the group of people that you want to convince, perhaps because the issue affects them in some way, because they should be aware of the issue, or because they may be able to take action on the issue.

For instance, if your purpose is to move your town council to action on a particular issue, you will have to provide information that council members will react to and use language that will reflect the significance of the issue. If your purpose is to raise classmates' and teachers' awareness of a specific school issue, you will provide information and use language appropriate for that audience.

The student writing about society's unfair treatment of left-handed people wrote this statement of purpose and audience:

My purpose is to raise awareness among classmates and teachers that society is unfair to left-handed people.

State your purpose and audience in a single sentence.

Identify Your Arguments

To support your point of view in an argumentative essay, you need to provide a minimum of three arguments, or reasons. An argument answers the question Why? or How?

For example, on the topic of discrimination against left-handers, the student writer asked this question:

How is society unfair to left-handed people?

In response to this question, the student brainstormed the following list of arguments:

- Many words and expressions use the word left in a derogatory way.
- Many tools are made for right-handed people.
- Left-handed people have often been forced to become right-handed.

These arguments will guide the student in gathering information and then later provide the framework for her argumentative essay.

Write a Why? or How? question about your topic.

In response to that question, record at least three arguments, or reasons for your point of view.
Gather Your Information

In general, you want to gather information that provides proof or support for the arguments you have identified. You should also look for information that identifies new arguments in support of your viewpoint. At this point in planning your essay, you should remain open to new ideas and information.

One effective way of testing your arguments is to consider counterarguments, or arguments opposite yours. Examining information that disproves or does not support your arguments will help you build a strong case in support of your point of view.

Use the following guidelines to help you gather the types of information your argumentative essay should contain: facts, examples, and details. Record these different types of information using a graphic organizer like the one shown below.

**Facts.** Using facts can be a powerful means of persuasion, as facts are typically hard to refute. Be sure, however, that your factual information clearly relates to the arguments you are making. Also be sure that your facts come from reputable sources, whether established organizations or individuals who are recognized as experts in their fields.

The student writing on left-handedness gathered factual information using materials from medical and psychological organizations, both print and online.

### Argumentative Essay Planning Chart

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These sources provided valuable facts that were supported by extensive research and study. For instance, the following fact came from researchers at the University College in London:

In Britain, around eleven percent of men and women ages fifteen to twenty-four are left-handed, compared with just three percent in the fifty-five to sixty-four age category.

In gathering facts, be sure to record the information accurately. Also jot down the source (such as University College in London) and the credentials of any specific individuals you mention (the person’s title, position, and place of employment). Providing readers with these credentials clearly shows that the individual has the knowledge and experience to be considered an expert on the issue.

Record the facts you find in the Argumentative Essay Planning Chart.

Examples. Also jot down some examples that prove or support the issue you are writing about. Remember that examples are illustrations that are considered typical or representative. Extreme or unusual cases cannot be considered representative and should not be used as examples.

In gathering information about how left-handed people are treated unfairly, the student writer recorded these examples:

Many negative words and expressions, in English and other languages, use the word left in a derogatory way.

Many tools and technologies are made only one way, so left-handers have to adapt, including the gear shift or stick shift in a car, a drinking fountain, and a wall-mounted pencil sharpener. Other items must be ordered or made especially for left-handers, such as a pair of scissors, a computer mouse, and a baseball mitt.

Record the examples you find in the Argumentative Essay Planning Chart.

Details. As you gather information, look for details that illustrate your topic and support the facts and examples you have found. Remember that providing details makes abstract information more concrete, or real, and thus more convincing.

For instance, the student writer had found an example in one source about how language discriminated against left-handed people. In other sources, she found details about specific words that supported this example:

The word sinister, which means “dishonest, evil, or threatening,” comes from the Latin word sinistra, which means “left.”

The French word for left is gauche, which means “clumsy” in English.

Record the details you find in the Argumentative Essay Planning Chart.
Write a Thesis Statement

After gathering information, you should have a clearer idea of the focus for your essay. You may have realized that some of what you initially thought about your topic was unimportant or even incorrect. You may also have learned some new information about your topic that has made you think about it in a slightly different way.

Review the statement of audience and purpose that you wrote earlier. How well does it match up with the information you have gathered about your topic?

The student writing about discrimination against left-handed people took another look at her statement of audience and purpose:

My purpose is to raise awareness among classmates and teachers that society is unfair to left-handed people.

Based on the information she had gathered, this student decided to narrow the focus of her argumentative essay. Instead of suggesting only that society treated left-handers unfairly, she would demonstrate how left-handers have always had to struggle to fit into a right-handed world. She stated that opinion in the following sentence:

Left-handers have struggled for centuries to overcome stereotypes and obstacles in a right-handed world.

At this point, you should be able to write a sentence that summarizes the main idea about which you hope to persuade your readers. In an argumentative essay, that main point is called the thesis statement.

Write your thesis statement here.

Organize Your Information

Refer back to your stated arguments, and then review your gathered evidence to determine what pieces of information support which arguments. Match up your information with your arguments to determine what facts, examples, and details to include with each argument.

You may find that you have uncovered evidence for an argument you had not thought of before. Add that argument and its supporting information if you think doing so will strengthen your argumentative essay. You may also find that one of your arguments lacks solid support, in which case you need to find additional information or identify and research another argument. Check that your supporting information provides a nice balance of facts, examples, and details in support of your arguments.

Determine the order in which you will present your arguments. In an argumentative essay, it’s effective to organize the arguments from weakest to strongest, so that you build an increasingly convincing case.

The student writer, after reviewing the information she had gathered, decided on the following arguments and order:
1. Many words and expressions use the word *left* in a derogatory way.
2. Until the late-1900s, left-handers were forced to become right-handers, often with damaging effects.
3. Left-handers have always had to adapt to the tools and technologies of a right-handed world.

Write your three arguments in the order in which you will present them in your argumentative essay.

---

**Draft**

You have selected a topic about which you hope to persuade others, and you have stated your purpose and audience. You have identified arguments in support of your point of view and gathered information that proves or supports those arguments. You have written a thesis statement and decided on the organization for presenting your information. Now you are ready to write a draft of your argumentative essay.

In drafting, you take the information you have gathered and organized and write it in sentence and paragraph form. Draft your argumentative essay using this three-part structure: introduction, body, and conclusion.

**Introduction**

An effective *introduction* begins by identifying the topic and getting readers’ attention. You can do this in a number of ways:

- Start with a fact that will surprise or intrigue your readers.
- Share an anecdote or case that will generate interest.
- Open with a question that gets readers thinking.
- Cite a number of examples.

An effective introduction also presents the thesis statement. Stating the thesis in the introduction makes it clear from the start of the essay what viewpoint you will be arguing.

**Body**

The arguments that you outlined in the Prewrite stage provide the framework for the *body* of your argumentative essay. Use each argument as a *topic sentence* for one body paragraph about this idea. Then write additional sentences using the facts, examples, and details you gathered in support of each argument. Each additional sentence should somehow prove or support the idea stated in the topic sentence.

The body of your essay should have three paragraphs like this, in which you state and then prove or support an argument. And each paragraph you write should prove or support the thesis you stated in your introduction. Making these connections among all the elements of your essay will help ensure that it is persuasive.
**Conclusion**

The **conclusion** of your essay should be a short paragraph that restates the main idea of the essay, which is your thesis statement, and provides a sense of finality or closure. Consider what final thought or idea you want your readers to have. In an argumentative essay, the conclusion provides a final opportunity to convince readers of your point of view and to get them to take action, if appropriate.

**3 Revise**

Be sure to allow enough time after drafting to revise your argumentative essay. If possible, put it aside for a day or two and then revise it.

**Evaluate Your Draft**

Read your draft and look for ways to make it more persuasive and clear. Use the questions in column 1 of the Revision Checklist below to see if your draft measures up to a quality argumentative essay. Then based on that evaluation, revise your draft. Where it may be lacking, use the suggestions in column 2 to make it stronger.

In revising your draft, you may add or delete facts, examples, and details. You may also change words after thinking of better choices. See the Grammar & Style box on page 25 for guidelines on using numbers in your argumentative essay. It’s best to make changes such as these with pencil on paper, thinking carefully about your writing as you read through your draft.

Review the two drafts that follow the Revision Checklist. The Original Student Draft shows the writer’s first draft of an argumentative essay, and the Revised Student Draft shows what the essay looks like after it’s been evaluated and marked up.

### REVISION CHECKLIST

<table>
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<th>Evaluate</th>
<th>Strengthen</th>
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<tr>
<td>☐ Does your introduction identify the topic and get readers’ attention?</td>
<td>Review the suggestions for attention-getters, and use one to create an effective opening.</td>
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<td>☐ Does the introduction present your thesis statement?</td>
<td>State the thesis in the introduction.</td>
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<td>☐ Does the body provide at least three arguments to support your point of view, as stated in your thesis?</td>
<td>Add arguments as needed, writing a body paragraph about each one.</td>
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<tr>
<td>☐ Does each body paragraph begin with a topic sentence that states an argument in support of your point of view?</td>
<td>Provide a strong topic sentence at the beginning of each paragraph.</td>
</tr>
<tr>
<td>☐ Is each paragraph developed with facts, examples, and details that support the topic sentence?</td>
<td>Write sentences expressing facts, examples, and details to support the topic sentence in each paragraph.</td>
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<tr>
<td>☐ Does the conclusion restate the thesis and provide a sense of finality or closure?</td>
<td>Add a restatement of your thesis and a final comment or thought with which to leave readers.</td>
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Original Student Draft

A 1998 study found that less than ten percent of the people in the world are left-handed. Yet even though they are so clearly outnumbered, left-handed people are not often thought of as a minority group. Left-handers have struggled for centuries to overcome stereotypes and obstacles in a right-handed world.

Many words and expressions use the word left in a derogatory way. For example, the English word sinister, which means “dishonest, evil, or threatening,” comes from the Latin word sinistra, which means “left.” The French word for “left” is gauche, which is used to mean “clumsy or vulgar” in English. In Portuguese, the most common word for a left-handed person is canhoto, which was once used to identify the devil. The expression a left-handed compliment actually refers to a criticism or insult, and the expression has two left feet is used to describe someone who is uncoordinated.

Until the late-1900s, left-handers were forced to become right-handers, often with bad effects. One of the most famous was King George VI. His father forced him to be right-handed by tying a long string to the boy’s left wrist and pulling on it whenever he tried to use his left hand. This technique is believed to have caused George to develop a serious stammer. Left-handed schoolchildren in the United States and Great Britain were often made to use their right hands in handwriting instruction. Today, these practices have mostly been abandoned. In Great Britain today, around eleven percent of men and women ages fifteen to twenty-four are left-handed, compared with just 3 percent in the 55 to 64 age category.

Left-handers have always had to adapt to the tools and technologies of a right-handed world. Common tools are made for right-handed people. In a car or truck, the gear shift or stick shift is to the right of the driver, and seatbelts are mostly designed for right-handers, as well. Although left-handed versions are made of some items, in most cases, left-handed people must simply adapt. In the workplace, tools and machines designed for right-handed people are difficult for left-handed people to use, contributing to workplace accidents.

Clearly, being left-handed in a right-handed world brings with it many frustrations and even dangers.

Revised Student Draft

A 1998 study by the World Health Organization found that less than ten percent of the people in the world are left-handed. Yet even though they are so clearly outnumbered, left-handed people are not often thought of as a minority group. Left-handers have struggled for centuries to overcome stereotypes and obstacles in a right-handed world.

Many words and expressions, in English and other languages, use the word left in a derogatory way. For example, the English word sinister, which means “dishonest, evil, or threatening,” comes from the Latin word sinistra, which means “left.” The French word for “left” is gauche, which is used to mean “clumsy or vulgar” in English. In Portuguese, the most common word for a left-handed person is canhoto, which was once used to identify the devil.
Mandarin Chinese, the adjective left, which is zuo, means “improper.” In Norwegian, the expression venstrehandsarbeid, translated literally as “left-hand work,” means something that’s done in a sloppy or unsatisfactory way. In English, the expression a left-handed compliment actually refers to a criticism or insult, and the expression has two left feet is used to describe someone who is uncoordinated. In contrast, the word right is used to mean “correct, just, or skillful” in many European languages.

Until the late-1900s, left-handers were forced to become right-handers, often with bad damaging effects. One of the most famous was King George VI, who ruled the United Kingdom during World War II. During George’s boyhood and adolescence, his father forced him to be right-handed by tying a long string to the boy’s left wrist and pulling violently on it whenever he tried to use his left hand. This punishing technique is believed to have caused George to develop a serious stammer, which affected him his entire life. Left-handed schoolchildren in the United States and Great Britain were often made to use their right hands in handwriting instruction, which led to defective motor skill development in many cases. Today, these practices have mostly been abandoned, as revealed by statistics that show an increase in lefthandedness among the younger population. In Great Britain today, around eleven percent of men and women ages fifteen to twenty-four are left-handed, compared with just 3 three percent in the 55 fifty-five to 64 sixty-four age category. Professor Chris McManus, who has conducted research on handedness at the University College in London, stated, “One reason for the lower percentage of lefties among older people is that left-handers were severely discriminated against in past generations, and lefthandedness was often beaten out of people.”

Left-handers have always had to adapt to the tools and technologies of a righthanded world. Common tools such as scissors, pencil sharpeners, and canopeners are made for right-handed people. The mouse on most computers is also designed so the main button is convenient for the index finger of a right-handed person. In a car or truck, the gear shift or stick shift is to the right of the driver, and seatbelts are mostly designed for right-handers, as well. Although left-handed versions are made of some items, such as baseball gloves and golf clubs, in most cases, left-handed people must simply adapt. In the workplace, tools and machines designed for right-handed people are difficult for left-handed people to use and thus sometimes dangerous, contributing to workplace accidents.

Clearly, being left-handed in a right-handed world brings with it many frustrations and even dangers. To help cope with these issues, some lefthanders have formed their own clubs and support groups. These groups help left-handers shrug off some of the stigma they feel and celebrate their uniqueness.
Grammar & Style: Writing Numbers

When you use facts, statistics, measurements, and other numbers in your writing, follow these general guidelines for writing numbers as words or numerals:

1. Use words to express numbers that can be written as one or two words, and use numerals to express numbers that will take three or more words.
2. Use one style or the other—all words or all numerals—to express related numbers, such as measurements.
3. When numbers are expressed as words, also use words to express the units of measurement, such as percent, years, miles, and so on.
4. Use numerals to express dates, addresses, phone numbers, and other information that is typically expressed this way.

Here are some examples of the correct use of words versus numerals:

A 1998 study by the World Health Organization found that less than ten percent of the people in the world are left-handed.

In Great Britain today, around eleven percent of men and women ages fifteen to twenty-four are left-handed.

Also use words for a number that begins a sentence:

Three thousand sixty people recently attended the regional meeting of the Association of Left-Handers.

Exercise: Circle the correct form of number—words or numerals—in each of the following sentences.

1. Until the late nineteen hundreds/1900s, many left-handers were forced to become right-handers.

2. An identical twin has a seventy-six percent/76% chance of being left-handed if his or her twin is left-handed.

3. Negative associations with the word left have been identified in twenty-seven/27 world languages.

4. The word southpaw was first used to describe a left-handed pitcher just three years/3 yrs. after the first organized baseball game.

Now go back to your revised draft and check how you have written numbers: as words or numerals or some combination of the two. Fix any errors and inconsistencies you find in writing numbers.
Proofread Your Draft

After you have finished marking up your argumentative essay, proofread it to check your spelling, punctuation, and grammar for errors. You may have spotted and corrected such errors already, but look specifically for them in a separate round of proofreading.

Create Your Final Draft

Finally, create a final draft by incorporating all the changes you have made. Then proofread it again to make sure you made the changes accurately. Also ask yourself if it meets all of the requirements of a successful argumentative essay, as listed in the Writing Rubric below. Check off each item that applies to your essay.

WRITING RUBRIC

A successful argumentative essay has these qualities:

- Identifies the topic, gets readers’ attention, and states the thesis in the introduction
- In the body, provides at least three arguments to support your point of view
- Includes body paragraphs that each begin with a topic sentence that states an argument in support of your point of view
- Has body paragraphs that are each developed with facts, examples, and details that support the topic sentence
- Restates the thesis and provides a sense of finality or closure in the conclusion
- Writes numbers correctly and consistently as words versus numerals
- Uses correct spelling, grammar, punctuation, and vocabulary

Did you check off each item? If not, consider making additional changes.

Writing Follow-Up

Publish and Present

- Share your argumentative essay with classmates. Take a vote to determine which essays are most likely to get people to change their thinking or actions.
- Become a columnist. In a special notebook, write one or two argumentative pieces each week, just as newspaper columnists do. Write on a range of topics, with the one common objective of trying to persuade readers to agree with your point of view.

Reflect

- Read the opinion pieces on the editorial pages of your local newspaper. These include the editorials as well as the columns written by others. Identify the persuasive techniques you see used in those pieces.
- Most people say they are seldom influenced by advertising, yet companies continue to spend billions on advertising. Are you ever influenced by advertising to the point that you will spend your money on a product or service? What kind of advertising is most likely to get you to purchase a product or service?
INFORMATIVE WRITING

Analyze a Literary Work

Literary analysis is the examination of a work of literature by looking at all its individual components. Considered together, these elements create both the meaning of the poem and the reader's understanding and enjoyment of it. Analyzing a poem, short story, novel, or other literary work in this way helps the reader fully appreciate it.

As a student, writing a literary analysis enables you to develop the skills needed to grasp the meaning of any literary work you may read. Writing a literary analysis is a common assignment in high school and college English classes, as well as some achievement and placement tests.

Learn from a Literary Model

In the following poem, “Introduction to Poetry,” which is on page 283 of your textbook, poet Billy Collins offers advice for teaching poetry. As you read the poem and then later analyze it, keep in mind Collins’s concern about focusing on the meaning of a poem at the expense of the pleasure of reading it.

Introduction to Poetry, by Billy Collins

I ask them to take a poem
and hold it up to the light
like a color slide
or press an ear against its hive.

Say drop a mouse into a poem
and watch him probe his way out,
or walk inside the poem's room
and feel the walls for a light switch.

I want them to water-ski
across the surface of a poem
waving at the author's name on the shore.

But all they want to do
is tie the poem to a chair with a rope
and torture a confession out of it.

They begin beating it with a hose
to find out what it really means.

Speaker addresses readers directly
Uses simile
Uses metaphor
Creates image
Creates image
Uses metaphor
Creates image
Uses personification
Creates images
Suggests theme
The following sections outline the steps of the detailed review you should do of a poem in preparing to write a literary analysis of it. That review will begin with the more concrete, definitive elements of a poem, such as structure and form, and then proceed to the more abstract, interpretive elements, such as figurative language, imagery, and theme. Although you will examine each element of the poem individually, keep in mind that your overall goal is to describe how these elements work together to create meaning and enjoyment for the reader. (See also page 235 in your textbook for a review of the elements of poetry.)

**Identify the Structure and Form**

The *structure* of a poem is different from that of a work of prose. Whereas a work of prose, such as a novel or short story, is written in sentences and paragraphs, a poem is written in lines and stanzas. The type of stanza is determined by the number of lines; for instance, two lines are called a *couplet* and four lines are called a *quatrain*.

The *form* of a poem suits its content and purpose. Common forms include the narrative poem, which tells a story; the dramatic poem, which uses the elements of drama in telling a story; and the lyric poem, which expresses the emotions of the speaker and tends to be musical in style.

1. Examine the structure of Collins's poem. How many lines does it have? How many stanzas does it have? Does each stanza have the same number of lines?

   **Lines:**
   
   **Stanzas:**
   
   **Lines per stanza:**


**Analyze the Use of Rhythm, Meter, and Rhyme**

The musical quality of poetry is created by the use of rhythm, meter, and rhyme. Reading a poem out loud is a good way to hear and appreciate all these elements.

*Rhythm* is the pattern of beats, or stresses, in a line of poetry; it can be regular or irregular. A poem that has a regular rhythm has *meter*, which is usually indicated by identifying stressed and unstressed syllables.
Rhyme is the repetition of sounds in words, as in day and away. In many poems, the words at the ends of the lines rhyme. Look for a pattern of rhyme such as this, particularly a pattern within each stanza. That pattern is called the rhyme scheme. Keep in mind, however, that while most people associate rhyming with poetry, not all poems rhyme.

3. Does “Introduction to Poetry” have rhythm and meter? Explain.


5. “Introduction to Poetry” is an example of free verse, a type of poetry that has neither rhyme nor meter and that does not have typical stanza divisions. Many contemporary lyric poems are written in free verse, which mimics the language of everyday speech. Based on this description, explain why Collins’s poem can be considered free verse.

Identify the Speaker and Tone

The speaker of the poem is the voice assumed by the writer, although readers should not necessarily assume the speaker is the writer. As with any piece of literature, knowing who is speaking or narrating is key to understanding the work.

Since the speaker is the voice in the poem, the speaker determines the tone, or emotional attitude toward the reader or subject implied by the poem. The tone can be playful or serious, sarcastic or sincere, loving or angry. The tone of the poem is often indicated by the words the speaker uses. Think, too, of the mood created by the poem, or the emotion it makes you feel.
6. Who is the speaker in “Introduction to Poetry”? What can you infer about the speaker? Support your answer with details from the poem.

   ___________________________________________________________

   ___________________________________________________________

   ___________________________________________________________

   ___________________________________________________________

7. What word or words would you use to describe the tone of the poem? Support your answer with details from the poem.

   ___________________________________________________________

   ___________________________________________________________

   ___________________________________________________________

   ___________________________________________________________

**Analyze the Use of Figurative Language**

*Figurative language* is meant to be understood imaginatively instead of literally. This type of language can be used in all kinds of writing but is especially characteristic of poetry. Some of the most common types of figurative language (also called *figures of speech*) include the following:

- A **simile** is a comparison that uses *like* or *as*.
- A **metaphor** is a comparison in which one thing is written about as if it were another.
- **Personification** involves describing an animal, thing, force of nature, or idea as if it were human or giving it human qualities.

8. Examine Collins's use of figurative language in “Introduction to Poetry.” Write down one simile, one metaphor, and one use of personification; include the line number or numbers for each example. Then explain what the figure of speech means.

   a. **Simile:**

      ___________________________________________________________

      ___________________________________________________________

      ___________________________________________________________

      ___________________________________________________________
b. Metaphor:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

c. Personification:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Analyze the Use of Imagery

Imagery is descriptive language that creates vivid pictures in the minds of readers. Images are created through sensory details, or language that appeals to the senses—primarily sight but also sound, touch, taste, and smell. Poets use imagery both to help readers envision what’s being described in the poem and to help readers connect the ideas in the poem to their own experiences.

9. Examine Collins’s use of imagery in “Introduction to Poetry.” Write down two images from the poem; include the line number or numbers for each example. Then explain what each image means.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Identify the Theme

The theme of a literary work is the central message or perception about life that it reveals. Common themes include love and loss, coming of age, facing conflict and challenge, and duty and patriotism.

The theme of a literary work may be stated or implied. When the theme is implied, readers must infer what message the author intends to convey. That message is developed through all the other elements of literature. In a poem, the elements of tone, figurative language, and imagery, in particular, often suggest the theme. Note, however, that a single literary work can have more than one theme, and readers can read the same work and identify different themes.

10. What do you perceive to be the theme of Collins’s “Introduction to Poetry”? What other elements of the poem support your answer?

———

Your Assignment

Write a Literary Analysis of a Poem

To complete this assignment, follow the three stages of the writing process: Prewrite, Draft, and Revise.

① Prewrite

Before you write, gather your thoughts and plan your literary analysis of a poem.

Select a Poem

Review the poems in your textbook or an anthology of poems, and select four that you like and believe you understand. List the poems here, providing the title and author’s name for each one.

———

Consider each poem in your list. Think about not just its theme but also its other elements, such as figurative language and imagery, and how they work together to create the theme. How well do you understand the poem? How well could you support or explain your understanding of it?
One student liked John Updike's poem “Ex-Basketball Player,” because he felt it captured the reality of many former high school athletes. The student also enjoyed the narrative form of the poem, which tells the story of Flick Webb, a former high school basketball star whose adult life seems empty and sad. The student chose this poem for his literary analysis and wrote the following summary about it:

John Updike's “Ex-Basketball Player” is a narrative poem about Flick Webb, a former high school basketball star who works at a gas station in a small town. In this poem, Updike portrays Flick as living a dull, unfulfilling life because the athletic talents of his youth didn’t lead to success in adulthood.

Select one of the four poems, and write one or two sentences summarizing it. Begin the first sentence with the name of the poet and the title of the poem, as shown in the student model above.

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**State Your Purpose and Identify Your Audience**

In most instances, the audience for your literary analysis will be your English or language arts teacher. Your purpose, therefore, will be to show that you have understood the poem based on your analysis of its various elements. In some cases, however, your literary analysis might be shared with your classmates or the school newspaper or literary journal, in which case your audience will be other students. Your purpose then will be to help other readers understand the poem as well as you do.

The student who selected Updike's poem “Ex-Basketball Player” was writing his literary analysis for a class assignment, and so that determined his audience and purpose:

I will write a literary analysis of John Updike's "Ex-Basketball Player" for my English teacher to show her that I understand the poem.

Write a sentence stating your audience and purpose.

---

**Gather Your Information**

The following guidelines will help you determine the types of information that your literary analysis should contain. Record this information in a graphic organizer like the Literary Analysis Planning Chart shown on the following page.
Literary Analysis Planning Chart

Title: ________________________________

Author: ______________________________

<table>
<thead>
<tr>
<th>Brief Summary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure and Form</td>
<td></td>
</tr>
<tr>
<td>Rhythm, Meter, and Rhyme</td>
<td></td>
</tr>
<tr>
<td>Speaker and Tone</td>
<td></td>
</tr>
<tr>
<td>Figurative Language</td>
<td></td>
</tr>
<tr>
<td>Similes</td>
<td></td>
</tr>
<tr>
<td>Metaphors</td>
<td></td>
</tr>
<tr>
<td>Personification</td>
<td></td>
</tr>
<tr>
<td>Imagery</td>
<td></td>
</tr>
<tr>
<td>Theme</td>
<td></td>
</tr>
</tbody>
</table>

Identify the title and author. It's important in any literary analysis to identify the title and author of the work. You will state this information in the introduction to your analysis and then refer to it at other times throughout. Be sure to cite the title correctly, using the proper punctuation and capitalization. The titles of poems are enclosed in quotation marks, and all significant words are capitalized. For the author's name, record both first and last names in the planning chart, spelling them correctly.

Note that it is traditional to give the author's full name the first time you use it and then to use just the last name in subsequent uses. Use the last name regardless of whether the author is a man or a woman.

Write a brief summary. The introduction to a literary analysis usually provides a brief summary of the work. Doing so provides readers with a general idea of the content of the work, establishing a starting point for the analysis. Review the summary of the work you wrote earlier in the Select a Poem step, and revise it as needed for accuracy. For a poem, a one- or two-sentence summary should be sufficient.

The student who decided to write about Updike's "Ex-Basketball Player" was satisfied with her original summary of the poem:
John Updike's “Ex-Basketball Player” is a narrative poem about Flick Webb, a former high school basketball star who works at a gas station in a small town. In this poem, Updike portrays Flick as living a dull, unfulfilling life because the athletic talents of his youth didn't lead to success in adulthood.

**Identify the structure and form.** As modeled in the analysis, begin your analysis of a poem by examining its more concrete, definitive aspects, such as structure and form. Review the structure of the work by counting the numbers of lines in each stanza and the number of the stanzas in the poem. Look for some kind of pattern or consistency in these elements. Use terms such as *couplet* and *quatrain*, as appropriate.

For instance, the student writing about Updike's poem noticed that each of the five stanzas contained six lines; a six-line stanza is called a *sestet*. He also noticed that each stanza served a different function in advancing the narrative. The student made some notes about the purpose of each stanza in telling the story.

Also review the poem to determine its form—for instance, narrative, dramatic, or lyric poem. Consider more specific forms, as well, such as free verse, sonnet, ode, and so on. (See your textbook for discussion of these forms.) Make some notes about your reasons for selecting one form.

**Identify the rhythm, meter, and rhyme.** Next, review the rhythm of the poem to determine whether it is regular or irregular. Read the poem out loud to listen for a pattern of regular stresses, or beats. A poem that has a regular rhythm has meter; a poem without a regular rhythm does not have meter.

Listen, too, for the use of rhyme in the poem. Look for a pattern of rhyme, as well, or a rhyme scheme. If you detect the use of rhyme, make note of an example from the poem to support your observation.

The student writing about “Ex-Basketball Player” found that the poem had no regular rhythm (and thus no meter) and no rhyme. He felt that the poem was written in free verse, based on its lack of rhythm and rhyme and its use of everyday language. The poem did have regular stanza divisions, however.

**Identify the speaker and tone.** Who is the speaker in the poem, or the voice assumed by the writer? And what sort of tone does the speaker create through word choices and other indications of his or her attitude? Review your poem to identify the speaker and tone, and jot down some quotes from the poem that will support your observations. Be certain to record each quote correctly, and include the line number or numbers of each quote. (See the Grammar & Style box on page 42 for guidelines on using quotations from literary works.)

In analyzing Updike's poem, the student decided that the speaker was mostly an observer who seemed to know a lot about the town and Flick's life there. Only twice did the speaker enter the narrative to say that he or she had seen Flick play basketball. In telling Flick's story, the speaker was casual but matter of fact, using conversational language and even sports slang. The student wrote down some quotes that illustrated these points, providing line numbers for all of them.

**Analyze the use of figurative language.** The use of figurative language is particularly characteristic of poetry, so spend extra time on this step of your analysis. Look for uses of simile, metaphor, personification, and other figures of speech. Again, record examples from the poem to support your observations. For each example, also make notes about the poet's likely purpose in using this figure of speech. What does it mean?
For instance, the student analyzing Updike’s poem identified a simile in line 18: “His hands were like wild birds.” This simile seemed to describe Flick Webb’s amazing shooting ability as a basketball player. The student also identified several uses of personification. He recorded each carefully in his notes, quoting the text and including the line numbers. Then he made some notes about Updike’s likely purpose in using these figures of speech.

**Analyze the use of imagery.** Next, look at the imagery in the poem. Recall that images are created through sensory details, or language that appeals to the senses: sight, sound, touch, taste, and smell. Review the poem for uses of sensory details, and record them in your notes. As with figures of speech, include an observation about what the poet likely intended in creating each image. Again, spend extra time on this step of your analysis.

In analyzing “Ex-Basketball Player,” the student jotted down the image in line 7, in which Flick “stands tall among the idiot pumps,” and the image in line 26, in which Flick is described as “Grease-gray and kind of coiled.” Both these images seemed to portray Flick as somehow being reduced by life.

**State the theme.** By this point in your analysis, you should have a clear idea of the theme of your poem and plenty of information to support your opinion. Remember that the theme is the central message or perception about life revealed by your poem. In this sense, the theme should be a general, insightful comment about life, not a lesson specific to your poem.

For instance, the student writing about Updike’s poem originally thought the theme was about high school athletes not preparing adequately for their adult lives. This theme didn’t seem sufficiently insightful, however. It was too specific to the poem and would not likely be significant to many readers. Instead, the student decided the theme of the poem was the disappointment that comes from lost hopes and dreams. This was a more universal idea, one to which most readers could relate.

After clarifying the theme, the student went back through the poem and traced how Updike developed this theme in each stanza. She made notes about how Updike used the story of Flick Webb to develop this theme throughout the poem.

**Organize Your Information**

The order in which to present the information in your literary analysis is set, to some extent. As noted earlier, you should begin with the more concrete, definitive elements of a poem, such as structure and form, and then proceed to the more abstract, interpretive elements, such as figurative language, imagery, and theme. This is the order in which you have recorded information in the Literary Analysis Planning Chart.

**Write Your Thesis Statement**

For a literary analysis, your thesis statement should identify the theme of the work and how the author expressed it in his or her writing. Your thesis should not be a summary of the work or one particular element of it. Remember that for this assignment, your overall goal is to describe how all the elements of the poem work together to create meaning and enjoyment for the reader.

The student writing about John Updike’s “Ex-Basketball Player” had decided that the theme of the poem was the disappointment that comes from lost hopes and
dreams. She had also recognized that Updike expressed this theme through telling the story of Flick Webb. The narrative form of the poem was effective in developing this theme. The student wrote this thesis:

In telling the story of Flick, Updike reveals the disappointment that comes from lost hopes and dreams.

Write your thesis statement here.

② Draft

You have selected a poem to analyze and identified your purpose and audience. You have gathered and organized information about the poem, and you have written your thesis statement. Now you are ready to write a draft of your literary analysis.

In the draft, you take the information you gathered in the Prewrite stage and write it in sentence and paragraph form. Focus on using the details of your analysis to prove your thesis statement. In doing so, follow this three-part structure: introduction, body, and conclusion.

**Introduction**

The introduction to a literary analysis should provide readers with the information they need to make sense of the discussion that will follow. To begin, state the author and title of the work and the type of literature it is—in this case, a poem. As noted in the Prewrite stage, be sure to spell, punctuate, and capitalize all the author and title information correctly.

The introduction to a literary analysis should also provide a brief summary of the work. As noted earlier, giving readers a general idea of the content of the work establishes a starting point for the analysis. For a poem, a one- or two-sentence summary is adequate.

Finally, your introduction should present your thesis statement: the main idea you intend to prove in your literary analysis. Remember that all the information you present in the rest of your analysis should relate directly back to your thesis.

**Body**

In the body of your literary analysis, present the details of your review. Follow the organization provided in the Literary Analysis Planning Chart, in which you recorded these details. Again, start with your analysis of concrete qualities, such as structure and form, and then proceed to the more abstract qualities, such as figurative language and imagery.

For each main topic in the planning chart, write a topic sentence that states your main idea about it. Then develop a full paragraph about that topic by writing additional sentences about the details you recorded during your analysis. Each additional sentence should somehow prove or support the idea stated in the topic sentence.
The student writing about Updike’s poem “Ex-Basketball Player” wrote this topic sentence for the first body paragraph, which was about the structure and form of the poem:

This narrative poem is much like free verse.

In the rest of the paragraph, the student discussed how Updike’s poem fit the definition of free verse. The student also provided a stanza-by-stanza review of the poem’s structure.

Quotations from the literary work should provide most of the proof or support for your analysis. Use the specific quotations you recorded in the Prewrite stage to back up your observations about, for instance, the development of tone. Be sure to cite line number or numbers of each quote. If you are discussing an entire stanza, then mention the stanza number. (Again, see the Grammar & Style box on page 42 for guidelines on using quotations.)

A final guideline for writing the body of your literary analysis is to avoid too much summarizing. After providing a brief summary of the poem in the introduction, you should limit the amount of summarizing you do. Instead of summarizing the content of the poem, use details from it to prove your ideas.

**Conclusion**

The conclusion of your literary analysis should be a short paragraph that restates the main idea, which is your thesis statement, and provides a sense of finality or closure. Consider what final thought or idea you want your readers to have.

Because the thesis statement of your literary analysis relates to the theme of the poem, your final comment should likely relate to the theme, as well. Think about the relevance of the theme to most readers. What will they likely take away from reading the poem? What did you take away from reading it?

**Revise**

After writing your draft, put it aside for a day or so. Then when you go back to revise it, you will have a fresher, more objective view of your work.

**Evaluate Your Writing**

Read your draft and look for ways to make it better. Use the questions in column 1 of the Revision Checklist below to see if your draft measures up to a quality literary analysis. Then based on that evaluation, revise your draft. Where it may be lacking, use the suggestions in column 2 to make it stronger.

In revising your draft, you may add or delete actions, details, and the like. You may also change words after thinking of better choices. See the Grammar & Style box on page 42 for guidelines on using quotations from the literary work. It’s best to make changes such as these with pencil on paper, thinking carefully about your writing as you read through your draft.

Review the two drafts that follow the Revision Checklist. The Original Student Draft shows the writer’s first draft of a literary analysis, and the Revised Student Draft shows what the analysis looks like after it’s been evaluated and marked up.
John Updike’s “Ex-Basketball Player” is a narrative poem about Flick Webb, a former high school basketball star who works at a gas station in a small town. In this poem, Updike portrays Flick as living a dull, unfulfilling life because the athletic talents of his youth didn’t lead to success in adulthood. In telling the story of Flick, Updike reveals the disappointment that comes from lost hopes and dreams.

This narrative poem is much like free verse. It does not have rhyme or meter. However, the poem is highly structured, containing five sestets. The first two stanzas describe the town and the gas station where Flick lives and works. The third stanza recounts Flick’s heyday as a high school basketball star. The fourth stanza describes how Flick works at the gas station, and the final stanza describes how Flick plays pinball at the local luncheonette.

The speaker in Updike’s narrative is primarily an observer. Only in the third and fourth stanzas does the speaker briefly enter the narrative. The language of the poem is conversational and somewhat folksy. In the first stanza, where the speaker describes the location of Berth’s Garage, it seems as though he or she is chatting with someone who’s new in town. The speaker also describes Flick in a friendly, casual way. For instance, in line 6, the speaker says that Flick “helps Berth out” at the gas station, not that he “works there,” and in line 25, the speaker says Flick “hangs around” the luncheonette. In describing having watched Flick play, the speaker uses sports slang.

Updike’s use of figurative language supports this casual, friendly tone. He uses a
smile to describe Flick’s amazing shooting ability, writing “His hands were like wild birds.” Updike uses personification in portraying the gas pumps as “idiot pumps” that have “rubber elbows” and nostrils and eyes. One pump is described as “squat, without / A head at all—more of a football type.” Updike uses personification again in portraying the rows of candy at the luncheonette as “bright applauding tiers.” Flick nods toward the rows of candy as he quietly plays pinball, smokes, and drinks soda. Updike’s use of imagery in “Ex-Basketball Player” helps readers see the sadness and loss in Flick’s life. In the second stanza, the description of the gas pumps at first seems light and comical. Line 7 says that Flick “stands tall among the idiot pumps.” But in fact, this image is quite sad. In line 26, the description of Flick as “Grease-gray and kind of coiled” creates another sad image. In line 28, the fact that “Flick seldom says a word to Mae, just nods” suggests that he is a sad, withdrawn man who has little to say at this point in his life.

In stanza 1, the description of Pearl Avenue suggests the dead-end nature of Flick’s life. His world consists of the gas station, as described in stanza 2. Flick enjoys none of the glory of his high school days, which are recounted in stanza 3. The disappointment that marks Flick’s current life is made clear in the next stanza. The speaker sees glimmers of the young Flick as he goes about his work. But his basketball skills are not useful in Flick’s adult life. The emptiness of Flick’s adult life is fully revealed in the final stanza. The fact that Flick has no family or home life confirms his failure to achieve a normal adult life. He has nowhere else to go.

In “Ex-Basketball Player,” the speaker neither judges nor pities Flick for the state of his adult life. However, upon hearing Flick’s story, readers clearly understand the disappointment that comes from lost hopes and dreams.

Revised Student Draft

John Updike’s “Ex-Basketball Player” is a narrative poem about Flick Webb, a former high school basketball star who works at a gas station in a small town. In this poem, Updike portrays Flick as living a dull, unfulfilling life because the athletic talents of his youth didn’t lead to success in adulthood. In telling the story of Flick, Updike reveals the disappointment that comes from lost hopes and dreams.

This narrative poem is much like free verse. It does not have rhyme or meter, and it uses the language of everyday speech. However, the poem is highly structured, containing five sestets. The first two stanzas describe the town and the gas station where Flick lives and works. The third stanza recounts Flick’s heyday as a high school basketball star. The fourth stanza moves back to the present, describing how Flick works at the gas station, and the final stanza describes how Flick plays Flick’s time off work, playing pinball at the local luncheonette.

The speaker in Updike’s narrative is primarily an observer who tells Flick’s story in a casual, matter-of-fact way. Only in the third and fourth stanzas does the speaker briefly enter the narrative by mentioning that he or she saw Flick play in high school and remembers his stardom. The language...
of the poem is conversational and somewhat folksy. In the first stanza, where the speaker describes the location of Berth’s Garage, it seems as though he or she is chatting with someone who’s new in town. The speaker also describes Flick in a friendly, casual way. For instance, in line 6, the speaker says that Flick “helps Berth out” at the gas station, not that he “works there,” and in line 25, the speaker says Flick “hangs around” the luncheonette. In describing having watched Flick play, the speaker uses sports slang. **In lines 14–15, the speaker says “In ’46 / He bucketed three hundred ninety points,” and in line 16, the speaker says “The ball loved Flick.” In the next two lines, the speaker says “I saw him rack up thirty-eight or forty / In one home game.”**

Updike’s use of figurative language supports this casual, friendly tone. In line 18, he uses a simile to describe Flick’s amazing shooting ability, writing “His hands were like wild birds.” In the second stanza, Updike uses personification in portraying the gas pumps as “idiot pumps” that have “rubber elbows” and nostrils and eyes. One pump is described as “squat, without / A head at all—more of a football type.” Updike uses personification again in the closing lines of the poem, portraying the rows of candy at the luncheonette as “bright applauding tiers.” Flick nods toward the rows of candy, who seem to be his new fans, as he quietly plays pinball, smokes, and drinks soda.

Updike’s use of imagery in “Ex-Basketball Player” helps readers see the sadness and loss in Flick’s life. In the second stanza, the description of the gas pumps at first seems light and comical. Line 7 says that “Flick stands tall among the idiot pumps.” But in fact, this image is quite sad. **The gas pumps seem to be Flick’s teammates or buddies at this stage of his life.** In line 26, the description of Flick as “Grease-gray and kind of coiled” creates another sad image, one of a man who is drab and shrunken, literally and figuratively. In line 28, the fact that “Flick seldom says a word to Mae, just nods” suggests that he is a sad, withdrawn man who has little to say at this point in his life.

**The theme of lost hopes and dreams is developed throughout the poem.** In stanza 1, the description of Pearl Avenue as being “cut off / Before it has a chance to go two blocks” suggests the dead-end nature of Flick’s life. His world consists of the “idiot pumps” at the gas station, as described in stanza 2. Flick enjoys none of the glory of his high school days, which are recounted in stanza 3. **As the speaker says in line 14, “He was good: in fact, the best.”** The disappointment that marks Flick’s current life is made clear in the next stanza, which begins “He never learned a trade, he just sells gas, / Checks oil, and changes flats.” The speaker sees glimmers of the young Flick as he goes about his work. He sometimes dribbles an inner tube “as a gag” (line 21), and he still has the hands of a basketball player, “fine and nervous on the lug wrench” (line 23). But his basketball skills are not useful in Flick’s adult life; instead, they seem sad reminders of his youth. The emptiness of Flick’s adult life is fully revealed in the final stanza, which begins by describing how “Off work, he hangs around Mae’s Luncheonette.” The fact that Flick has no family or home life confirms his failure to achieve a normal adult life. He has nowhere else to go.
In “Ex-Basketball Player,” the speaker neither judges nor pities Flick for the state of his adult life. However, upon hearing Flick’s story, readers clearly understand the disappointment that comes from lost hopes and dreams. In the character of Flick Webb, Updike seems to issue a warning about the fleeting nature of both youth and fame.

Grammar & Style: Using Quotations

Most of the support or proof you provide in your literary analysis will be quotations, or short excerpts of the exact words of the literary work about which you’re writing. Using quotations effectively in your analysis shows that you understand the literary work well and can point to details within it to back up your observations.

As you gather information for writing your literary analysis, be sure to record each quotation exactly as it appears in the original source, noting details such as capitalization, spelling, and punctuation. Also record the location of each quotation. In writing about a poem, record the line number or numbers of the quotation. You will include these details with each quotation in your literary analysis.

In using quotations within your writing, you may use one or more lines of the poem or only a few words. Here are some examples of various uses of quotations:

In the second stanza, Updike uses personification in portraying the gas pumps as “idiot pumps” that have “rubber elbows” and nostrils and eyes.

One pump is described as “squat, without / A head at all—more of a football type” (lines 11–12).

In line 16, the speaker says “The ball loved Flick.”

In general, enclose the excerpted text within quotation marks; note that the end or closed quotation mark goes outside the final period of your sentence. Make the first word of the quotation a capital or lowercase letter based on how it’s shown in the original text.

When you quote just a few words from the original, fit the words into your own sentence, as shown in the first example. When you quote a line or more, introduce the quotation and then add it at the end of your sentence, as shown in the second and third examples. Note in the second example that if you quote more than one line of poetry, you should use a solidus (slash, or /) to indicate the break between lines; add a space on each side of the solidus. Again, follow the original text for capitalization and punctuation.

In most cases, you should cite the specific line or line numbers of the quotation. Use the two styles shown in the second and third examples for variety in your writing. If you are writing about an entire stanza, however, you might mention the stanza and not all the line numbers individually. To decide this, think about what will be most clear for your readers.

Choose quotations to support the observations you make in your literary analysis. Recording quotations and their line numbers accurately as you conduct your analysis will save you time later in drafting.
Exercise: Rewrite each of the following sentences to fix the error or errors in how the quotation is used. To check the accuracy of each quotation, as well as the line number or numbers cited, refer to the poem in the Literary Model at the beginning of this lesson, “Introduction to Poetry,” by Billy Collins.

1. Collins uses the simile “like a color slide” to suggest that poetry is colorful and vivid in terms of its use of language and presentation of ideas.

2. In line 5, “Press an ear against its hive,” Collins describes a poem as if it’s a bee hive; this suggests that the ideas in poetry are full of energy and eager to be discovered.

3. In line 7, Collins describes “The Poem’s Room,” suggesting that the poem is a person.

4. In line 9, the speaker wants “to water-ski across the surface of a poem waving at the author’s name on the shore”.

Now go back to your revised draft and look at your use of quotations. Identify and fix any errors in your use of the quotations themselves or your citations of line numbers.

Proofread Your Draft

After you have finished marking up your literary analysis, proofread it to check your spelling, punctuation, and grammar for errors. You may have already marked some of these errors during the Revise stage, but you should focus on them specifically while proofreading.

Create Your Final Draft

Finally, create a final draft by incorporating all the changes you have made. Then proofread it again to make sure you made the changes accurately. Also ask yourself if it meets all of the requirements of a successful literary analysis, as listed in the Writing Rubric below. Check off each item that applies to your narrative.
Writing Follow-Up

Publish and Present

- Consider submitting your literary analysis for publication in your school’s literary magazine. First, find out the magazine’s requirements to be sure your analysis is suitable in terms of subject, length, format, and so on.
- Many Sunday editions of newspapers include literary analyses (often called reviews) of novels and collections of stories and poems in the “Arts” or “Variety” section. Read several of these analyses. Note what literary elements are covered and how each reviewer weaves theme into the content and treatment of these elements. Note, too, the level of personal opinion in each review.

Reflect

- How important is it for the content and theme of a literary work to be personally relevant to you? For instance, do you enjoy reading about people from other countries, cultures, and time periods? What might you take away from reading something that does not seem related to your own life?
- What would it be like to review or analyze literary works as a career? Do some research to determine what the requirements, expectations, and rewards are for this type of work.
- Songs with lyrics are sometimes said to be poetry. Think about songs you have heard that might fit into that category. Do a quick informal analysis of one of those songs, touching on theme as well as the poetic elements.

WRITING RUBRIC

A successful literary analysis has these qualities:

- Identifies the author, title, and type of literary work and summarizes the work in the introduction
- Provides the thesis statement in the introduction
- Is organized to begin the body paragraphs with an analysis of the more concrete, definitive elements of the poem and to proceed with the more abstract, subjective elements
- Has body paragraphs that each begin with a topic sentence and then provide additional sentences of supporting details
- Uses quotations from the poem to support the analysis
- Restates the thesis and provides a sense of closure or finality in the conclusion
- Presents quotations and line numbers accurately
- Uses correct spelling, grammar, punctuation, and vocabulary

Did you check off each item? If not, consider making additional changes.
INFORMATIVE, ARGUMENTATIVE, OR DESCRIPTIVE WRITING

Use Literary Techniques

A **technique** is a method used to achieve a desired effect. An artist uses a certain technique to achieve a three-dimensional effect in a painting. A carpenter uses a technique to fit two pieces of molding together at a corner. Writers use techniques to get readers to understand their works and sometimes to act on those thoughts.

While technique is no substitute for the substance or content of writing, knowing techniques that work can strengthen your writing. This lesson will help you master some literary techniques that can draw readers’ attention to the sights, sounds, and meanings of words and that can highlight the ideas or points being conveyed.

**Learn from a Literary Model**

Among William Shakespeare’s many talents as a writer was his skill at using literary techniques in his poems and plays. Note how in this excerpt from Act III, Scene ii, of *The Tragedy of Julius Caesar*, on pages 393-395 of your textbook, Shakespeare uses a number of techniques to have the speaker, Mark Antony, move his audience.

*from The Tragedy of Julius Caesar, by William Shakespeare*

Friends, Romans, countrymen, lend me your ears!  
I come to bury Caesar, not to praise him.  
The evil that men do lives after them,  
The good is oft interred with their bones;

So let it be with Caesar. The noble Brutus  
Hath told you Caesar was ambitious;  
If it were so, it was a grievous fault,  
And grievously hath Caesar answer’d it.  
Here, under leave of Brutus and the rest  
(For Brutus is an honorable man,  
So are they all, all honorable men),  
Come I to speak in Caesar’s funeral.  
He was my friend, faithful and just to me;  
But Brutus says he was ambitious,

(For Brutus is an honorable man,  
So are they all, all honorable men),  
Come I to speak in Caesar’s funeral.  
He was my friend, faithful and just to me;  
But Brutus says he was ambitious,

And Brutus is an honorable man.  
He hath brought many captives home to Rome,  
Whose ransoms did the general coffers fill;  
Did this in Caesar seem ambitious?  
When that the poor have cried, Caesar hath wept;

Ambition should be made of sterner stuff:  
Yet Brutus says he was ambitious,  
And Brutus is an honorable man.  
You all did see that on the Lupercal

**Uses parallelism to emphasize ideas**

**Repeats key word, honorable, and key sentence, “Brutus is an honorable man”**

**Uses rhetorical questions to allow audience to judge Brutus**

**Uses alliteration: “sterner stuff”**
I thrice presented him a kingly crown,
Which he did thrice refuse. Was this ambition?
Yet Brutus says he was ambitious,
And sure he is an honorable man.
I speak not to disprove what Brutus spoke,
But here I am to speak what I do know.
You all did love him once, not without cause;
What cause withholds you then to mourn for him?
O judgment! thou art fled to brutish beasts,
And men have lost their reason. Bear with me,
My heart is in the coffin there with Caesar,
And I must pause till it come back to me.

Use Parallelism

Parallelism is a rhetorical device in which a writer emphasizes the equal value or weight of two or more ideas by expressing them in the same grammatical form. Here is an example: "We came. We saw. We conquered." Writers use parallelism to emphasize ideas that are closely related. Readers and listeners can more easily grasp and remember ideas written in parallel construction.

1. Copy two examples of parallelism from Antony’s speech.

Use Repetition

The repetition of key words and ideas is another effective way to stress important points.

2. Besides “Brutus is an honorable man,” what other words or phrases does Antony repeat?

Use Rhetorical Questions

A rhetorical question is one that a writer or speaker asks without expecting an answer. The writer knows what the answer will be and uses the question to focus the audience’s attention on a specific point. When Antony asks in line 18, "Did this in Caesar seem ambitious?" the people in the audience are likely to say “no” to themselves.

3. Copy another example of a rhetorical question from Antony’s speech. What effect does this question have on the audience?
Use Verbal Irony

Verbal irony is a statement in which a character says one thing but means another. For example, each time Antony says “Brutus is an honorable man,” he is implying just the opposite—that Brutus is not honorable.

4. Copy another example of verbal irony from Antony’s speech.

Use Alliteration

Alliteration is the repetition of initial consonant sounds. Although alliteration usually refers to sounds at the beginnings of words, it can also be used to refer to sounds within words. Alliteration is used frequently in poetry, but it can also be effective in prose. Even in silent reading, the repetitive sounds strike a responsive chord in the reader.

5. Copy an example of alliteration from Antony’s speech.

Use Imagery

Imagery is language that creates pictures by appealing to the senses of sight, sound, touch, taste, and smell. Creating verbal pictures for readers is useful in all types of writing. Ideas presented in part through concrete images are easier to grasp than purely abstract thought. When Antony says “My heart is in the coffin there with Caesar,” readers have an image of what otherwise would be an abstraction such as “I am so upset over Caesar’s death.”

6. Copy another image from Antony’s speech and explain what it suggests.
Your Assignment
Use Literary Techniques in Writing an Essay

To complete this assignment, follow the three stages of the writing process: Prewrite, Draft, and Revise.

1 Prewrite

Select an Issue, Idea, or Concept

Choose one or any combination of the following writing modes to express your ideas:
• informative: to inform or explain an idea
• argumentative: to convince readers to think or act in a desired way
• descriptive: to give your personal thoughts and feelings

In doing so, use some or all of the literary techniques explained and illustrated on the first page of this lesson.

Here are some approaches to deciding on a topic for this assignment:

1. Assume you have heard a good friend gossiping about you. There is no truth to what was said, and you want to vent your feelings to your friend. Write him or her a letter explaining your position.

2. Assume you are campaigning for office in school. Your opponent is very popular with other students. At a class assembly, you have a few minutes to convince classmates to vote for you. You realize you may have to show your opponent’s shortcomings without appearing to bash him or her. Write your speech.

3. Explain something that is a favorite of yours. It might be a hobby, a sport, a charitable organization, a food, a movie, a group, a relative, or a holiday. You need not try to convince your readers to like the same thing. Your task is merely to explain what you like and why.

4. Explain your position on an issue that is important to you. It can be a local issue, such as something that relates to your school or town. It could be a national issue, such as immigration, the environment, or crime. It could be a global issue, such as war, poverty, or disease.

In whatever type of writing and whatever your subject, use the literary techniques wherever you can.

List four topics you might write about, indicating the type of writing—informative, argumentative, or descriptive. Take a look at the following examples:
• letter to my friend (descriptive)
• campaign speech (argumentative/persuasive)
• my favorite relative (informative/descriptive)
• war (informative)
Consider each topic on your list and choose one for this assignment. Select the one you think you will enjoy working on the most or the one that is most important to you. Write your choice on the lines below, indicating the form your writing will take (informative, argumentative, or descriptive).

One student decided to write about her Uncle Jack for this assignment:

I will write about my favorite relative—my Uncle Jack. The writing will be both informative and descriptive, as I will explain what I like about him and reveal my feelings.

**State Your Purpose and Identify Your Audience**

Everything you write reflects your purpose and audience. If you are trying to persuade classmates to vote for you, you have to think of ideas that will move them and express those ideas in a convincing manner. If you are writing a letter to the editor of your local newspaper to express an opinion on an issue, you want to write in a manner that a general audience of mostly adults will respond to.

The student writing about her favorite relative produced this statement of purpose and audience:

I am writing about my Uncle Jack to express how I feel about him. My audience is myself, because he would be embarrassed if I actually came out and told him how much I love him.

State your purpose and identify your audience on the lines below.

**Gather Your Information**

Keep in mind your thesis statement as you collect your information. With certain topics, such as political issues, you may want to research your topic on the Internet or elsewhere. Or you may want to discuss the topic with friends or parents, to get information. If you are writing on something personal, reflect on various aspects of the topic. Below is an example based on ideas that the student writer has about her Uncle Jack:

**Topic: Uncle Jack**
- when I was very young—he’d bring “nothings”
- when I was older—magic tricks and jokes
- there for important moments

On the lines below, jot down information on your topic.
**Organize Your Information**

Consider the order in which you will present your information. If you are trying to convince an audience, you might start with your weakest argument and work to your strongest. If you are explaining an issue such as the need for better environmental conservation, you may want to begin with the current situation and some statistics or predictions and work toward solutions.

The student writing about Uncle Jack decided to present information in **chronological order**, starting from when she was young and moving to the present.

Number the items in your notes 1, 2, 3, and so on, in the order in which you will present the information.

**Write a Thesis Statement**

Fine-tune your statement of audience and purpose by writing a statement that reflects the main idea you hope to convey through your writing. This is your **thesis statement**.

The student writing about her favorite relative crafted this thesis:

Uncle Jack is my favorite relative because he always made me feel special.

Write your thesis statement here.

---

**2 Draft**

You have selected a topic to write about and identified the form your writing will take. You have gathered and organized your information and written your thesis statement. Now you are ready to write your draft.

In the draft, you take the information you gathered in Prewrite and write it in sentence and paragraph form. Use this three-part structure: introduction, body, and conclusion.

**Introduction**

A good introduction should do two things:

- Attract the reader’s interest.
- State the thesis.

Attracting the reader’s interest varies with the topic, purpose, and audience. For instance, if you are giving a campaign speech, begin with a startling fact, a telling incident, or a challenge—but be sure what you say will get the audience’s attention. If you are explaining an issue, you might begin with a short anecdote illustrating the issue.

Stating the thesis may be as simple as writing out the thesis statement, perhaps in a slightly different form than in the Prewrite. For example, “Of all my relatives, my favorite is my Uncle Jack. He always made me feel special.”
Body

Begin with the information you numbered as 1 in organizing your notes in the Prewrite stage. Now is the time to flesh it out. Add words and details to the notes you have already recorded.

For example, the student wrote in her notes “when I was very young—he’d bring ‘nothings.’” In drafting the body of her essay, she expanded on that idea and wrote the following:

When I was very young, he’d always bring me a nothing. That’s how he described the gifts he’d bring me. My mother would say, “Jack, you don’t have to bring her a present every time you come to visit.” And he’d say, “Oh, it’s nothing.”

Expand on the ideas in your notes, developing them into sentences and paragraphs. Each paragraph should begin with a topic sentence, or a sentence that states the main idea of the paragraph. The remaining sentences in that paragraph should support or prove the topic sentence. Finally, each paragraph in the body should support or prove the thesis that you stated in your introduction.

As you write, also focus on using the literary techniques discussed earlier in this lesson: parallelism, repetition, imagery, and so on. Look for ways to apply these techniques as you draft.

The student writing about Uncle Jack saw the opportunity to use parallelism in writing about the gifts her uncle would bring. She wrote the following:

What would he bring? One time it might be a stuffed animal. Another time it might be candy. Many times it would be a book....

Conclusion

Regardless of whether you are writing an informative, argumentative, or descriptive essay, your conclusion should do two things: restate your thesis and leave your readers with a final thought. If you are writing an informative essay, that final thought might be an observation or comment about your topic. If you are writing an argumentative essay, that final thought might be a call to action. If you are writing a descriptive essay, that final thought might be an expression of feeling.

3 Revise

After finishing your draft, leave it for a day or so. Then when you start revising, you will be more objective and see things you may have overlooked immediately after writing.

Evaluate Your Draft

Read your draft and look for ways to make it clearer and richer. Use the questions in Column 1 in the Revision Checklist to identify areas needing improvement. Then based on your evaluation, revise your draft. Where it may be lacking, use the suggestions in column 2 to make it stronger.
Also, go through your draft and look for opportunities to use the following techniques:

**Parallelism:** Look for ideas that are closely related, and see if you can phrase them in the same form. For example:

- Original
  …when I danced in a ballet recital, at graduation, and the time I hit a home run in softball.
- In parallel form
  …when I danced in a ballet recital, when I graduated from eighth grade, and when I hit a home run in softball.

**Alliteration:** Look for opportunities to use phrases repeating consonant sounds. For example:

- Original
  When I was very young,
- Alliterative phrase
  When I was a tiny tot,

**Rhetorical question:** Look for a statement that you can phrase as a question. For example:

- Original
  Uncle Jack is going to give me my behind-the-wheel instruction.
- Rhetorical question
  And guess who is going to give me my behind-the-wheel instruction?

**Imagery:** Look for statements that can be phrased in concrete images. For example:

- Original
  I’d sit with him
- Imagery
  I’d climb up on his lap

**Verbal irony:** Look for an opportunity to state an idea using words that normally mean the opposite. For example:

- Original
  I looked forward to those nothings.
- Verbal irony
  Of course, I wasn’t interested in those nothings.

**Repetition:** Look for opportunities to repeat key words and phrases, even with slight modifications. For example:

- Original
  He has always made me feel so special.
- Repetition
  He has always made me feel special. Uncle Jack continued to make me feel special.

In revising your draft, you may add or delete actions, details, and the like. You may also change words after thinking of better choices. See the Grammar & Style box on page 55 for guidelines on using precise words. It’s best to make changes such as these with pencil, thinking carefully about your writing as you read through your draft.

Review the two drafts that follow the Revision Checklist. The Original Student Draft shows the writer’s first draft, and the Revised Student Draft shows what the draft looks like after it’s been evaluated and marked up.
Of all my relatives, my favorite is my Uncle Jack. There is something about him that I have liked as far back as I can remember. He has always made me feel special.

When I was very young, he’d always bring me a nothing. That’s how he described the gifts he’d bring me. My mother would say, “Jack, you don’t have to bring her a present every time you come to visit.” And he’d say, “Oh, it’s nothing.” I looked forward to those nothings.

What would he bring? One time it might be a stuffed animal. Another time it might be candy. Many times it would be a book. When he gave me a book, I’d look at it and then hold it out to him. That was my way of asking, “Will you read it to me?”

I’d sit with him and slowly he would read the book to me. He had this great voice, and he’d act out all the parts. When I giggled at something, Uncle Jack would repeat that part over and over because he knew I liked it.

As I got older, Uncle Jack would bring me other kinds of nothings. For a time he would do magic tricks. He’d tell me to pick a card, put it back anywhere in the deck, and then instantly he’d have my card pop right out. He would put a little red ball into this little cup and cover it. When I took the cover off, the ball would be gone. Sometimes he’d reach his hand to my head and pull coins from my ears.

At other times Uncle Jack would tell jokes. They were pretty corny,
I have to admit, but he was telling them to me, and that made me feel special. Want an example?

Question: Who wears the biggest hat in the world? Answer: The person with the biggest head.

Uncle Jack never had any kids of his own, and I was his only niece who lived nearby. So even as I got older, he was always there on special occasions—when I danced in a ballet recital, at graduation, and the time I hit a home run in softball.

Now the biggest thing in my life is getting my driver’s license. And Uncle Jack is going to give me my behind-the-wheel instruction.

Revised Student Draft

Of all my relatives, my favorite is my Uncle Jack. There is something about him that I have liked as far back as I can remember. He has always made me feel special.

When I was young, a tiny tot, he’d always bring me a nothing. That’s how he described the gifts he’d bring me. My mother would say, “Jack, you don’t have to bring her a gift every time you come to visit.” And he’d say, “Oh, it’s nothing.” I looked forward to those nothings. Of course, I wasn’t interested in those nothings.

What would he bring? One time it might be a stuffed animal. Another time it might be candy. Many times it would be a book. When he gave me a book, I’d look at it and then hold it out to him. That was my way of asking, “Will you read it to me?”

I’d sit with him climb up on his lap and slowly he would read-the-book-to-me walk me through the book page by page. He had this great voice, and he’d act out all the parts. When I giggled at something, Uncle Jack would repeat that part over and over because he knew I liked it.

As I got older, Uncle Jack continued to make me feel special and brought me other kinds of nothings. For a time he would do magic tricks. He’d tell me to pick a card, put it back anywhere in the deck, and then instantly he’d have my card pop right out. He would put a little red ball into this little cup and cover it. When I took the cover off, the ball would be gone. Sometimes he’d reach his hand to my head and pull coins from my ears.

At other times Uncle Jack would tell jokes. They were pretty corny, I have to admit, but he was telling them to me, and that made me feel special. Want an example? Question: Who wears the biggest hat in the world? Answer: The person with the biggest head.

Uncle Jack never had any kids of his own, and I was his only niece who lived nearby. So even as I got older, he was always there on special occasions—when I danced in a ballet recital, at graduation, and the time when I hit a home run in softball. When I danced in a ballet recital, when I graduated from eighth grade, and when I hit a home run in softball.
Grammar & Style: Precise Words

Readers can more easily grasp your thoughts when you use precise rather than vague words.

Vague: He had this _great_ voice
Precise: He had this _booming_ voice.

Vague: She _went_ down the street.
Precise: She _zoomed_ down the street.

A good source for precise words is the thesaurus. Locate the vague word in your thesaurus, and then review all the other words with similar meanings. Look for one word that is more precise than your original.

**Exercise:** Rewrite the paragraph below. Replace each italicized word with a more precise word. Restructure the sentences as needed.

There are many _things_ I get from school. First, it adds to the _facts_ I have about the world. It _improves_ my skills in reading, speaking, and writing. School _makes_ me to do more than I probably would do on my own. While this is sometimes _bad_, it does enable me to _improve_ as a person.

Now go back over your draft and replace vague words with precise ones.

Proofread Your Draft

After you have finished marking up your draft, proofread it to check your spelling, grammar, and punctuation. You may have spotted and corrected such errors already, but look specifically for them in a separate round of proofreading.

Create Your Final Draft

Retype or rewrite your document, incorporating all of the changes you have noted in the draft and revision. Then check the accuracy of your changes by doing a final proofread.

Before you consider your work finished, reread your document. Ask yourself if it meets all the requirements of a quality work employing writing techniques, as given in the Writing Rubric on the following page.

Now the biggest thing in my life is getting my driver’s license. _And_—Uncle Jack is going to give me my behind-the-wheel instruction._ Replaces statement with rhetorical question
And guess who is giving me my behind-the-wheel instruction?
WRITING RUBRIC

A successful informative, argumentative, or descriptive essay has these qualities:

- Has an introduction that gets readers’ attention and states the thesis
- Has body paragraphs that each begins with a topic sentence and has sentences that offer proof or support
- Has body paragraphs that all support or prove the thesis
- Has a conclusion that restates the thesis and provides a sense of finality or closure
- Uses literary techniques such as parallelism, repetition, rhetorical questions, and so on
- Uses precise words
- Uses correct spelling, grammar, punctuation, and vocabulary

Did you check off each item? If not, consider making additional changes.

Writing Follow-Up

Publish and Present

- Share your work with others in the class. Keep a tally of how many students wrote in each form—informative, argumentative, and descriptive. Make a list of the most interesting use of the writing techniques, such as alliteration and imagery.

Reflect

- Spend an hour watching television to see how often the literary techniques you learned here are used in commercials, news programs, and sitcoms.
- When might you see yourself using these techniques again? In e-mail? In another class?
INFORMATIVE WRITING
Summarize a Story

One of the most basic kinds of writing involves producing a summary: a brief account of the major ideas and actions of another written work, such as a chapter, article, or story. By definition, a summary is shorter than the original work and contains only the main points of the original, not the details.

A summary of a story identifies the setting and main characters and condenses the plot. To write an accurate summary, you must understand the story and be able to pick out the key information. In fact, the review you do in preparing to write a summary will help you understand the story better.

Being able to write a good summary will be useful beyond the assignments you do for school. Some college applications and entrance exams ask for a summary of a favorite work or specific passage. And in the workplace, summaries of meetings, presentations, and evaluations are often required.

Learn from a Literary Model

The following excerpt from “Damon and Pythias,” a Greek myth retold by William F. Russell, is from pages E275–E278 in Passport. As you read, think about what information from the story should be included in a summary of the work. Consider what information you would include if you had to briefly explain the story to someone who has not read it.

from Damon and Pythias, as retold by William F. Russell

Damon and Pythias were two noble young men who lived on the island of Sicily in a city called Syracuse. They were such close companions and were so devoted to each other that all the people of the city admired them as the highest examples of true friendship. Each trusted the other so completely that nobody could ever have persuaded one that the other had been unfaithful or dishonest, even if that had been the case....

It happened that Pythias had, quite unjustly, been accused by Dionysius [a tyrannical ruler] of trying to overthrow him, and for this supposed crime of treason Pythias was sentenced by the king to die. Try as he might, Pythias could not prove his innocence to the king’s satisfaction, and so, all hope now lost, the noble youth asked only for a few days’ freedom so that he could settle his business affairs and see to it that his relatives would be cared for after he was executed. Dionysius, the hardhearted tyrant, however, would not believe Pythias’s promise to return and would not allow him to leave unless he left behind him a hostage, someone who would be put to death in his place if he should fail to return within the stated time.

Pythias immediately thought of his friend Damon, and he unhesitatingly sent introduces conflict of plot for him in this hour of dire necessity, never thinking for a moment that his trusty companion would refuse his request. Nor did he, for Damon hastened...
straightaway to the palace—much to the amazement of King Dionysius—and gladly offered to be held hostage for his friend....

After Pythias had been released, Dionysius asked Damon if he did not feel afraid, for Pythias might very well take advantage of the opportunity he had been given and simply not return at all, and then he, Damon, would be executed in his place. But Damon replied at once with a willing smile: “There is no need for me to feel afraid, O King, since I have perfect faith in the word of my true friend, and I know that he will certainly return before the appointed time—unless, of course, he dies or is held captive by some evil force....”

Such devotion and perfect faith as this was unheard of to the friendless tyrant; still, though he could not help admiring the true nobility of his captive, he nevertheless determined that Damon should certainly be put to death should Pythias not return by the appointed time....

By a strange turn of events,... Pythias met with several accidents and unavoidable delays.... At last he succeeded in clearing away all the hindrances, and he sped back the many miles to the palace of the king....

Meanwhile, when the last day of the allotted time arrived, Dionysius commanded that the place of execution should be readied at once, since he was still ruthlessly determined that if one of his victims escaped him, the other should not. And so, entering the chamber in which Damon was confined, he began to utter words of sarcastic pity for the “foolish faith,” as he termed it, that the young man of Syracuse had in his friend.

In reply, however, Damon merely smiled, since, in spite of the fact that the eleventh hour had already arrived, he still believed that his lifelong companion would not fail him....

Great excitement stirred the crowd that had gathered to witness the execution, for all the people had heard of the bargain that had been struck between the two friends. There was much sobbing and cries of sympathy were heard all around as the captive was brought out, though he himself somehow retained complete composure even at this moment of darkest danger.

Presently the excitement grew more intense still as a swift runner could be seen approaching the palace courtyard at an astonishing speed, and wild shrieks of relief and joy went up as Pythias, breathless and exhausted, rushed headlong through the crowd and flung himself into the arms of his beloved friend, sobbing with relief that he had, by the grace of the gods, arrived in time to save Damon's life.

This final exhibition of devoted love and faithfulness was more than even the stony heart of Dionysius, the tyrant, could resist. As the throng of spectators melted into tears at the companions’ embrace, the king approached the pair and declared that Pythias was hereby pardoned and his death sentence canceled. In addition, he begged the pair to allow him to become their friend, to try to be as much a friend to them both as they had shown each other to be.

Thus did the two friends of Syracuse, by the faithful love they bore to each other, conquer the hard heart of a tyrant king, and in the annals of true friendship there are no more honored names than those of Damon and Pythias—for no person can do more than be willing to lay down his life for the sake of his friend.
The following sections outline how to review a story in preparing to write a summary of it. Your review will begin with the information essential to understanding the story, such as the setting and characters, and then proceed to the plot, or the series of actions that occur. Your review will also include determining the primary theme of the story, or the message that readers should take away from reading it. (See also page 3 in your textbook for a review of the elements of fiction.)

**Identify the Setting**

The *setting* of a story is the time and place in which the story occurs, together with all the details used to create a sense of a particular time and place. Those details might include the place in which the story occurs; the year, season, or time of day; the social or political climate; and so on.

In preparing to write a summary, think about which details of setting are key to understanding the story. For instance, if the story is about runaway slaves during the Civil War, then details about the era and its politics are probably important. Details about the plantation from which the slaves escape are probably not important, however.

1. What details are provided about the setting of “Damon and Pythias”? Which of these details are important to understanding the story?

**Identify the Characters**

In a story, the *characters* are the individuals that take part in the plot, or the action of the story. However, not all characters are central to the plot or otherwise critical to the story. Thus, it may not be necessary to mention all the characters in summarizing a story.

Certainly, the *main character*, or *protagonist*, plays a key role, as does the *antagonist*, or the character in conflict with the protagonist. These characters should be identified in a summary, and essential information about them and their relationship should be provided. Whether to include *minor characters*, who play lesser roles, should be decided on a case-by-case basis, depending on the significance of the character to the plot.

2. Who are the protagonists in the story? What information about them and their relationship is important to the plot of the story?
3. Who is the antagonist in the story? What information about him and his relationship with the protagonist or protagonists is important to the plot of the story?

Identify the Key Events

Recall that the plot is the series of events related to a central conflict, or struggle between forces. A plot typically introduces a conflict, develops it, and eventually resolves it.

In preparing to summarize a story, identify the key events in the plot. Focus on how the conflict develops to the point of a climax, or high point of interest or suspense. Continue to trace the plot to the resolution of the conflict, or the point at which it ends. The resolution of a story typically suggests something about the story's theme.

In a story that contains a lot of dialogue, or conversation between characters, determine whether what the characters discuss relates directly to the plot. Often, dialogue is used to provide background information or to develop the characters and their relationships. However, dialogue can be used to advance the action of the plot—for instance, in narrating a harrowing experience involving two main characters. When dialogue relates to plot, plan on summarizing what the characters say, condensing their conversation to its main points. You might quote a word or phrase from the dialogue if doing so will clarify what was said or otherwise add interest to your summary.

As you trace the plot, be sure to distinguish between important and unimportant events. Remember that a summary focuses on the essential elements but leaves out the insignificant details.

4. Review “Damon and Pythias” paragraph by paragraph, beginning with paragraph 2. (Paragraph 1 provides background information, or the exposition of the plot.) For each paragraph, identify the important events and record them below.

Paragraph 2:

Paragraph 3:

Paragraph 4:
Paragraph 5: __________________________________________________________________________

Paragraph 6: __________________________________________________________________________

Paragraph 7: __________________________________________________________________________

Paragraph 8: __________________________________________________________________________

Paragraph 9: __________________________________________________________________________

Paragraph 10: __________________________________________________________________________

Paragraph 11: __________________________________________________________________________

Paragraph 12: __________________________________________________________________________

5. Make sure you have identified the main developments in the plot. What is the conflict of the story? What is the climax? What is the resolution?

Conflict: __________________________________________________________________________

Climax: __________________________________________________________________________

Resolution: __________________________________________________________________________
6. What kinds of events did you not include in your paragraph-by-paragraph review? What kinds of details about the plot are not important to understanding it? Write a sentence or two summarizing how you made this determination.

Determine the Theme

Your summary of a story should include all the elements readers will need to understand it. Certainly, theme is one of those elements.

At this point in your analysis, you should have a clear idea of the story’s theme, or the central message or perception that it reveals about life. Recall that in most works of fiction, the theme is implied, rather than stated, and that there may be several themes. Many stories have a universal theme, a message about life that can be understood by people from most cultures. In preparing to write your summary, try to identify that type of theme.

As noted earlier, the theme of a story is often suggested by the resolution of the plot. The outcome of the story for the protagonist is particularly suggestive of theme. Given this, you should review the end of the story to confirm your idea of theme.

7. What is the primary theme of “Damon and Pythias”?

Your Assignment

Write a Summary of a Story

To complete this assignment, follow the three stages of the writing process: Prewrite, Draft, and Revise.

① Prewrite

Before you write, gather your thoughts and plan your summary.

Select a Story

Review the stories in your textbook, including the myths and legends in Unit 5 as well as the short stories in Units 1 and 6. Also look through anthologies of stories—perhaps a collection by a favorite author.

Select four stories that you like and believe you understand. List them on page 63, providing the title and author’s name for each one.
Consider each story in your list. How well do you understand it? How well could you explain it to someone who has not read it?

One student was fond of the fairy tales that had been read to her as a child and decided to write about “Mother Holle,” by the Brothers Grimm, Jacob and Wilhelm. The student liked the fact that the hard-working stepdaughter in the story was rewarded over the lazy daughter, much like in the story of “Cinderella.”

Select one of the four stories, and write the title and author here.

Identify Your Purpose and Audience

In many cases, the audience for the writing you do about literature will be your English or language arts teacher. Your purpose, therefore, will be to show him or her that you understand the literary work. In the case of a summary, however, your audience might be other individuals who have not read the work. Your purpose then will be to help those readers grasp the basic plot and theme of the work—in this case, a story.

The student writing about “Mother Holle” decided to write her summary for fellow students who had not read the story with the purpose of convincing them to read it and other fairy tales. The student wrote this statement of audience and purpose:

I am writing this summary of “Mother Holle,” by Jacob and Wilhelm Grimm, for fellow students to convince them to read this fairy tale and others.

Write a sentence stating the purpose and audience for your summary. Follow the format of the student example above, which includes the title of the story and the name below.

Gather Your Information

The following guidelines will help you gather the information needed to write a summary of a story. As noted in the analysis of the Literary Model, you should begin with the information essential to understanding the story, such as the setting and characters, and then proceed to the plot, or the series of actions that occur. Finish by determining the primary theme of the story.

Record your information in a graphic organizer like the Summary Planning Chart on the following page.
**Summary Planning Chart**

<table>
<thead>
<tr>
<th>Setting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters</td>
<td></td>
</tr>
<tr>
<td><strong>Protagonist(s)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Antagonist(s)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Minor Characters</strong></td>
<td></td>
</tr>
<tr>
<td>Key Events in Plot</td>
<td></td>
</tr>
<tr>
<td>Theme</td>
<td></td>
</tr>
</tbody>
</table>

**Identify the setting.** What details of setting are key to understanding the story? Review the story, and record the significant information about the time and place in which the story occurs.

The student writing about the fairy tale determined that the story actually moved back and forth between two locations: the real world and a magical world. This seemed to be the key point about the setting.

**Identify the characters.** Identify the protagonist, who is the main character in the story, and the antagonist, who is the character in conflict with the protagonist. Also provide essential background information about these characters and their relationship. Decide whether to include any minor characters, depending on their significance to the plot.

The student writing about “Mother Holle” recorded this information about characters in her planning chart:

**Protagonists:**
- Stepdaughter—hard working, beautiful; works hard to please others
- Mother Holle—ugly but kind old woman; rewards hard work
**Antagonist:**  Stepmother—demanding, greedy; uses stepdaughter for own gain

**Minor Character:**  Stepsister—lazy, ugly; doesn’t want to have to work hard

**Identify the key events.**  Review the plot of the story to trace how it introduces a conflict, develops it, and eventually resolves it. In particular, identify how the conflict develops to the climax and how the story is resolved. As you record information about the plot, label the conflict, the climax, and the resolution.

As you trace the plot, focus on distinguishing between important and unimportant events. Remember that a summary includes the essential elements but leaves out insignificant details.

In reviewing the fairy tale “Mother Holle,” the student decided that the stepdaughter’s returning home to tell her stepmother about dropping the spindle down the well wasn’t particularly important to the plot. Likewise, the stepmother telling the stepdaughter to go back and retrieve the spindle wasn’t key to the story. The fact that the stepdaughter threw herself into the well to get the spindle was important, however.

**Determine the theme.**  What is the theme of your story? What lesson or message should readers take away from reading it? As noted earlier, the theme is often suggested by how the plot is resolved. In particular, the outcome of the story for the protagonist usually suggests the theme.

The student writing about the fairy tale had determined early in her review of the story that it was about being rewarded for honesty and hard work. The stepdaughter was rewarded with gold by Mother Holle for working hard and for being honest about wanting to return home. The stepsister, however, was punished for not working hard and for being greedy. This theme seemed to be universal, one that could be understood by people from most cultures.

**Organize Your Information**

The order in which to present the information in your summary is set, for the most part. As noted earlier, begin with the information essential to understanding the story, such as the setting and characters. Then proceed to the plot, relating the main events in the story in the order in which they happened. Finally, present the theme. This is the order in which you have recorded information in the Summary Planning Chart.

**Draft**

You have selected a story to analyze and identified your purpose and audience. You have also gathered and organized information about the story. Now you are ready to write a draft of your summary.

In the draft, you take the information you gathered in the Prewrite stage and write it in sentence and paragraph form. Focus on using the information from your review of the story to summarize its main points. In doing so, follow this three-part structure: introduction, body, and conclusion.
Introduction

The introduction should provide the information that readers will need to make sense of your summary. To begin, state the author and title of the work and the type of story it is—for instance, a myth, fairy tale, short story, or the like. Be sure to spell, punctuate, and capitalize all the author and title information correctly.

The introduction to a summary should also identify the setting and characters. Readers will need to know this background information before delving into the plot of the story.

Note that it is customary for a summary to be written in present tense, as if the actions of the story are actually taking place. Using present tense makes the summary seem more alive and thus more interesting to readers.

Body

In the body of your summary, present the main events of the plot in the order in which they occurred. This should be the order in which you recorded them in the Summary Planning Chart. Be sure to identify the conflict, to trace its development to the climax, and then to show how the conflict is resolved at the end of the story.

Think about how to organize your summary into paragraphs. Look for logical divisions in the story—for instance, places there is a change in the setting or time or characters come and go. The student writing about “Mother Holle” recognized that her story moved between two settings and organized her paragraphs accordingly.

For each paragraph, write a topic sentence that states your main idea about it. Then develop a full paragraph about that topic by writing additional sentences about the events in the plot.

The student writing about the fairy tale wrote this topic sentence for her first body paragraph:

The story begins in the real world, with the stepdaughter working hard to please her stepmother.

In the rest of the paragraph, the student relayed the events that resulted in the stepdaughter’s being transported to the magical world. In the second body paragraph, the student described life in that magical world.

In contrast to a literary analysis, a summary should not include quotations from the story. An exception might be made for a critical piece of dialogue—for instance, a phrase that is continually repeated by the protagonist. The goal in a summary is to present the highlights of the story, not the specifics.

Conclusion

The conclusion of your summary should do two things. First, it should provide a simple recap of the outcome of the story. Begin this sentence by restating the author and title.

In addition, your conclusion should present the theme of the story. Be sure to state the theme in terms of people in general, not just the characters in the story. Doing so presents the theme as being universal, one to which most people can relate.
3 Revise

Allow enough time after drafting to revise your summary. If possible, put it aside for a day or two and then start work on revising it.

Evaluate Your Draft

Evaluate the draft of your summary, and look for ways to improve it. Use the questions in column 1 of the Revision Checklist below to see if your draft measures up to a quality summary. Then based on that evaluation, revise your draft. Where it may be lacking, use the suggestions in column 2 to make it stronger.

In revising your draft, you may add or delete information. You may also change words after thinking of better choices. See the Grammar & Style box on page 70 for guidelines on writing sentences of varied lengths. It’s best to make changes such as these with pencil on paper, thinking carefully about your writing as you read through your draft.

Review the two drafts that follow the Revision Checklist. The Original Student Draft shows the writer’s first draft of a summary, and the Revised Student Draft shows what the summary looks like after it’s been evaluated and marked up.

<table>
<thead>
<tr>
<th>Evaluate</th>
<th>Strengthen</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Does the introduction state the title and author and identify the type</td>
<td>Add the information about the title, author, and type of story, and double-check it for accuracy.</td>
</tr>
<tr>
<td>of story?</td>
<td></td>
</tr>
<tr>
<td>☐ Does the introduction provide information about the setting and</td>
<td>Provide the information about setting and characters that readers will need to know before reading about the plot of the story.</td>
</tr>
<tr>
<td>characters?</td>
<td></td>
</tr>
<tr>
<td>☐ Are the body paragraphs organized according to the order of events as</td>
<td>Arrange the paragraphs about the plot according to the order in which the events occur in the story.</td>
</tr>
<tr>
<td>they occur in the story?</td>
<td></td>
</tr>
<tr>
<td>☐ Have you identified only the most important events in the plot,</td>
<td>Retrace the plot of the story to ensure that you have included all the key events.</td>
</tr>
<tr>
<td>including the conflict, climax, and resolution?</td>
<td></td>
</tr>
<tr>
<td>☐ Does each body paragraph begin with a topic sentence and then provide</td>
<td>Ensure that each body paragraph starts with a clear topic sentence and then provides supporting sentences.</td>
</tr>
<tr>
<td>additional sentences of support?</td>
<td></td>
</tr>
<tr>
<td>☐ Is the summary written in present tense?</td>
<td>Use present tense throughout to make the summary seem more alive and interesting.</td>
</tr>
<tr>
<td>☐ Does the conclusion briefly recap the outcome and then state the theme</td>
<td>State the outcome of the story in a sentence or two, and then add a statement about the theme.</td>
</tr>
<tr>
<td>of the story?</td>
<td></td>
</tr>
</tbody>
</table>
**Original Student Draft**

"Mother Holle," by Jacob and Wilhelm Grimm, is a fairy tale that takes place in two worlds: one real and one magical. The story is about a widow with a lazy, ugly daughter and a beautiful, hard-working stepdaughter. The widow forces the stepdaughter to do all the work around their house.

The story begins in the real world, with the stepdaughter working hard to please her stepmother. The girl spins thread with a spindle until her fingers bleed. She tries to wash her blood off the spindle. Then she accidentally drops it down a well. Knowing that she must retrieve the spindle, she throws herself into the well.

When the girl awakes, she finds herself in a magical world. There, she meets Mother Holle, an old, terrifying-looking woman who turns out to be kind and generous. The stepdaughter does housework, such as making the bed, for Mother Holle, and the old woman is pleased with the girl's industriousness. The girl eventually becomes homesick. She tells Mother Holle that she wants to go home. The old woman is pleased at the girl's decision to return to her family and agrees to take her back. When Mother Holle sends the girl home through a special gate, a shower of gold falls on her and the girl becomes covered with gold. Realizing the girl's fortune, the widow and her daughter welcome her back.

After hearing the stepdaughter's story about how she got the gold, the greedy widow decides to send her own daughter to the magical world. The daughter goes to the well, sits and spins, pricks her finger on a thorn bush, and gets blood on the spindle. Then she throws the spindle down the well and then jumps in after it. She awakes to find herself in the magical world.

Anxious to get some gold for herself, the daughter first works hard for Mother Holle. Then she becomes increasingly lazy and careless. Mother Holle tells her that she should go home. The girl is delighted, thinking she will now collect the gold like her stepsister did. But when she passes through the special gate, she becomes covered in pitch.

In the Grimm Brothers' fairy tale "Mother Holle," the integrity and industriousness of the stepdaughter is rewarded, while the greed and laziness of the daughter is punished. This simple story teaches a valuable lesson about the rewards that come from honesty and hard work.

**Revised Student Draft**

"Mother Holle," by Jacob and Wilhelm Grimm, is a fairy tale that takes place in two worlds: one real and one magical. The story is about a widow with a lazy, ugly daughter and a beautiful, hard-working stepdaughter. The widow forces the stepdaughter to do all the work around their house.

The story begins in the real world, with the stepdaughter working hard to please her stepmother. The girl spins thread with a spindle until her fingers bleed. As she tries to wash her blood off the spindle, then she accidentally drops it down a well. Knowing that she must retrieve the spindle, she throws herself into the well.
When the girl awakes, she finds herself in a magical world. There, she meets Mother Holle, an old, terrifying-looking woman who turns out to be kind and generous. The stepdaughter does housework, such as making the bed, for Mother Holle, and the old woman is pleased with the girl’s industriousness. The girl eventually becomes homesick, however, and she tells Mother Holle that she wants to go home. The old woman is pleased at the girl’s decision to return to her family and agrees to take her back. When Mother Holle sends the girl home through a special gate, a shower of gold falls on her and the girl becomes covered with gold. Realizing the girl’s fortune, the widow and her daughter welcome her back.

After hearing the stepdaughter’s story about how she got the gold, the greedy widow decides to send her own daughter to the magical world. The daughter goes to the well, sits and spins, pricks her finger on a thorn bush, and gets blood on the spindle. Then she throws the spindle down the well and then jumps in after it. She awakes to find herself in the magical world.

Anxious to get some gold for herself, the daughter first works hard for Mother Holle. Then she becomes increasingly lazy and careless, to the point that Mother Holle tells her that she should go home. The girl is delighted, thinking she will now collect the gold like her stepsister did. But when she passes through the special gate, she becomes covered in pitch.

In the Grimm Brothers’ fairy tale “Mother Holle,” the integrity and industriousness of the stepdaughter is rewarded, while the greed and laziness of the daughter is punished. This simple story teaches a valuable lesson about the rewards that come from honesty and hard work.
Grammar & Style: Sentence Length

Good writing uses a variety of lengths of sentences, both for clarity and for interest. Good writers know how to use different lengths of sentences for the greatest effect.

Short sentences tend to be more clear and are easier to read than long sentences. Using one short sentence is an effective way to create emphasis, and using a series of short sentences is a good way to build tension or drama. In general, however, using too many short sentences in succession makes writing seem choppy and unpolished. Consider this example:

The story begins in the real world. The stepdaughter is working hard. She wants to please her stepmother. The girl spins thread with a spindle. She makes her fingers bleed. She tries to wash her blood off the spindle. Then she accidentally drops it down a well. She knows she must retrieve the spindle. She throws herself into the well.

This paragraph contains sixty words and nine sentences. Reading so many short sentences makes it difficult to comprehend the meaning of the text. The writing also sounds juvenile.

When well written, long sentences show the relationships among ideas and thus clarify information for readers. However, when too much information is packed into a single sentence or several long sentences are used in succession, readers become bogged down in the meaning. Consider this example:

The story begins in the real world, with the stepdaughter working hard to please her stepmother and thus spinning thread with a spindle until her fingers bleed. As she tries to wash her blood off the spindle, she accidentally drops it down a well and, knowing that she must retrieve the spindle, she then throws herself into the well.

This paragraph contains fifty-nine words but only two sentences. With so much information provided in each sentence, readers will likely lose track of the meaning.

Using a mixture of short and long sentences provides a balance that aids both reading comprehension and enjoyment. The following revised paragraph illustrates that kind of balance. It contains fifty-seven words and four sentences:

The story begins in the real world, with the stepdaughter working hard to please her stepmother. The girl spins thread with a spindle until her fingers bleed. As she tries to wash her blood off the spindle, she accidentally drops it down a well. Knowing that she must retrieve the spindle, she throws herself into the well.

Exercise: Rewrite each of the following paragraphs to use sentences of varying lengths.

1. It was a Tuesday. It was raining. The sky was grey. And that’s how I felt. I felt there was no sun in my life. School was a bore. My social life was nonexistent. My calendar held no promise of change.

2. The local election was coming up soon, and the candidates for town council were talking about different but equally important issues, with one pledging to cut property taxes and the other pledging to rid the streets of gangs and criminals, voters were paying a great deal of attention to what each candidate was saying. The three debates that were held drew large audiences, and people were straightforward in asking questions and pushing the candidates for clear answers, particularly on how each candidate planned to achieve what he or she was promising.

Now go back to your revised draft and look at the sentences in each paragraph. See whether you have varied the lengths of your sentences and used short and long sentences for the appropriate effects. Revise each paragraph, as needed.
Proofread Your Draft

After you have finished marking up your summary, proofread it to check your spelling, punctuation, and grammar for errors. You can certainly mark these kinds of errors at any point during the Revise stage, but you should focus on them specifically while proofreading.

Create Your Final Draft

Finally, create a final draft by incorporating all the changes you have made. Then proofread it again to make sure you made the changes accurately. Also ask yourself if it meets all of the requirements of a successful summary of a story, as listed in the Writing Rubric below. Check off each item that applies to your summary.

WRITING RUBRIC

A successful summary of a story has these qualities:

- States the title and author and identifies the type of story in the introduction
- Provides background information about the setting and characters in the introduction
- Has body paragraphs that are organized according to the order of events as they occur in the story
- Includes only the most important events in the story, including the conflict, climax, and resolution
- Has body paragraphs that each begin with a topic sentence and then provide additional sentences of support
- Recaps the outcome and states the theme of the story in the conclusion
- Is written in present tense
- Includes sentences of different lengths that are used for appropriate purposes
- Uses correct spelling, grammar, punctuation, and vocabulary

Did you check off each item? If not, consider making additional changes.
Writing Follow-Up

Publish and Present

• Imagine the story you have summarized is to be published in a magazine, and you have been asked to provide an illustration for the cover. Create or find a drawing, painting, or photograph that captures an essential element of the story.
• Exchange summaries with a classmate who summarized the same story you did. Compare the information you provided about setting and characters, the events in the plot, and the theme. Discuss the differences between your two summaries.

Reflect

• How can you use the information-gathering and writing techniques you learned in this lesson when writing a summary of an essay, article, biography, or other nonfiction work? What other kinds of material have you summarized for other classes?
• Think about the differences between writing an analysis of a literary work, in which you evaluate how meaning is created in the work, and a summary of a literary work, in which you identify the key elements of the work. Consider not only the purpose of each assignment but also the techniques you would use in gathering and organizing information and then writing and revising.
DESCRIPTIVE WRITING

Describe a Scene

Descriptive writing creates an image, or mental picture, of a person, place, or object. Descriptive writing uses sensory details—words and phrases that tell how things look, smell, sound, taste, and feel. Good descriptive writing makes readers feel as though they are experiencing the subject firsthand.

People use descriptive writing for many purposes. For example, fiction writers describe characters and settings in their stories. Nonfiction writers describe people and events in biographies and histories. Reporters describe people and places that are making news.

Learn from a Literary Model

Read the excerpt below from “There Will Come Soft Rains,” a short story by Ray Bradbury, on pages E346–E350 in Passport. As you read, note how Bradbury uses details and effective word choices to capture a scene and create a mood for readers.

from There Will Come Soft Rains, by Ray Bradbury

The garden sprinklers whirled up in golden founts, filling the soft morning air with scatterings of brightness. The water pelted windowpanes, running down the charred west side where the house had been burned evenly free of its white paint. The entire west face of the house was black, save for five places. Here the silhouette in paint of a man mowing a lawn. Here, as in a photograph, a woman bent to pick flowers. Still farther over, their images burned on wood in one titanic instant, a small boy, hands flung into the air; higher up, the image of a thrown ball, and opposite him a girl, hands raised to catch a ball which never came down.

The five spots of paint—the man, the woman, the children, the ball—remained. The rest was a thin charcoaled layer.

Guide the Reader

When describing a scene that has many details, the writer must present the details in a way that will allow readers to position or envision them in the proper places and in relation to one another. The description must start at one point and then somehow move to other points in a way readers will understand.

1. With what detail does Bradbury begin the description in this excerpt from “There Will Come Soft Rains”?
2. Where does the description move from there?

3. What has happened to the west side of the house? How does Bradbury make sure readers understand this before going ahead with the description of the silhouettes?

4. How does Bradbury introduce the silhouettes? How does doing so focus readers’ attention on them?

5. How does Bradbury describe each individual silhouette? How does he help readers envision the positions of the silhouettes?

6. Overall, how does the description provided in the first paragraph guide readers in envisioning the scene?

7. What is the purpose of the second paragraph?

---

**Select Details**

In describing most scenes, the writer must select both large and small details. The large details generally frame the image, or provide a background or context for the scene. The small details fill in the picture that's being painted in readers' minds. The small details should include sensory details of sight, sound, smell, taste, and touch.

8. Copy the description of a large detail from the excerpt.
9. Copy the descriptions of two small details from the excerpt.

______________________________________________________________

______________________________________________________________

Create the Atmosphere or Mood

To create the atmosphere or mood of any scene, the writer must be thoughtful about his or her choices of details. All the details must work together to create the same atmosphere or mood. For instance, the detail of someone sitting alone and crying would not be appropriate if the goal was to describe a festive party atmosphere.

Similarly, the writer's word choice, or diction, also helps create atmosphere or mood. Good descriptive writing uses vivid adjectives and adverbs and strong action verbs to create images for readers. The qualities of a description can also be emphasized or enhanced by repeating key words or using synonyms for them.

10. What type of atmosphere or mood does Bradbury create in this excerpt?

______________________________________________________________

11. How do the details Bradbury provides help create that atmosphere?

______________________________________________________________

12. How does Bradbury’s diction help create that atmosphere?

______________________________________________________________

Your Assignment
Write a Description of a Scene

To complete this assignment, follow the three stages of the writing process: Prewrite, Draft, and Revise.

① Prewrite

Before you write, gather your thoughts and plan your description.

Select a Scene

Consider a number of scenes that you can keep in front of you as you write, as a painter would keep a subject in from of him or her while painting its portrait. For example, you may choose a scene that you can see from a window in your home, which you can look at again and again as you write. You may choose a photo in an album or magazine, or you may choose to describe a scene captured in a painting.
You may also choose a scene that you can observe long enough to jot down key
details, such as a dentist's waiting room.

List four scenes you may want to describe.

Consider the details in each scene you have listed. Which scene has the types of
details that lend themselves best to writing? Which scene would you most like to
spend time with as you describe it?

Choose one scene and identify it here.

State Your Purpose and Audience

Your purpose and audience will influence the description you write. If you are
describing a scene that is familiar to your audience, such as your family, you will
approach the writing differently from how you would if you were describing a scene
with which the audience is not familiar.

For example, suppose you visited a museum and saw a painting that you
particularly liked, and you decided that you wanted to describe that painting to a
friend who may not have seen it. You would have to be more detailed in describing
the painting to someone who isn't familiar with it than you would in describing it to
someone who is familiar with it.

One student decided to write about a painting she had seen in an art book. She
wrote the following statement of purpose and audience:

I will describe Mary Cassatt's painting *Children Playing on the Beach* to
introduce it to my friend, who has never seen it.

Write your statement of purpose and audience here.

Gather Your Information

Before you write, gather information about the scene. Start by identifying the source
of the scene, such as a photo, a painting, a place you see live from a window, or a
place in which you spend time.

Identify the source of your scene here.
**Write an overview.** Write a one- or two-sentence overview of the scene to capture a general impression of it. The student writing about the Cassatt painting wrote this overview:

The scene is a tranquil beach with kids playing in the sand.

Write an overview of your scene here.

---

**Select details.** Next, record the details in the scene in a graphic organizer like the Detail Selection Chart below. Start by identifying the large detail or details of the scene, which set the background or context. Then list the smaller details that complete the scene.

Even though you are capturing the scene at a given moment, some activity may be taking place in it. Record these actions as small details, and label them as “A” in the chart, for “Action” details. For example, if your scene is a waiting room, one person may be coughing, another may be thumbing through a magazine, and the receptionist may be answering a phone call.

The student writing about the painting identified and labeled one action detail:

one girl is dipping her shovel into the pail (A)

<table>
<thead>
<tr>
<th>Large Details</th>
<th>Small Details</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Many of the small details of the scene may be still, or nonaction details. Record these details as well, labeling them as “S” in the chart, for “Still” details. For example, in describing the waiting room, you may capture details such as the glass window between the patients and the receptionist, the messages taped to the window, the artificial potted plant, and the photos on the wall.

In describing the painting *Children Playing on the Beach*, the student included and labeled these still details:
Create the atmosphere or mood. The writer has to determine the mood or atmosphere of the scene and then convey that to the reader. You can create mood through the details you select and the words you use. For example, in describing the waiting room, you may want to stress the uneasiness or tension that pervade the room as patients wait. In doing so, you would omit details about elements that might put patients at ease, such as soft music, and include those details that emphasize the tension of the scene, such as the loud ticking of a clock.

The student describing the scene in *Children Playing on the Beach* wanted to capture the tranquility conveyed by the painting, so she did not describe a raging sea but a calm one. The beach was not crowded but seemingly empty. The children were calm, not tossing sand at one another.

State the mood you plan to create in describing your scene.

Writers can convey mood or atmosphere through their selection of details. Review the details you have recorded in the Detail Selection Chart, and identify those that will help create mood. Label each as “M” in the chart, for “Mood” details.

Writers can also create mood through their choices of words (diction) and their use of synonyms and words with similar meanings. If, for example, the scene is tense, the writer might use different words that convey tension—such as anxious, restless, and nervous—and work those words into the description: the anxious ticking of the clock, the restless young boy squirming in his chair, and the woman’s nervous cough. (See the Grammar & Style box on page 82 for guidelines on using synonyms.)

In describing the painting *Children Playing on the Beach*, the writer decided to stress the tranquility of the scene by working in words such as calm, undisturbed, and quiet: the calm sea, the children sitting undisturbed and working quietly in the sand.

List words that you can use to convey the intended mood for your scene. Use a dictionary or thesaurus to find these words.

Organize Your Information

What’s the best way to organize the information so your audience can visualize the scene as you describe it? A good way to begin is to identify the source of the scene and then give an overview of it. Next, present the large detail or details of the scene, and then proceed to the small details that complete the picture. Think about moving in a direction or pattern that readers will be able to follow.

Number the details in the Detail Selection Chart as 1, 2, 3, and so on in the order in which you will present them.
Draft

You have identified the scene you will describe, along with your purpose and audience. You have also gathered and organized the information needed to describe your scene. Now you are ready to write a draft of your description.

In drafting, you take the information you have gathered and put it into sentence and paragraph form. Focus on presenting the details and creating the mood that will portray the scene for your readers. Also focus on drafting your description using this three-part structure: introduction, body, and conclusion.

Introduction

In the introduction to your description, state the source of the scene you are describing—for instance, a photograph, painting, or some other medium or a place you are actually looking at live, such as the pond in your backyard. Also give an overview of the scene, including the mood it's intended to evoke.

The student writing about Cassatt's painting wrote this introduction:

Mary Cassatt's Impressionist painting *Children Playing on the Beach* depicts a tranquil scene of two young girls playing quietly in the sand beside a calm sea.

Body

Draft the body of your description following the organizational plan you created in the Prewrite stage. As noted there, begin with the large details and then add the small details. Also consider the use of action and still details as you recreate the scene.

Think, too, about where to use words and phrases that indicate the positions of items within the scene, such as to the left, in the background, beneath that, and behind the tree. How can you guide your readers through your description?

In describing the painting *Children Playing at the Beach*, the student writer decided first to present the details of the sea and sky in the background. Then she planned on describing the position of the two girls in the foreground of the painting and then the small details about the girls’ clothing, complexion, and playthings.

In writing the body, present the details thoughtfully so they work together to create the desired mood. Review the details you labeled “M” in your planning chart. Also consider how to use your diction to create mood. Review the notes you made earlier about synonyms and other similar words that will enhance the mood of your description.

Conclusion

For the conclusion of your description, write one or two sentences that bring together all the details, as in the overview, and that reinforce the mood. Think about the final picture and thought with which you want to leave readers.

For the conclusion of her description of Cassatt's painting, the student wrote the following:

In capturing this scene of children playing undisturbed in the sand, Mary Cassatt's painting *Children Playing at the Beach* reminds viewers of the serene, carefree nature of childhood.
3 Revise

Be sure to allow enough time after drafting to revise your description of a scene. If possible, put it aside for a day or two and then work on revising it.

Evaluate Your Draft

The first thing you can do to make your description better is to evaluate your draft. Take an honest look at what you have written to see if you can make it better. Use the questions in column 1 of the Revision Checklist below to see if your draft measures up to a quality description. Then based on that evaluation, revise your draft. Where it may be lacking, use the suggestions in column 2 to make it stronger.

In revising your draft, you may add, rearrange, or delete details. You may also change words after thinking of better choices. See the Grammar & Style box on page 82 for guidelines on using synonyms. It’s best to make changes such as these with pencil on paper, thinking carefully about your writing as you read through your draft.

Review the two drafts that follow. The Original Student Draft shows the writer’s first draft of a description, and the Revised Student Draft shows what the description looks like after it’s been evaluated and marked up.

### REVISION CHECKLIST

<table>
<thead>
<tr>
<th>Evaluate</th>
<th>Strengthen</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Does the introduction to your description identify the source of the scene?</td>
<td>State whether you are viewing the scene live or from a photograph, painting, or some other medium.</td>
</tr>
<tr>
<td>□ Does the introduction give an overview of the scene and identify the mood?</td>
<td>Provide one or two sentences that describe the scene in general terms and state the mood it’s intended to evoke.</td>
</tr>
<tr>
<td>□ Is the body of the description organized to proceed from the large details to the small details?</td>
<td>After presenting the large details of the scene, add the small details to help complete the scene.</td>
</tr>
<tr>
<td>□ Have you used words and phrases to indicate the positions of items within the scene?</td>
<td>Add words and phrases to guide readers and help them envision the positions of items—for instance, in the foreground, at left, near the bottom.</td>
</tr>
<tr>
<td>□ Do you use details effectively to help create the intended mood of the scene?</td>
<td>Add, delete, or rearrange details so they work together to portray the scene and invoke the desired mood.</td>
</tr>
<tr>
<td>□ Do you use diction effectively to help create the intended mood of the scene?</td>
<td>Make specific word choices and use synonyms and related words to enhance the mood.</td>
</tr>
<tr>
<td>□ Does the conclusion recap the scene and convey the mood?</td>
<td>Bring the description to a close with one or two sentences that sum up the scene and restate the mood.</td>
</tr>
</tbody>
</table>
Mary Cassatt’s Impressionist painting *Children Playing on the Beach* depicts the tranquil scene of two young girls playing quietly in the sand beside the calm sea.

Two young girls are seated on the sand, undisturbed by the presence of the painter. The girls do not seem to be paying attention to one another, as they sit turned slightly away from one another. One is turned completely away from the painter. The other sits at an angle to the painter. Each girl seems focused only contentedly on the work before her. Both girls are wearing light-colored smocks over dark-colored dresses, with the shortest of sleeves covering just their shoulders.

One girl sits with the pail between her legs. She is wearing dark shoes and ankle socks. She appears to be about three or four years old. She holds the pail with one hand while she tries to manipulate a long-handled shovel with her other hand. Her round face is a little sunburned, as are her exposed arms. Her brown hair is unmoven, with just a few strands on her forehead.

The other girl is facing away from the painter. Her head is covered by a large straw hat, with a brownish ribbon tied in a large bow. Her legs appear to be dark, perhaps covered with stockings.

In capturing this scene of children playing undisturbed in the sand, Mary Cassatt’s painting *Children Playing at the Beach* reminds viewers of the serene, carefree nature of childhood.

Mary Cassatt’s Impressionist painting *Children Playing at the Beach* depicts the tranquil scene of two young girls playing quietly in the sand beside the calm sea.

**At the top of the painting in the background, the bluish-grey ocean merges with the same-colored sky. Prominent in the center of the painting are Two young girls are seated on the sand, undisturbed by the presence of the painter. The girls do not seem to be paying attention to one another, as they sit turned slightly away from one another. One is turned completely away from the painter, so her face is not shown.** The other sits at an angle to the painter. Each girl seems focused only contentedly on the work before her: the sand and pails. Both girls are wearing white organza light-colored smocks over dark-colored dresses, with the shortest of sleeves covering just their shoulders.

**The One girl closest to the artist and the viewer** sits with the pail between her legs, which are stretched out in front of her, completely relaxed. She is wearing dark shoes and ankle socks. She appears to be about three or four years old. She holds the pail with one hand while she tries to manipulate a long-handled wooden shovel with her other chubby little hand. Her round face is a little sunburned flushed with the day’s sun, as are her exposed arms, which are dimpled at the elbow. Her straight brown hair is hangs unmoven on the windless day, with just a few strands resting on her forehead.
Grammar & Style: Synonyms

**Synonyms** are words that have the same or similar meanings, such as *big* and *large*. Knowing synonyms and related words for key concepts in your description will allow you to reinforce those concepts without repeating the same words again and again. Recall from the Literary Model at the beginning of this lesson how Ray Bradbury used the words *charred*, *black*, and *charcoaled* to reinforce the idea of the wall of the house being burned.

To locate synonyms, use a *thesaurus*, a dictionary-type reference book that lists related words. For each word, variants are given for its different parts of speech, such as nouns, adjectives, and so on. For many entries in a thesaurus, cross-references to other words are provided and so are antonyms (opposite words). Both print and electronic forms of thesauruses are available. (Note that dictionaries usually provide synonyms and antonyms, too. Look for the words labeled *syn.* and *ant.* near the end of the entry for a given word.)

In writing the description of Cassatt’s painting *Children Playing on the Beach*, the student wanted to find a word to describe the white garment each girl wore over her dark dress. The thesaurus offered many alternatives for the word *garment*, including a number of types of *overgarments*. From the choices offered, the writer picked the word *smock*. She felt it provided a much more precise descriptive detail than *garment* or even *overdress*.

In writing the same description, the student used a number of different words with similar meanings to convey the mood of tranquility. Under the entry for *tranquil* in the thesaurus, she found and used the words *calm*, *undisturbed*, *content*, *relaxed*, and *peaceful*.

In choosing and using synonyms, be sure to consider the connotations of the words. Remember that the **connotation** is the suggested or implied meaning of a word beyond its literal, or dictionary, definition. For example, the words *big*, *large*, *immense*, and *huge* all have essentially the same meaning, but each word implies something slightly different.

**Exercise:** Use a thesaurus to find three synonyms for each of the following words.

1. **material** (as in fabric):
   ____________________________________________________________

2. **scary**:
   ____________________________________________________________

3. **sombre**:
   ____________________________________________________________

4. **angry**:
   ____________________________________________________________

Now go back to your draft and look at the words you used to describe details and to create mood. Consult your thesaurus to find better alternatives, as needed.
The other girl is facing away from the painter, toward the sea. Her head is covered by a large straw hat bonnet, with a brownish taupe ribbon tied in a large bow. Her legs appear to be dark, perhaps covered with black stockings.

In capturing this scene of children playing undisturbed in the sand, Mary Cassatt’s painting Children Playing at the Beach reminds viewers of the serene, carefree nature of childhood.

**Proofread Your Draft**

After you have finished marking up your description of a scene, proofread it to check your spelling, punctuation, and grammar for errors. While you can mark these kinds of errors at any point during the Revise stage, you should focus on them specifically while proofreading.

**Create Your Final Draft**

Finally, create a final draft by incorporating all the changes you have made. Then proofread it again to make sure you made the changes accurately. Also ask yourself if it meets all of the requirements of a successful description, as listed in the Writing Rubric below. Check off each item that applies to your description.

**WRITING RUBRIC**

A successful description of a scene has these qualities:

- Identifies the source of the scene in the introduction
- Gives an overview of the scene and identifies the mood in the introduction
- Has a body that’s organized to proceed from the large details to the small details
- Uses words and phrases to indicate the positions of items within the scene
- Uses details effectively to help create the intended mood of the scene
- Uses diction effectively to help create the intended mood of the scene
- Recaps the scene and again conveys the mood in the conclusion
- Uses synonyms to reinforce key concepts and avoid repetition
- Uses correct spelling, grammar, punctuation, and vocabulary

Did you check off each item? If not, consider making additional changes.
Writing Follow-Up

Publish and Present

• Draw or sketch a picture of the scene you have described. Use both the original of the scene (photo, painting, etc.) and your written description to guide you.
• Have a classmate read your description and then identify the mood he or she feels it evokes. If the mood is not the one you intended, discuss with your classmate what made him or her select this mood. Determine what you need to revise in the description to evoke the desired mood.

Reflect

• What have you learned in writing this description that will change the way you look at photos and paintings or read descriptive passages in books?
• In what occupations might good observational and descriptive powers be useful? Why?
PART II

Grammar & Style
LESSON 1

The Sentence and Its Functions

The Sentence

From the time you entered school, you probably have been speaking and writing in sentences. In the English language, the sentence is the basic unit of meaning.

A sentence is a group of words that expresses a complete thought. Every sentence has two basic parts: a subject and a predicate. The subject tells whom or what the sentence is about. The predicate tells information about the subject—what the subject is, what the subject does, or what happens to the subject.

**Example sentence**

The talented cabinetmaker carved the legs of the cherry table.

(subject) (predicate)

A group of words that does not have both a subject and a predicate is called a sentence fragment. A sentence fragment does not express a complete thought.

**Example sentence fragment**

Mr. Lamont. (The fragment does not have a predicate. The group of words does not answer the question What did Mr. Lamont do?)

sentence fragment Put the football team. (The fragment does not have a subject. The group of words does not answer the question Who put the football team?)

sentence fragment Through its paces. (The fragment does not have a subject or predicate. The group of words does not tell what the sentence is about or tell what the subject does.)

complete sentence Mr. Lamont put the football team through its paces.

**Exercise 1**

Identifying Sentences and Sentence Fragments

Identify each of the following groups of words as either a complete sentence or a sentence fragment. Write S for sentence or F for fragment.

_____ 1. Can help you see trends, discover facts, and uncover patterns.

_____ 2. Graphics can help you to understand how things work.
4. Digital photography is a method of making images without the use of regular film.
5. A two-part process that starts with an image.
7. I sent this message into cyberspace.
8. Along with rhubarb and fresh strawberries.
9. Alan sautéed the asparagus tips in butter and garlic.
10. Sliced the portabella mushrooms while the pan heated.

**Exercise 2**

**Understanding Sentences and Their Basic Parts**

Some of the following groups of words are missing a subject or predicate or both. Tell what part is missing, then revise the sentence to include the missing part. If the group of words contains both a subject and a predicate, write *sentence*.

**Example**

Heavily after the rain.
(subject and predicate missing; *Tree pollen fell* heavily after the rain.)

1. Carmen had slept near a drafty window.
2. Felt stiff the next morning.
3. After a hot shower.
4. Thought about the litter of kittens.
5. The soothing muscle ointment.
6. She weeded the garden and transplanted several plants.
7. Needs to take a break and rest.
8. Throughout the hot, steamy afternoon.

9. The next day she was much better.

10. It is really uncomfortable to wake up with a stiff neck.

**EXERCISE 3**

**Using Complete Sentences in Your Writing**

For a student health newsletter, write a brief paragraph describing a minor ailment or illness you have experienced, such as a sore back or allergies. Describe your symptoms. What caused the problem? What did you do to treat it? Make sure that each sentence in your paragraph contains a subject and predicate.

**Functions of Sentences**

There are four different kinds of sentences: **declarative**, **interrogative**, **imperative**, and **exclamatory**. Each kind of sentence has a different purpose. You can vary the tone and mood of your writing by using the four different sentence types. Read the example sentences aloud and notice how your voice changes to express each sentence’s different meaning.

- A **declarative sentence** makes a statement. It ends with a period.

  **EXAMPLE**
  Judy isn’t sure she wants to move to Boston.
• An **interrogative sentence** asks a question. It ends with a question mark.

   **EXAMPLE**
   Does she like visiting the city?

• An **imperative sentence** gives an order or makes a request. It ends with a period or an exclamation point. An imperative sentence has an understood subject, most often *you*.

   **EXAMPLE**
   (You) Tell Judy that Boston is a wonderful city.
   (You) Please reassure her.

• An **exclamatory sentence** expresses strong feeling. It usually ends with an exclamation point.

   **EXAMPLE**
   Judy is moving!

**EXERCISE 4**

**Identifying Different Kinds of Sentences in Literature**

Identify each of the numbered sentences in the literature passage as **declarative**, **interrogative**, **imperative**, or **exclamatory**. Note that some sentences are embedded inside other sentences. In these cases, identify both sentences. Write your answers on the corresponding lines below.

   **EXAMPLE**
   "The paw!" she cried wildly. (exclamatory [within declarative])

1. The man sat up in bed and flung the bedclothes from his quaking limbs.  
   2. "Good God, you are mad!" he cried, aghast.  
   3. "Get it," she panted. "Get it quickly, and wish—Oh, my boy, my boy!"  
   4. Her husband struck a match and lit the candle. "Get back to bed," he said unsteadily.  
   5. "You don't know what you are saying."  
   6. "We had the first wish granted," said the old woman feverishly.  
   7. "Why not the second?"

   *from "The Monkey's Paw," page 20*  
   **W. W. Jacobs**

1. ___________________________  
2. ___________________________  
3. ___________________________  
4. ___________________________  
5. ___________________________  
6. ___________________________  
7. ___________________________  
8. ___________________________  
9. ___________________________
EXERCISE 5

Understanding the Functions of Sentences

Identify the following sentences as declarative, imperative, interrogative, or exclamatory. Then revise each sentence according to the directions in parentheses.

EXAMPLE
Is it warm enough for swimming? (Change into a declarative sentence.)
(interrogative; declarative: It is warm enough for swimming.)

1. Clarice, you can do it! (Change into an interrogative sentence.)

2. How many of the visiting professors will dine with us tonight? (Change into a declarative sentence.)

3. Sidney can see how carefully the chair was constructed. (Change into an imperative sentence.)

4. Do it now and get it over with. (Change into a declarative sentence.)

5. The guests waved sadly from the car windows. (Change into an interrogative sentence.)

6. How much does that vase cost? (Change into an exclamatory sentence.)

7. It took so long to make! (Change into a declarative sentence.)

8. Paula cried when she broke her finger. (Change into an exclamatory sentence.)

9. Mrs. Pembroke yelled at the blue jay. (Change into an interrogative sentence.)

10. Get a blanket. (Change into a declarative sentence.)
EXERCISE 6

Using Different Kinds of Sentences in Your Writing

Write a descriptive paragraph about your best friend for the school yearbook. Include physical traits and personality characteristics as well as a description of a memorable moment you shared with your best friend. Your paragraph may be either serious or humorous. Use all four kinds of sentences in your paragraph. Then take turns with your classmates reading your paragraphs aloud. Consider how the four kinds of sentences make your paragraphs more expressive.
LESSON 2

Subjects and Predicates

Just as the sentence is the basic building block of the English language, the subject and predicate are the basic building blocks in a sentence. Every sentence has two basic parts: a subject and a predicate. The **subject** tells whom or what the sentence is about. The **predicate** tells information about the subject—what the subject is, what the subject does, or what happens to the subject.

**EXAMPLE**

**sentence**  The graceful dancers | practiced their complicated routines.
(subject)   (predicate)

To find the subject, ask who or what performs the action of the verb.

**EXAMPLE**

Who practiced their complicated routines? (*the graceful dancers*, subject)

To find the predicate, ask what the subject does or is.

**EXAMPLE**

What did the graceful dancers do? (*Practiced their complicated routines*, predicate)

**Exercise 1**

Identifying Subjects and Predicates in Literature

For each sentence from the literature passage, draw a vertical line between the subject and predicate.

He rose to his feet and walked a few paces to his left. I looked up, saw the kite plummeting toward us. I heard footfalls, shouts, an approaching melee of kite runners. But they were wasting their time. Because Hassan stood with his arms wide open, smiling, waiting for the kite.

_from "The Kite Runner," page E58_

*Khaled Hosseini*
EXERCISE 2

Understanding Subjects and Predicates

Assume that each phrase below is a subject or a predicate. Write a clear, complete sentence using each by adding the missing sentence part and any other necessary details.

1. A bowl made of pale blue glass

2. Poured us a glass of refreshing lemonade

3. Sunned itself on the jagged rocks

4. A cat with one blue and one brown eye

5. Someone I haven’t seen in many years

6. Rolled into the aisle

7. The school bus driver with the collection of baseball hats

8. Blew down during the windstorm

9. The scattering of leaves across the sidewalk

10. Every available volunteer in the group
EXERCISE 3

Using Subjects and Predicates in Your Writing

Write a paragraph in which you describe an object or scene that is generally considered unattractive, such as a garbage dump, a railroad track, or an abandoned building. Choose your details either to show the unconventional beauty of the place or to convey a positive impression about your subject. Make sure each sentence includes a subject and predicate and creates a clear picture.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
LESSON 3

Sentence Structures: Simple, Compound, Complex, and Compound-Complex Sentences

A **simple sentence** consists of one independent clause and no subordinate clauses. It may have a compound subject and a compound predicate. It may also have any number of phrases. A simple sentence is sometimes called an independent clause because it can stand by itself.

**Examples**

Young birds can be injured easily.  
They see sky and trees reflected in the window and mistake it for open space.  
Berries and nuts are a healthy addition to any birdfeeder.

A **compound sentence** consists of two independent clauses joined by a semicolon or by a coordinating conjunction and a comma. Each independent clause has its own subject and verb. The most common coordinating conjunctions are and, or, nor, for, but, so, and yet.

**Examples**

It’s easy to become a birder in your own backyard; simply provide bird feeders, birdhouses, and plantings to attract birds.

Sandpipers may summer on tundra and bogs near the tree line, but they winter along coastal and inland marshes.

A **complex sentence** consists of one independent clause and one or more subordinate clauses. A subordinate clause has a subject and a verb, but it doesn’t express a complete thought and can’t stand alone. The subordinate clauses in the examples below are underlined.

**Examples**

If you find insects in the birdhouse, make sure you use a bug spray that is safe for birds.

You have a responsibility once birds nest near your house.

A **compound-complex sentence** has two or more independent clauses and at least one subordinate clause. In the following examples, the subordinate clauses are underlined.

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EXERCISE 1

Identifying Simple, Compound, Complex, and Compound-Complex Sentences in Literature

Label each of the following sentences in the literature passage as simple, compound, complex, or compound-complex. Write your answers on the corresponding lines below.

1. He sat until he was chilled with the cold, glancing occasionally at the figure of the old woman peering through the window.
2. The candle-end, which had burned below the rim of the china candlestick, was throwing pulsating shadows on the ceiling and walls, until, with a flicker larger than the rest, it expired.
3. The old man, with an unspeakable sense of relief at the failure of the talisman, crept back to his bed, and a minute or two afterward the old woman came silently and apathetically beside him.
4. Neither spoke, but lay silently listening to the ticking of the clock.
5. A stair creaked, and a squeaky mouse scurried noisily through the wall.
6. The darkness was oppressive, and after lying for some time screwing up his courage, he took the box of matches, and striking one, went downstairs for a candle.

from “The Monkey’s Paw,” page 20
W. W. Jacobs

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
EXERCISE 2

Understanding Sentence Structure

Write sentences containing the elements described in each of the numbered items below.

1. simple sentence with simple subject and simple predicate

2. simple sentence with compound subject and compound predicate

3. compound sentence using conjunction and

4. compound sentence using conjunction for

5. compound sentence with one independent clause having a compound subject and the other independent clause having a compound predicate

6. compound sentence using semicolon

7. complex sentence using one independent clause and one subordinate clause

8. complex sentence using one independent clause and two subordinate clauses

9. compound-complex sentence using two independent clauses and one subordinate clause

10. compound-complex sentence using two independent clauses and two subordinate clauses
**EXERCISE 3**

**Using Different Sentence Structures in Your Writing**

Choose a character from a literature selection you have read this year, but keep the identity of the character secret. Write a vivid description of that character so that physical details and personality characteristics provide clues for a peer reader to uncover his or her identity. Use a variety of simple, compound, complex, and compound-complex sentences in your mystery-character sketch.
LESSON 4

Identifying the Parts of Speech

Each word in a sentence performs a basic function or task. Words perform four basic tasks; they name, modify, express action or state of being, or connect. By the arrangement of words in a sentence and the task that each word performs within a sentence, you can understand a sentence’s meaning. To illustrate how parts of speech work together, try to decipher the following nonsense sentence.

**Example**
The kirtum narilla robelin geloped in the somyeth.

What nonsense noun is the subject of the sentence? Which adjectives modify the word robelin? Which nonsense verb expresses the action in the sentence?

If you substitute real words for the nonsense words but keep the same arrangement of words, you can identify the nouns, verb, and adjectives in the sentence.

**Example**
The dark red pot shattered in the kiln.

There are eight basic parts of speech. Each part of speech is defined in the following chart.

<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>noun</td>
<td>A noun names a person, place, thing, or idea.</td>
<td>Heirloom roses are bred for their heavy scent.</td>
</tr>
<tr>
<td>pronoun</td>
<td>A pronoun is used in place of a noun.</td>
<td>Anita smiled as she thought to herself.</td>
</tr>
<tr>
<td>verb</td>
<td>A verb expresses action or a state of being.</td>
<td>The dragonfly hovered over the garden, then perched on the lip of the birdbath.</td>
</tr>
<tr>
<td>adjective</td>
<td>An adjective modifies a noun or pronoun. The most common adjectives are the articles a, an, and the.</td>
<td>Crisp greens and juicy tomatoes were tossed with a lemon and herb dressing.</td>
</tr>
<tr>
<td>adverb</td>
<td>An adverb modifies a verb, an adjective, or another adverb.</td>
<td>Wizze climbed up the back of the chair, where she balanced precariously and howled.</td>
</tr>
<tr>
<td>preposition</td>
<td>A preposition shows the relationship between its object—a noun or a pronoun—and another word in a sentence. Common prepositions include after, around, at, behind, beside, off, through, until, upon, and with.</td>
<td>A clematis vein curled its way up a trellis attached to the side of the house.</td>
</tr>
<tr>
<td>conjunction</td>
<td>A conjunction joins words or groups of words. Common conjunctions are and, but, for, nor, or, so, yet, either... or, and not only... but also.</td>
<td>Not only did the lilacs come and go quickly this year, but the rhododendron and mountain laurel blossoms also seemed to disappear overnight.</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>interjection</td>
<td>An interjection is a word used to express emotion. Common interjections are oh, ah, well, hey, and wow.</td>
<td>Oh no! I forgot to close the windows!</td>
</tr>
</tbody>
</table>

**EXERCISE 1**

**Identifying the Parts of Speech in Literature**

Identify the part of speech of each underlined word in the following excerpt. Write your answers on the corresponding lines below.

> He was being continually pressed against the sharp roof, which felt slimy as well as sharp. Again he thought of octopuses, and wondered if the tunnel might be filled with weed that could tangle him. He gave himself a panicky, convulsive kick forward, ducked his head, and swam. His feet and hands moved freely, as if in open water. The hole must have widened out. He thought he must be swimming fast, and he was frightened of banging his head if the tunnel narrowed.

*from “Through the Tunnel,” page 33*  
*Doris Lessing*

1. ____________________________  
2. ____________________________  
3. ____________________________  
4. ____________________________  
5. ____________________________  
6. ____________________________  
7. ____________________________  
8. ____________________________  
9. ____________________________  
10. ____________________________  
11. ____________________________  
12. ____________________________  
13. ____________________________  
14. ____________________________  
15. ____________________________  
16. ____________________________  
17. ____________________________  
18. ____________________________  
19. ____________________________  
20. ____________________________
**EXERCISE 2**

**Understanding the Parts of Speech**

Write a sentence using the word as the designated part(s) of speech.

**EXAMPLES**

down (adverb)  
We lay down on several mattresses to try out their firmness.

down (preposition)  
Mrs. McGuire lives down the lane.

down (noun)  
Goose down is often used in pillows.

1. progress (noun); progress (verb)

2. perfect (adjective); perfect (verb)

3. trim (adjective); trim (noun); trim (verb)

4. above (adverb); above (preposition)

5. subject (noun); subject (verb)

6. either/or (conjunction)

7. hey (interjection)

8. anyone (pronoun)

9. for (conjunction); for (preposition)

10. well (adverb)
EXERCISE 3

Using the Parts of Speech in Your Writing

Write a paragraph to someone new to this country, explaining your version of the origin of one of the following idioms or your explanation of its meaning: “You've hit the nail on the head”; “feather in one's cap”; “tooth and nail”; or “pass with flying colors.” Include in your paragraph at least two examples of each part of speech.
LESSON 5

Common, Proper, Singular, and Plural Nouns

A noun is a part of speech that names a person, place, idea, or thing. In this lesson, you’ll learn about the different kinds of nouns and what they name.

EXAMPLES
people  Ursula, tutor, president, sculptor
places  office, Turtleback Zoo, Nina’s Nails
ideas  pride, Romanticism, democracy, creativity
things  postcard, song, highway, Blarney Stone

<table>
<thead>
<tr>
<th>Type of Noun</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>common noun</td>
<td>names a person, place, idea, or thing</td>
<td>teacher, classroom, trophy, conscience</td>
</tr>
<tr>
<td>proper noun</td>
<td>names a specific person, place, or thing; begins with capital letter</td>
<td>Ernest Hemingway, Key West, “The Masque of the Red Death”</td>
</tr>
<tr>
<td>concrete noun</td>
<td>names a thing that can be touched, seen, heard, smelled, or tasted</td>
<td>soap, telephone, ear, birdhouse, snore, velvet</td>
</tr>
<tr>
<td>abstract noun</td>
<td>names an idea, theory, concept, or feeling</td>
<td>imagination, philosophy, realism, devotion</td>
</tr>
<tr>
<td>singular noun</td>
<td>names one person, place, idea, or thing</td>
<td>muse, waiting room, wagon, relationship</td>
</tr>
<tr>
<td>plural noun</td>
<td>names more than one thing</td>
<td>muses, waiting rooms, wagons, relationships</td>
</tr>
<tr>
<td>possessive noun</td>
<td>shows ownership or possession of things or qualities</td>
<td>Ginger’s, Ms. Chun’s, oxen’s, church’s</td>
</tr>
<tr>
<td>compound noun</td>
<td>made up of two or more words</td>
<td>mailbox, love letter, lady-in-waiting</td>
</tr>
<tr>
<td>collective noun</td>
<td>names groups</td>
<td>group, team, herd</td>
</tr>
</tbody>
</table>
Common and Proper Nouns

The two basic kinds of nouns are common nouns and proper nouns. A **common noun** names any person, place, thing, or idea. Common nouns are usually not capitalized.

**Examples**

<table>
<thead>
<tr>
<th>Common Nouns</th>
<th>Proper Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>any person</td>
<td>Dr. Dreyfus, Moose Hill Road, Jamaica</td>
</tr>
<tr>
<td>any place</td>
<td></td>
</tr>
<tr>
<td>any thing</td>
<td></td>
</tr>
<tr>
<td>any idea</td>
<td></td>
</tr>
</tbody>
</table>

An **proper noun** names a specific person, place, idea, or thing and begins with a capital letter.

**Examples**

<table>
<thead>
<tr>
<th>Common Nouns</th>
<th>Proper Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>doctor, street, island</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 1**

**Identifying Common and Proper Nouns in Literature**

Identify the underlined nouns in the passage as either common or proper. Then identify each underlined noun as a person, place, thing, or idea. Write your answers on the corresponding lines below.

It was during her confinement in the hospital that my mother met my father. He was called in to look at the set of her arm, which was complicated. He stayed, sitting at her bedside, for he was something of an armchair traveler and had spent his war quietly, at an air force training grounds, where he became a specialist in arms and legs broken during parachute training exercises. Anna Avalon had been to many of the places he longed to visit—Venice, Rome, Mexico, all through France and Spain. She had no family of her own and was taken in by the Avalons, trained to perform from a very young age. They toured Europe before the war, then based themselves in New York. She was illiterate.

*from “The Leap,” page 96*

Louise Erdrich

1. ____________________________  7. ____________________________
2. ____________________________  8. ____________________________
3. ____________________________  9. ____________________________
4. ____________________________ 10. ____________________________
5. ____________________________ 11. ____________________________
6. ____________________________

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EXERCISE 2

Understanding Common and Proper Nouns

For each common noun listed, write two proper nouns.

1. movie
2. sports team
3. continent
4. famous dog
5. actor
6. relative
7. author
8. river
9. city
10. singer
11. state
12. country
13. mountain
14. politician
15. teacher
16. car
17. school
18. clothing brand
19. book
20. award
EXERCISE 3

Using Common and Proper Nouns in Your Writing

Write a paragraph giving directions from your school to your house so that someone in a car or on a bike could follow them. Be sure to provide landmarks and street names to help the person locate himself or herself. In your paragraph, underline and label five common nouns and five proper nouns. Notice how the use of proper nouns helps to make your directions more specific.

Singular and Plural Nouns

Nouns that represent one person, place, idea, or thing are called singular nouns. Nouns that represent more than one person, place, idea, or thing are called plural nouns.

Most nouns can be made plural simply by adding –s to the end of the word. The spelling of some nouns changes slightly when the words are made plural, depending on how the word ends.

EXAMPLES: plural nouns
For most nouns, to form the plural add –s to the end of the word.
desk → desks portfolio → portfolios
delay → delays handkerchief → handkerchiefs

If a noun ends in s, sh, ch, x, or z, add –es.
bias → biases dish → dishes church → churches
fox → foxes quartz → quartzes

If a noun ends in o preceded by a consonant, add –es.
veto → vetoes hero → heroes
mosquito → mosquitoes tomato → tomatoes

If a noun ends in y preceded by a consonant, change the y to i and add –es.
century → centuries baby → babies
copy → copies policy → policies

For some nouns that end in f or fe, change the f to v and add –es or –s.
half → halves loaf → loaves
wife → wives knife → knives

For some nouns, the singular and plural forms are spelled the same.
sheep → sheep deer → deer
EXERCISE 4
Identifying Singular and Plural Nouns in Literature

Indicate whether the underlined nouns are singular or plural. Write your answers on the corresponding lines below.

We didn’t immediately pick the right 1kind of 2prodigy. At first my 3mother thought I could be a Chinese Shirley Temple. We’d watch Shirley’s old 4movies on 5TV as though they were training 6films. My mother would poke my 7arm and say, “Ni kan”—You watch. And I would see Shirley tapping her 8feet or singing a sailor 9song, or pursing her 10lips into a very round O while saying, “Oh my goodness.”

from “Two Kinds,” page 58
Amy Tan

1. __________________________ 6. __________________________
2. __________________________ 7. __________________________
3. __________________________ 8. __________________________
4. __________________________ 9. __________________________
5. __________________________ 10. __________________________

EXERCISE 5
Correcting Singular and Plural Nouns

For each singular noun in items 1–10, write the correct plural form. In items 11–20 correct any error in the plural nouns listed. Write correct if the plural form is correct. You may need to use a dictionary to check your answers.

1. attorney __________________________
2. dress __________________________
3. stereo __________________________
4. zero __________________________
5. dairy __________________________
6. liability __________________________
7. bookshelf __________________________
8. thief __________________________
9. giraffe __________________________
10. sheep __________________________
11. foxs
12. cliffs
13. vallies
14. mottoes
15. churchs
16. flys
17. knifes
18. oxes
19. autos
20. donkies

**Exercise 6**

**Using Singular and Plural Nouns in Your Writing**

Write a paragraph describing the inside of your locker or your backpack. Be sure to use descriptive details that provide a vivid portrait of the sense experience a friend might have upon opening either. Use at least five singular and five plural nouns in your description.
LESSON 6

Possessive and Collective Nouns

Nouns that show ownership or possession of things or qualities are called possessive nouns. A possessive noun names who or what has something. Possessive nouns can be singular or plural. Both common nouns and proper nouns can be possessive in form.

**EXAMPLES**

**common nouns**

The clock's numbers were faded.
The doctors’ rounds will be over by seven o'clock.

**proper nouns**

The New Haven Symphony's outdoor concerts begin in July.
Los Angeles's traffic problems are notorious.

An apostrophe is used to form the possessive of nouns. To form the possessive of a singular noun, add an apostrophe and an s to the end of the word.

**EXAMPLES**

**singular possessive nouns**

Yesterday was Lydia's first day of school. (Lydia + ’s = Lydia’s)
The woman's coat had a faux fur collar. (woman + ’s = woman’s)

The possessive of a plural noun is formed two different ways. If the plural noun does not end in -s, you add an apostrophe and an s to the end of the word. If the plural noun ends with an s, add only an apostrophe.

**EXAMPLES**

**plural possessive nouns**

The men's gymnasiaum is closed for repairs. (men + ’s = men’s)
The companies' policies are under revision. (companies + ’ = companies’)

**Exercise 1**

Identifying Possessive Nouns

Indicate whether the underlined nouns in the following sentences are plural, possessive, or both plural and possessive.

1. Many of de Maupassant's short stories are popular among high school students.

2. The short stories' endings tend to be both ironic and bittersweet.
3. **Characters** in some of his **stories** are not very sympathetic people.

4. One of **Morissot's friends** passed him by.

5. Morissot and Sauvage would gather their **rods** and tackle **boxes** and go fishing.

6. The **fishermen's conversations** were minimal but enjoyable.

7. The **sky's red glow** created **shapes** in the clouds.

8. **Mont Valérien's smoke** drifted into the sky.

9. The **German's rifles** were pointed at the men.

10. **Morissot's body** was thrown in the river.

**EXERCISE 2**

**Understanding How to Form Possessive Nouns**

Rewrite each word group below, making the first word possessive.

1. chairwomen **hats**  
2. athlete **score**  
3. defendants **cases**  
4. dragonfly **wings**  
5. potatoes **skins**  
6. mirror **reflection**  
7. Louis **canoe**  
8. sandwich **contents**  
9. church **steeple**
10. chefs aprons

11. catastrophe outcome

12. Kennedy cousin

13. counties school systems

14. cameras lenses

15. heroes characteristics

16. memento meaning

17. deer antlers

18. Eskimo art

19. sopranos high notes

20. teeth surfaces

**EXERCISE 3**

**Using Possessive Nouns**

Rewrite each of the following groups of words so that the singular possessive nouns are plural and the plural possessive nouns are singular. You may need to use a dictionary to check your work.

1. the plaintiff’s plea

2. several secretaries’ notebooks

3. the child’s toys

4. the president-elect’s wishes

5. the boss’s request

6. the chairperson’s platform

7. the supervisors’ meetings
8. her daughter-in-law's blond hair

9. several weeks’ mail

10. the adolescent's accomplishments

Collective Nouns

Collective nouns name groups—such as *family, committee, and class*—that are made up of individuals. A collective noun may be either singular or plural, depending on how the group acts. When the group acts together as one unit to do something, the group is considered *singular*. When individuals within the group act differently or do different things at the same time, the collective noun is *plural*.

**Examples**

**Singular**
- The *company* agrees that restructuring is necessary.
- The *band* sounds great on its new CD.

**Plural**
- The *company* cast their votes at the next shareholders’ meeting.
- Since their last benefit performance, the *band* have not played together.

**Exercise 4**

Identifying Collective Nouns

Underline the collective nouns in the following sentences.

1. The jury has not yet reached a verdict.
2. The truck convoy advertised their presence by honking their horns.
3. The audience did not receive programs until intermission.
4. An enormous flock of geese landed in the field and disturbed the herd of cows.
5. The group were not impressed with their yearbook photographs.
6. A small musical ensemble plays softly in the background.
7. Our class gives its attention to the visiting poet.
8. The art faculty present talks on their favorite works of art.
9. An African dance troupe performs in East Haddam this weekend.
10. The drama club holds auditions this Monday.
EXERCISE 5

Understanding Collective Noun-Verb Agreement

Underline the collective noun in each of the following sentences. Then complete each sentence by circling the correct form of the verb in parentheses.

1. The fleet (enters, enter) the harbor one at a time.
2. The crowd (is, are) too large for this small room.
3. The orchestra (has, have) tuned their instruments and (is, are) waiting for the conductor.
4. Our old group (has, have) gone their separate ways.
5. The jury (has, have) not yet agreed among themselves about the verdict.
6. The male quartet (sings, sing) sentimental favorites from the 1930s and 1940s.
7. In the story, a pack of wolves (steals, steal) the baby from its crib.
8. The pod of whales (sends, send) fountains of water through their blowholes.
9. The herd (huddles, huddle) close to one another.
10. The audience (applauds, applaud) after each song.

EXERCISE 6

Using Collective Nouns in Your Writing

Write a short article for the school newspaper about one of the following groups: faculty, band, club, staff, team, or a group of your own choosing. Describe the group and its activities, using the collective noun twice in its singular form and twice in its plural form. Use your own sheet of paper for this exercise.
LESSON 7

Pronouns and Antecedents

Pronouns

A pronoun is used in place of a noun. Sometimes a pronoun refers to a specific person or thing.

Pronouns can help your writing flow more smoothly. Without pronouns, your writing can sound awkward and repetitive. Take a look at the following examples, which show the same sentence written without and with pronouns.

**EXAMPIES**

**without pronouns**  
Doug opened Doug’s briefcase and pulled out the copies of Doug’s proposal and distributed the copies of Doug’s proposal to the executives.

**with pronouns**  
Doug opened his briefcase and pulled out the copies of his proposal and distributed them to the executives.

The most commonly used pronouns are personal pronouns, reflexive and intensive pronouns, demonstrative pronouns, indefinite pronouns, interrogative pronouns, and relative pronouns.

<table>
<thead>
<tr>
<th>Type of Pronoun</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>personal pronoun</td>
<td>used in place of the name of a person or thing; can be singular or plural; can be possessive</td>
<td>I, me, we, us, he, she, it, him, her, you, they, them, mine, yours, his, hers, its, ours, theirs</td>
</tr>
<tr>
<td>indefinite pronoun</td>
<td>points out a person, place, or thing, but not a specific or definite one</td>
<td>one, someone, anything, other, all, few, nobody</td>
</tr>
<tr>
<td>reflexive pronoun</td>
<td>refers back to a noun previously used; adds –self or –selves to another pronoun form</td>
<td>myself, herself, yourself, themselves, ourselves</td>
</tr>
<tr>
<td>intensive pronoun</td>
<td>emphasizes a noun or pronoun</td>
<td>I myself, he himself, you yourself, they themselves, we ourselves</td>
</tr>
<tr>
<td>interrogative pronoun</td>
<td>asks a question</td>
<td>who, whose, whom, what, which</td>
</tr>
<tr>
<td>demonstrative pronoun</td>
<td>points out a specific person, place, idea, or thing</td>
<td>this, these, that, those</td>
</tr>
<tr>
<td>relative pronoun</td>
<td>introduces an adjective clause</td>
<td>that, which, who, whose, whom</td>
</tr>
</tbody>
</table>
EXERCISE 1

Identifying Pronouns in Literature

Underline the personal pronouns in the following passage.

In the deepening twilight three figures were walking across the lawn towards the window; they all carried guns under their arms, and one of them was additionally burdened with a white coat hung over his shoulders. A tired brown spaniel kept close at their heels. Noiselessly they neared the house, and then a hoarse young voice chanted out of the dusk: “I said, Bertie, why do you bound?”

from “The Open Window,” page 10
Saki

EXERCISE 2

Understanding Pronouns

Rewrite each of the following sentences or sentence pairs. Use pronouns in place of any repetitive nouns or groups of nouns.

1. Hector Hugh Munro was born in Scotland. Hector Hugh Munro wrote under the pseudonym Saki. Hector Hugh Munro wrote “The Open Window.”

2. Saki is best known for his witty short stories, but Saki has also written a few somber stories.

3. “The Open Window” is one of Saki’s most famous stories. “The Open Window” ends with the line “Romance at short notice was her specialty.”
4. Saki volunteered for active duty in World War I. Saki was forty-four years old when Saki was fatally shot by a German sniper.

5. In the story, Framton Nuttel visits Mrs. Sappleton, and Framton Nuttel chats with Mrs. Sappleton's niece while Framton Nuttel waits.

6. Vera talks with Framton, and Vera tells Framton a tale about the death of Mrs. Sappleton's husband and brothers.

7. Framton sees the hunters return and believes that the hunters are ghosts.

8. Omar and I presented our paper to the students in the class. The students in the class discussed Omar's and my interpretation of why Vera told the false story.

9. Our teacher, Mrs. Barnes, asked Omar, "Did Omar ever read any of Saki's other works?"

10. Mrs. Barnes told Omar and me that we wrote a good paper and that Omar and I should show Mrs. Barnes any future works of literary interpretation that Omar and I do.
EXERCISE 3

Using Pronouns in Your Writing

Write a paragraph for your teacher about someone you know who did something significant that strongly affected others who knew him or her. Describe the person's motive and the consequences of his or her action. Use at least five different pronouns in your paragraph.

Antecedents

A pronoun is a word used in place of one or more nouns. The word that a pronoun stands for is called its antecedent. The antecedent clarifies the meaning of the pronoun. The pronoun may appear in the same sentence as its antecedent or in a following sentence.

EXAMPLES

Where is Perry? John thinks that he saw him board the bus for New Mexico. 
(Perry is the antecedent of him. John is the antecedent of he.)

The old outhouse in the backyard is an eyesore, and it should be removed. (The old outhouse is the antecedent of it.)

When you use a pronoun, be sure that it refers clearly to its antecedent. A pronoun should agree in both number (singular or plural) and gender (masculine, feminine, or neutral) with its antecedent.

EXAMPLES

number

singular

Gene Hackman has appeared in a large number of movies.

Hoosiers is one of his best-known films.

plural

The actors decided that they should arrive together at the movie’s premiere.

gender

masculine

Tom Hanks appeared in several movies in the 1980s, but he did not become a top Hollywood star until the 1990s.

feminine

Jody Foster began her acting career when she was a young girl.

neutral

The movie is titled Bringing Up Baby, and it was made in the 1930s.
Singular pronouns are used with some nouns that are plural in form, such as economics, electronics, gymnastics, linguistics, mathematics, measles, news, and physics.

**Examples**

My sister’s favorite subject is physics. It is my least favorite subject. Would you like to study mathematics? I think you will like it.

Plural pronouns are used with some nouns that are plural in form but refer to single items, such as pliers, eyeglasses, pants, scissors, and shorts.

**Examples**

Don’t run with the scissors. You could cut yourself with them. The eyeglasses look good on you, but do they improve your vision?

Agreement between a relative pronoun—who, whom, whose, which, and that—and its antecedent is determined by the number of the antecedent.

**Examples**

Jim, who studied history early in his life, is thinking about returning to graduate school. (Who is singular because it refers to the singular noun Jim. His is used to agree with who.)

All who want to check their bags tonight should check in at the booth. (Who is plural because it refers to the plural pronoun All. Their is used to agree with who.)

**Exercise 4**

**Identifying Pronouns and Antecedents**

Identify the personal pronoun(s) in each of the following sentences or sentence pairs. Then identify the antecedent to which each pronoun refers.

1. The classes learned about the planet Mercury today. It is the planet closest to the sun.

2. In mythology, Mercury was a winged messenger. He was noted for his speed.

3. The planet was named after the god Mercury because it moves the fastest in its orbit around the sun.

4. Mercury has been hit by thousands of meteors. Their craters cover the planet’s surface.
5. Astronomers have discovered that Mercury is dense. They believe the planet is mostly iron.

6. The planet experiences extreme temperatures. They reach 850 degrees Fahrenheit on the sunlit side and plummet to −300 degrees Fahrenheit on the dark side.

7. Grandfather has occasionally seen Mercury just before dawn. He said the planet is called the Morning Star at that time of day.

8. Mercury takes 88 days to complete its revolution around the sun and 59 days for a complete rotation.


10. Grandfather and I went to an observatory near his house, so that we could get a better view of Mercury.

**EXERCISE 5**

**Understanding Pronouns and Antecedents**

Complete the following sentences by using the correct pronoun in each blank. Then write the pronoun’s antecedent.

1. Five students in my class decided that ____________________________ want to write a report about Mercury.

2. Mrs. Snyder is giving the students two weeks to complete ____________________________ reports.

3. Teresa told ____________________________ father that ____________________________ wants to be an astronaut.

4. This weekend we are going to rent *Apollo 13*; ____________________________ is a movie about a failed mission to the moon.

5. Joe and Sam told the class today about the time ____________________________ saw Mercury through a telescope.
6. For many years, astronomers thought that Mercury was the smallest planet in our solar system, but now know that Pluto is smaller.

7. Has Jamie decided what will write about for her report?

8. Brenda told me that class will be learning about Venus and Mars this week.

9. Mercury, Venus, Earth, and Mars are called the terrestrial planets because of high densities and hard rocky surfaces.

10. Manny and I decided to invite Brenda and Jamie to join astronomy club.

**EXERCISE 6**

**Using Pronouns and Antecedents in Your Writing**

For a science fiction magazine, write a paragraph about a life form that could exist on another planet in the solar system. Describe the basic physical characteristics of this life form, and tell how its society is structured. Use at least five different pronouns in your paragraph. Check your paragraph for correct pronoun-antecedent agreement. Then draw an arrow from each pronoun to the antecedent to which it refers. Note that first-person pronouns such as I, we, and us may not have antecedents in the paragraph.
Pronoun Cases: The Nominative Case, the Objective Case, and the Possessive Case

Personal pronouns take on different forms—called cases—depending on how they are used in sentences. Personal pronouns can be used as subjects, predicate nominatives, direct objects, indirect objects, and objects of prepositions. In the English language, there are three case forms for personal pronouns: nominative, objective, and possessive. The following chart organizes personal pronouns by case, number, and person.

<table>
<thead>
<tr>
<th>Personal Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Nominative Case</td>
</tr>
<tr>
<td>Objective Case</td>
</tr>
<tr>
<td>Possessive Case</td>
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<td></td>
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<tr>
<td><strong>Singular</strong></td>
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<tr>
<td>first person</td>
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<td>second person</td>
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<tr>
<td>third person</td>
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<tr>
<td></td>
</tr>
<tr>
<td>I</td>
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<tr>
<td>you</td>
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<tr>
<td>he, she, it</td>
</tr>
<tr>
<td>me</td>
</tr>
<tr>
<td>you</td>
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<tr>
<td>him, her, it</td>
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<tr>
<td>my, mine</td>
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<tr>
<td>your, yours</td>
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<td>his, her, hers, its</td>
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<td></td>
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<tr>
<td><strong>Plural</strong></td>
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<tr>
<td>first person</td>
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<td>second person</td>
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<td>third person</td>
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<td>them</td>
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<tr>
<td>our, ours</td>
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<tr>
<td>your, yours</td>
</tr>
<tr>
<td>their, theirs</td>
</tr>
</tbody>
</table>

The Nominative Case

A personal pronoun in the **nominative case** is used when the pronoun functions as the subject of a sentence.

**EXAMPLES**

I gave a quarter to the neighbor’s little girl.
She used it to buy bubble gum at the corner store.

A pronoun in the nominative case is also used in compound subjects. Use the nominative pronoun **I** last when it is part of the compound subject.

**EXAMPLES**

Phil and I like to ride our bicycles.
(Phil and I form the compound subject.)

Writers sometimes confuse the nominative and objective cases when a pronoun is used in a compound subject.
EXAMPLES

**incorrect** Phil and me decided to enter the annual bicycle race.

**correct** Phil and I decided to enter the annual bicycle race.

To choose the correct pronoun case for a compound subject, try each part of the compound subject alone in the sentence.

EXAMPLES

(He, him) and (she, her) bought a bag of apples.

**incorrect** Her bought a bag of apples.

Him bought a bag of apples.

**correct** She bought a bag of apples.

He bought a bag of apples.

**correct case** She and he bought a bag of apples.

A **predicate nominative** is a word or group of words that follows a linking verb and identifies the subject or refers to it. When a personal pronoun is used as a predicate nominative, it usually completes the meaning of the form of the verb *be*—am, is, are, was, were, be, been, or being.

EXAMPLES

The cunning thief might be she.

Should the first couple introduced have been they?

It was he who painted the fence last year.

**The Objective Case**

A personal pronoun in the **objective case** is used when the pronoun functions as a direct object, indirect object, or object of the preposition.

EXAMPLES

**direct object** Bill lectured us about the importance of being on time.

**indirect object** He gave me a list of departmental rules to memorize.

**object of the preposition** Bill said that any exceptions would have to be approved by him.

Pronouns are also used in the objective case when they are part of a compound object.

EXAMPLES

**compound direct object** Mary and Sid saw Tommy and me running down the alley.

**compound indirect object** We provided Mary and him an amusing show.

**compound object of the preposition** The cost of the ticket was split between her and me.
The Possessive Case

A personal pronoun in the **possessive case** is used to show ownership or possession. A possessive pronoun may stand alone and function as a pronoun. It may also be used before a noun or gerund and function as an adjective.

**EXAMPLES**

**pronoun**
The old rusted car in the front yard is **mine**.
**His** is new and shiny.
The green pickup truck is **ours**.

**adjective before a noun**
Bring **your** glove to the game.
**My** bat is not in the trunk.
Ginny loaned **her** sweater to Sheryl.

**adjective before a gerund**
**His** singing is finally receiving some recognition.
Five different teachers complained about **our** talking in the library.
**Their** dancing has improved greatly since last year.

**EXERCISE 1**

**Identifying Pronoun Cases in Literature**

Identify each of the underlined words as a nominative, objective, or possessive pronoun. Write your answers on the corresponding lines below.

"It is hard to see **them** clearly through the strong sun. But even the first glimpse of leg out of the car tells **me** "it is Dee. **Her** feet were always neat-looking, as if God himself had shaped **them** with a certain style. From the other side of the car comes a short, stocky man. Hair is all over **his** head a foot long and hanging from his chin like a kinky mule tail. **I** hear Maggie suck in **her** breath. "Uhnnnh," is what **it** sounds like. Like when **you** see the wriggling end of a snake just in front of **your** foot on the road. "Uhnnnh."

*from "Everyday Use," page E27
Alice Walker*

1. __________________________ 7. __________________________
2. __________________________ 8. __________________________
3. __________________________ 9. __________________________
4. __________________________ 10. __________________________
5. __________________________ 11. __________________________
6. __________________________ 12. __________________________
E X E R C I S E 2

Understanding Pronoun Cases

Complete each of the following sentences with an appropriate personal pronoun in the nominative, objective, or possessive case.

1. The final game in the tournament would be played by __________________________ and __________________________.

2. I believe that the last piece of coconut cake is __________________________.

3. Chris and David decided that __________________________ would like to close the show with a duet.

4. Freda and __________________________ drove to the store to buy a month’s worth of groceries.

5. Tina received perfect grades again this semester, and it is __________________________ who will be valedictorian.

6. Yolanda bought a new house for her mother and __________________________.

7. __________________________ house is on fire; could we use __________________________ phone?

8. Tiffany is a good server, but few tips were left for __________________________ tonight.

9. That loud laugh of __________________________ is slightly annoying.

10. __________________________ silly antics are not going to win __________________________ many friends in upper management.

E X E R C I S E 3

Correcting Pronoun Case Errors

Rewrite the following sentences, correcting any errors in pronoun cases. If the sentence correctly uses pronouns, write correct.

1. After they moved west, good fortune rained down on he and her.

2. The three hooligans who vandalized the restaurant were them.

3. Ursula and her were the most talented players on the team last year.
4. Me and her ought to go investigate the situation.

5. As for the tools, them should be returned by tomorrow.

6. The person who first called you about the job was she.

7. Rick saw Tim and he sitting in the far bleachers at the game.

8. Would you believe the star of that old movie was me?

9. Nancy gave trinkets from her vacation to she and them.

10. Either us or them need to make a decision about keeping the turtle.

**EXERCISE 4**

**Using Nominative, Objective, and Possessive Pronouns in Your Writing**

For your student newspaper, write a brief review of a recent play, concert, or movie. Correctly use at least two examples of pronouns in each of the cases: nominative, objective, and possessive.
LESSON 9

Indefinite, Reflexive, and Intensive Pronouns

An **indefinite pronoun** points out a person, place, idea, or thing, but not a particular or definite one. Common indefinite pronouns are listed below.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular or Plural</th>
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<tbody>
<tr>
<td>another</td>
<td>both</td>
<td>all</td>
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<td>anybody</td>
<td>few</td>
<td>any</td>
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<td>anyone</td>
<td>many</td>
<td>more</td>
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<td>anything</td>
<td>several</td>
<td>most</td>
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<tr>
<td>something</td>
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</tbody>
</table>

**EXAMPLES**

**singular**
Someone will need to help me organize the attic.
I think **everything** will go smoothly at the summer festival.

**plural**
Few are able to tell the difference between a genuine and an imitation gemstone.
A declining economy usually leads to **many** losing their jobs or being laid off from work.

Don't be confused if a phrase comes between an indefinite pronoun and the verb in a sentence. When an indefinite pronoun is the subject of a sentence, it must agree in number with the verb. In the following two examples, the indefinite pronoun and its verb are in boldface. The interrupting phrase is between them.
EXERCISE 1

Identifying Indefinite Pronouns

Underline the indefinite pronouns in the following sentences.

1. Nobody writes scarier stories than Edgar Allan Poe did.
2. There is something about his technique that makes his writing brilliant.
3. Most of today's horror writers have been influenced by Poe.
4. One of his poems, “The Raven,” was popular during Poe's lifetime, but most of his other works were ignored by American readers until the twentieth century.
5. Today nearly everyone has read something by Poe.
8. Despite all of his works, Poe attained neither wealth nor fame during his life.
9. Many writers are not appreciated until after they die; others become immediately famous.
10. I like to read at least one of Poe's stories or poems each Halloween.

EXERCISE 2

Understanding Indefinite Pronouns

Identify the indefinite pronoun in each of the following sentences. Then choose the word or words in parentheses that correctly completes the sentence. Tell whether the indefinite pronoun is singular or plural.

EXAMPLE
Some of the students (likes, like) to read horror stories in class. (Some, like, plural)
1. Neither of the students (understands, understand) why Poe is so popular.

2. Both of them (prefers, prefer) to read science fiction novels.

3. Someone in class (teases, tease) them about being afraid of horror stories.

4. On Fridays, everybody in class (chooses, choose) a book to read during study hall.

5. Most of the students (selects, select) works of fiction.

6. Each of the librarians (assists, assist) us when we can't decide on a book.

7. None of my friends (continues, continue) to read horror novels.

8. All of them (wants, want) to read books about sports or military history.

9. One of their favorite authors (are, is) Stephen Ambrose.

10. Either of the mystery writers (appeals, appeal) to me.

**E X E R C I S E 3**

**Using Indefinite Pronouns**

Write ten sentences, each using one of the indefinite pronouns indicated below.

1. neither

2. no one
3. other

4. many

5. anyone

6. everybody

7. nobody

8. few

9. all (singular)

10. all (plural)

**Reflexive and Intensive Pronouns**

A reflexive pronoun refers back to a noun or pronoun previously used. A reflexive pronoun includes the suffix -self or -selves. A reflexive pronoun serves a grammatical function in a sentence, acting as a direct object, indirect object, object of a preposition, or predicate nominative.

**EXAMPLES**

I found myself in an unexpected situation.
Father often asks himself why he agreed to accept the difficult job.
He is just not himself today.

An intensive pronoun emphasizes a noun or pronoun already named in a sentence. It does not serve a grammatical function in a sentence. Intensive pronouns and reflexive pronouns use the same forms.

**EXAMPLE**

The governor herself appeared at the grand opening.

Adding herself to governor emphasizes that the governor appeared at the grand opening; she didn’t send someone else to attend in her place.
**EXAMPLE**

I *myself* can hear a pin drop in a crowded mall, but my friends have poor hearing.

Adding *myself* stresses that I have excellent hearing while my friends have poor hearing.

<table>
<thead>
<tr>
<th>Reflexive and Intensive Pronouns</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>first person</strong></td>
<td>myself</td>
<td>ourselves</td>
</tr>
<tr>
<td><strong>second person</strong></td>
<td>yourself</td>
<td>yourselves</td>
</tr>
<tr>
<td><strong>third person</strong></td>
<td>himself, herself, it</td>
<td>themselves</td>
</tr>
</tbody>
</table>

**Exercise 4**

Identifying Reflexive and Intensive Pronouns

Identify the intensive and reflexive pronouns in each of the following sentences and indicate whether they are reflexive or intensive.

1. The janitors **themselves** are happy that the labor dispute was resolved.

2. I decided to help **myself** to a refreshing cool beverage from your refrigerator.

3. Susan **herself** will be teaching class today.

4. You can fly the airplane **yourself** or choose a subordinate to do it.

5. It seems that you **yourselves** are going to take the blame for this debacle.

6. Since he loved music, Ralph taught **himself** how to play the piano.

7. Jeff and Phillip outdid **themselves** when designing the set for the play.
8. Ignoring the objections of his staff, the general himself surveyed the front-line positions.

9. After I hurt my ankle, I had to take myself out of the game.

10. When we saw the mountain itself, we rethought our climbing plans.

**EXERCISE 5**

**Understanding Reflexive and Intensive Pronouns**

Complete each of the following sentences with the correct reflexive or intensive pronoun. Then identify the pronoun as either reflexive or intensive.

**EXAMPLE**

It appears that Lucy bought _____ a new sports car. (*herself*, reflexive)

1. You both will find __________________________ most welcome anywhere you travel in our country.

2. I paid for the team’s entry fee__________________________.

3. The bus_________________________ will be repaired by the end of the day.

4. Taking the podium, Caroline_________________________ addressed the disgruntled staff.

5. After a long chase, the police officers_________________________ apprehended the suspect.

6. This week, Father and I_________________________ will put a new roof on the house.

7. After her sisters went outside to play, Renee put the puzzle together by ___________________________.

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*Writing & Grammar*  
UNIT 1  
131
8. Iris, Hal, and Esther asked if they could discuss the situation among

______________________________

______________________________

9. If you __________________________ want to try to climb the wall, then be my guest.

______________________________

10. We need to decide __________________________ what our official position on the bill will be.

______________________________

**EXERCISE 6**

**Using Reflexive and Intensive Pronouns in Your Writing**

Write a paragraph from a letter to a relative about a goal that you recently achieved or would like to achieve. Describe the accomplishment and how you accomplished or plan to accomplish it. Correctly use at least five examples of reflexive and intensive pronouns in your paragraph.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
LESSON 10

Action Verbs and State of Being Verbs

A verb is a word used to express action or a state of being. An action verb may express physical action or mental action. The action may or may not be one that you see—but, either way, an action verb tells you that something is happening, has happened, or will happen.

**Examples**

physical action

The children **bounced** on the trampoline.

Josh Groban **sings** in English, French, Spanish, and Italian.

mental action

The contestant **deliberated** over the correct answer to the question.

Suddenly, she **recalled** the answer.

A state of being verb does not tell about an action. A state of being verb tells you when and where someone or something exists. State of being verbs are formed from the verb to be.

**Exercise 1**

Identifying Action Verbs and State of Being Verbs in Literature

Identify each of the underlined verbs as an action verb or a state of being verb. Write your answers on the corresponding lines on the following page.

It was Mother who first **saw** that there **was** something wrong with me. I was about four months old at the time. She **noticed** that my head **had** a habit of falling backward whenever she **tried** to feed me. She **attempted** to correct this by placing her hand on the back of my neck to keep it steady. But when she **took** it away, back it would drop again. That was the first warning sign. Then she became aware of other defects as I **got** older.

*from “My Left Foot,” page 133*

Christy Brown
E X E R C I S E 2

Understanding Action Verbs and State of Being Verbs

Complete each of the following sentences. Include in the predicate an action verb or state of being verb, as indicated.

EXAMPLES
Dozens of grackles Dozens of grackles are in the trees. (state of being verb)
Dozens of grackles Dozens of grackles squawked in the trees. (action)

1. Groups of passengers (state of being verb)

2. Travel to a foreign country (action verb)

3. The relentless pounding of the surf (state of being verb)

4. Mouthwatering aromas (action verb)

5. The hand-blown vase (state of being verb)

6. Behind the scenes the stage crew (action verb)

7. The best photographs (state of being verb)

8. Infinite possibilities in medical science (state of being verb)
9. Every evening, the tropical sunset [action verb]

10. Research scientists [action verb]

EXERCISE 3

Using Action Verbs and State of Being Verbs in Your Writing

For a magazine for pet owners, write a paragraph about an animal. Your paragraph can be realistic or fanciful, focusing on your own pet, a pet with heroic qualities, or a mythical beast with special powers. Use at least five different state of being verbs and five different action verbs in your narrative. Carefully choose your action verbs to make the events of the story come alive for your audience.
LESSON 11

Linking Verbs and Helping Verbs, or Auxiliary Verbs

Like a state of being verb, a linking verb does not express an action. A linking verb links, or connects, the subject with a word or word group in the predicate that describes or renames the subject.

Examples
A popover is a light, hollow muffin. (The verb is connects the subject popover with the word that renames it—muffin.)

These popovers taste warm and buttery. (The verb taste connects the subject popovers with words that describe them—warm and buttery.)

Linking verbs can be formed from the verb to be.

Examples
am    be    being    was    are    been    is    were

Common linking verbs are listed below.

<table>
<thead>
<tr>
<th>Linking Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>forms of be</td>
</tr>
<tr>
<td>appear</td>
</tr>
<tr>
<td>become</td>
</tr>
</tbody>
</table>

Examples
Emily seems energetic and funny. (The linking verb seems connects the subject Emily with words that describe her—energetic and funny.)

Ryan became defensive about his decision. (The linking verb became connects the subject Ryan with a word that describes him—defensive.)

Note that some linking verbs can also be used as action verbs.

Examples
linking verb    action verb
The children grew restless during the movie.
The children grew at least an inch over the summer.

linking verb    action verb
The cooking brisket smelled delicious.
She smelled the lilacs as soon as she awoke.
EXERCISE 1

Understanding Linking Verbs in Literature

For each numbered linking verb in the following literature passage, draw a line from the subject to the word or words in the predicate that rename or describe the subject.

Yonder sky that has wept tears of compassion upon my people for centuries
untold, and which to us appears changeless and eternal, may change. Today is fair. Tomorrow it may be overcast with clouds. My words are like the stars that never change. Whatever Seattle says the great chief at Washington can rely upon with as much certainty as he can upon the return of the sun or the seasons. The white chief says that big chief at Washington sends us greetings of friendship and goodwill. This is kind of him for we know he has little need of our friendship in return. His people are many. They are like the grass that covers vast prairies. My people are few.

from “Yonder Sky That Has Wept Tears of Compassion,” page 193
Chief Seattle

EXERCISE 2

Understanding Linking Verbs

Use each of the following linking verbs in a sentence. If you wish, you may change the form of the verbs.

EXAMPLE

seem (Dale seems shy or fearful.)

1. feel

2. appear
3. sound

4. look

5. grow

6. seem

7. smell

8. taste

9. are (form of be)

10. become

**Exercise 3**

**Using Linking Verbs in Your Writing**

Imagine that you have been temporarily miniaturized and that you are about six inches tall. Describe what your world is like and how you feel about the change in perspective. Include each of the following linking verbs: *seem, feel, appear, become,* and *grow.* Use one of these verbs twice, once as a linking verb and once as an action verb. You may include other verbs as well.
Helping Verbs

A helping verb, or auxiliary verb, helps the main verb to tell about an action. One or more helping verbs followed by a main verb is called a verb phrase. In the following examples, the verb phrases are underlined, and the helping verbs appear in boldface.

**EXAMPLES**

Willa has gathered mushrooms for the omelet.
We will be going to the art fair this Saturday.
Heather has been daydreaming about her vacation.

Common helping verbs and their forms are listed in the following chart.

<table>
<thead>
<tr>
<th>Helping Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Forms of be</strong></td>
</tr>
<tr>
<td>am</td>
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<tr>
<td>is</td>
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<tr>
<td>are</td>
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</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Sometimes helping verbs and main verbs are separated by other words.

**EXAMPLES**

We may never know how that mystery was resolved. (The helping verb may and the main verb know are separated by the word never.)

Several students have repeatedly forgotten their homework. (The helping verb have and the main verb forgotten are separated by the word repeatedly.)

Note that some helping verbs can also be used as main verbs.

**EXAMPLES**

**main verb** Rita has fourteen nieces and nephews.
**helping verb** She has never missed one of their birthdays.

Sometimes a helping verb becomes part of a contraction with a pronoun or a negative word.

**EXAMPLES**

They will have had dinner by seven o'clock.
They'll have had dinner by seven o'clock.

We could have had the whole family here.
We could've had the whole family here.

She is not the only one with a sore foot.
She's not the only one with a sore foot.
**EXERCISE 4**

**Identifying Helping Verbs in Literature**

Identify the six verb phrases that contain one or more helping verbs and a main verb in the following literature passage. Remember that a word or group of words might separate a helping verb and main verb.

It had rained the day before, and the hundreds of people who had trampled on the track had turned it into a miserable mass of slippery mud. We made our way on it carefully, helping my mother, who was dressed just as she would have been to go to church. She wore a hat, gloves, her good coat, and her Sunday shoes, because she would not have thought of venturing outside our house dressed in any other way.

*from “Desert Exile,” page 146
Yoshiko Uchida*

**EXERCISE 5**

**Understanding Helping Verbs**

Complete the following sentences by adding one or more helping verbs that fit the meaning. Then identify the complete verb phrase.

**EXAMPLE**

The neighbors ___ not ___ seen anyone enter or leave the house.

The neighbors *could* not *have* seen anyone enter or leave the house.

(*could have seen*)

1. Of course such a finely crafted jewelry box ____________________________ be very expensive.

   ____________________________

2. Regularly saving part of your money ____________________________ become a habit.

   ____________________________

3. For hundreds of years, cavorting clowns ____________________________ entertaining happy audiences.

   ____________________________
4. If you wait too long to call the box office, you __________________________ find that all the tickets will have been sold.

________________________

5. Dominic knew exactly which sweater his mother __________________________ want for her birthday.

________________________

6. Moments later the rocks crashed to the ground on the spot where they __________________________ standing.

________________________

7. Providing a glimpse of an ancient culture, hieroglyphics __________________________ carefully preserved.

________________________

8. An elaborate dessert __________________________ look better than it tastes.

________________________

9. Noel __________________________ not believe that he had the highest score on the test.

________________________

10. Ordering books and videos online __________________________ sometimes less expensive than purchasing them in stores.

________________________

**EXERCISE 6**

**Using Helping Verbs in Your Writing**

Write a brief narrative about a wise or an unwise decision that you once made. In your narrative, address another teen who may be struggling with decision-making skills. Provide details about the decision itself, when and why you made it, how it affected you and others, and what you learned from the experience. Use at least five different helping verbs in your narrative.
LESSON 12

Transitive and Intransitive Verbs

An action verb that has a direct object is called a transitive verb. An action verb that does not have a direct object is called an intransitive verb.

**EXAMPLES**

**transitive verb**  
Jeb *sewed* the *patch* on his team jacket. (The *patch* receives the action; therefore, it is the direct object of the transitive verb *sewed*.)

**intransitive verb**  
Connie *sewed* for hours so that the costumes would be ready for dress rehearsal. (There is no direct object; therefore, *sewed* is an intransitive verb.)

Don’t confuse a direct object with an object of a preposition. A direct object never appears in a prepositional phrase.

**EXAMPLES**

**direct object of a verb**  
Marta climbed the *wall*.

**object of a preposition**  
Marta climbed over the *wall*.

**EXERCISE 1**

Identifying Transitive and Intransitive Verbs in Literature

Identify the underlined verbs in the following literature passage as either transitive or intransitive. If a verb is transitive, identify its direct object. Write your answers on the corresponding lines on the following page.

I stiffened my body and put my left foot out again, for the third time. I drew one side of the letter. I drew half the other side. Then the stick of chalk broke and I was left with a stump. I wanted to fling it away and give up. Then I felt my mother’s hand on my shoulder. I tried once more. Out went my foot. I shook, I sweated and strained every muscle. My hands were so tightly clenched that my fingernails bit into the flesh. I set my teeth so hard that I nearly pierced my lower lip. Everything in the room swam till the faces around me were mere patches of white.

*from "My Left Foot," page 138  
Christy Brown*
EXERCISE 2
Understanding Transitive and Intransitive Verbs

Write a sentence using the transitive or intransitive verb indicated. Underline the verb. If the verb is transitive, then underline its direct object as well.

EXAMPLES
understand (transitive)  I understand some Italian, but I can't speak the language.
can sleep (intransitive)  You can sleep on the porch if it gets too warm in the house.

1. gave (transitive)  


2. were rescued (intransitive)  


3. build (transitive)  


4. will obliterate (transitive)  


5. was hoping (intransitive)  


6. had learned (intransitive)

7. might have been seen (intransitive)

8. ignored (transitive)

9. would have objected (intransitive)

10. ran (transitive)

**EXERCISE 3**

**Using Transitive and Intransitive Verbs in Your Writing**

For the school paper, write a news article reporting on an accident, either real or imagined, at your school. Be sure to report who was involved, what happened, where and when it happened, why it occurred, and how it took place. Use at least five transitive verbs and five intransitive verbs in your article. Use your own sheet of paper for this exercise.
LESSON 13

Verb Tenses: The Simple Tenses, the Perfect Tenses, and the Progressive and Emphatic Verb Forms

The Simple Tenses

Verbs have different forms, called **tenses**, which are used to tell the time in which an action takes place. In your writing and speaking, you most commonly use the simple tenses. The **simple tenses** of the verb are **present**, **past**, and **future**.

The **present tense** tells that an action happens now—in present time.

**EXAMPLES**
- present tense singular: A tree frog **climbs** vertical surfaces.
- present tense plural: Tree frogs **climb** vertical surfaces.
- present tense singular: The sunflower **sways** in the breeze.
- present tense plural: The sunflowers **sway** in the breeze.

The **past tense** tells that an action happened in the past—prior to the present time. The past tense of a regular verb is formed by adding **–d** or **–ed** to the base verb form.

**EXAMPLES**
- past tense singular: A tree frog **climbed** the side of the shed.
- past tense plural: Tree frogs **climbed** the side of the shed.
- past tense singular: The sunflower **swayed** in the breeze.
- past tense plural: The sunflowers **swayed** in the breeze.

The **future tense** tells that an action will happen in the future. The future tense is formed by adding the word **will** or **shall** before the present verb form.

**EXAMPLES**
- future tense singular: A tree frog **will climb** vertical surfaces.
- future tense plural: Tree frogs **will climb** vertical surfaces.
- future tense singular: The sunflower **shall sway** in the breeze.
- future tense plural: The sunflowers **shall sway** in the breeze.
The Perfect Tenses

The present perfect tense expresses an action or state of being that occurred at an indefinite time in the past or an action or state of being that began in the past and continues into the present. The past perfect and future perfect tenses express an action or state of being that precedes some other point in time. The perfect tenses are formed by using has, have, or had with the past participle.

<table>
<thead>
<tr>
<th>Present perfect</th>
<th>singular: Carol has packed the suitcase.</th>
<th>plural: Carol and Nanda have packed the suitcase.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(have or has + past participle)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past perfect</th>
<th>singular: Carol had packed the suitcase by yesterday.</th>
<th>plural: Carol and Nanda had packed the suitcase by yesterday.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(had + past participle)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Future perfect</th>
<th>singular: Carol will have packed the suitcase by noon.</th>
<th>plural: Carol and Nanda will have packed the suitcase by noon.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(will have or shall have + past participle)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Progressive and Emphatic Verb Forms

Each of the six tenses has another form called the progressive form. The progressive form of a verb is used to express continuing action or state of being. The progressive form is made of the appropriate tense of the verb be and the present participle of a verb. The following are examples of the six progressive forms.

**Examples**

<table>
<thead>
<tr>
<th>Present progressive</th>
<th>I am rushing.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>He is rushing.</td>
</tr>
<tr>
<td></td>
<td>They are rushing.</td>
</tr>
<tr>
<td>Past progressive</td>
<td>I was rushing.</td>
</tr>
<tr>
<td></td>
<td>They were rushing.</td>
</tr>
<tr>
<td>Future progressive</td>
<td>I will (shall) be rushing.</td>
</tr>
<tr>
<td>Present perfect progressive</td>
<td>He has been rushing.</td>
</tr>
<tr>
<td></td>
<td>They have been rushing.</td>
</tr>
<tr>
<td>Past perfect progressive</td>
<td>I had been rushing.</td>
</tr>
<tr>
<td>Future perfect progressive</td>
<td>I will (shall) have been rushing.</td>
</tr>
</tbody>
</table>

The emphatic form of a verb is used to express emphasis. Only the present and past tenses have the emphatic form.

**Examples**

<table>
<thead>
<tr>
<th>Present emphatic</th>
<th>I do hope you can come.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It does seem to change each year.</td>
</tr>
<tr>
<td>Past emphatic</td>
<td>I did let the dog out.</td>
</tr>
</tbody>
</table>

null
EXERCISE 1

Identifying Verb Tenses in Literature

Identify the tenses of the underlined verbs in the following literature passage. Write your answers on the corresponding lines below. If a verb is in the progressive or emphatic form, indicate that, too.

Suddenly, I wanted desperately to do what my sister was doing. Then—without thinking or knowing exactly what I was doing, I reached out and took the stick of chalk out of my sister’s hand—with my left foot.

I do not know why I used my left foot to do this. It is a puzzle to many people as well as to myself, for, although I had displayed a curious interest in my toes at an early age, I had never attempted before this to use either of my feet in any way. They could have been as useless to me as were my hands. That day, however, my left foot, apparently by its own volition, reached out and very impolitely took the chalk out of my sister’s hand.

from “My Left Foot,” page 137
Christy Brown

1. ____________________________  5. ____________________________
2. ____________________________  6. ____________________________
3. ____________________________  7. ____________________________
4. ____________________________  8. ____________________________

EXERCISE 2

Understanding Verb Tenses

Complete each of the following sentences with the correct form of the verb given in parentheses. Remember that the verb must agree in number with its subject.

EXAMPLE
Young artists (present tense of rely) as much on luck as on skill when it comes to selling their work.
(Young artists rely as much on luck as on skill when it comes to selling their work.)

1. Students in the art history class (present perfect progressive of study) the great painters.

______________________________
2. With her enigmatic smile, Leonardo daVinci’s *Mona Lisa* (present perfect of *charm*) art lovers for centuries.

3. Although admired now, the Impressionists (past emphatic form of *find*) themselves scorned by their peers.

4. As we look at Rembrandt’s portraits, we (present progressive of *see*) the faces of people who lived three hundred years ago.

5. To make the most of light and color, the Impressionists (past tense of *take*) their easels outdoors.

6. Most people (present perfect of *hear*) of Michelangelo’s massive painting on the ceiling of the Sistine Chapel at the Vatican in Rome.

7. Pablo Picasso (past tense of *introduce*) a modern style of painting called Cubism.

8. For centuries to come, art lovers (future progressive of *enjoy*) the bright swirling colors of van Gogh’s landscapes.

9. Visitors to Italy (present perfect of *revel*) in the abundance of Renaissance art.
10. Great art treasures (present perfect progressive of enrich) our lives since the days of the ancient Egyptians.

**EXERCISE 3**

**Using Verb Tenses in Your Writing**

Imagine that your class has decided to turn a favorite story into a play and that your role is to create the stage directions, or the introductory material that sets the scene at the beginning of each act. Write the stage directions for one scene of your favorite short story, establishing where and when the scene takes place, who is involved, why these characters are there, and how they are to behave. In your stage directions, use each of the six verb tenses at least once, and include one example each of the progressive and emphatic forms.
LESSON 14

Passive Voice and Active Voice

Did you know that verbs have voices? The voice of an action verb tells whether the subject of the sentence performs or receives the action. When the subject performs the action of the verb, the verb is usually in the active voice. When the subject receives the action of the verb, the verb is usually in the passive voice. The passive voice is formed from a form of be, used as a helping verb, and the past participle of the verb.

**Examples**

**Active voice**

The hurricane uprooted huge cypress trees.

**Passive voice**

Huge cypress trees were uprooted by the hurricane.

The active voice is more common than the passive voice because active verbs express your ideas more directly. The passive voice may be used when the receiver of the action is emphasized or the performer of the action is unknown or indefinite.

**Example**

Tramp and outsider art have long been produced by anonymous creative people. (passive voice emphasizing the art forms rather than the artists)

A sentence written in the passive voice can usually be revised to the active voice: *Anonymous creative people have long produced tramp and outsider art.*

**Examples**

**Passive voice**

The yard was covered by yellowed rhododendron leaves.

**Active voice**

Yellowed rhododendron leaves covered the yard.

**Exercise 1**

Identifying Passive and Active Verbs in Literature

Identify the underlined verbs in the following literature passage as either active or passive. Write your answers on the corresponding lines on the following page.

All along Sri Lanka’s coast there were reports of devastation as the tsunami struck. Children, fishermen, tourists, hotels, homes and cars were swept away by walls of water as high as a house unleashed by the earthquake.

Government officials said more than one million people, or about 5% of the Indian Ocean island’s population, had been affected by the disaster—which came just two weeks after severe monsoon flooding damaged crops and homes.

“It is a huge tragedy and it is unfolding all the time,” said Lalith Weerathunga, secretary to the Prime Minister. “The death toll is going up all the time.”

*from “We Heard It Before We Saw Anything,” page 201*

Julian West
1. After experiencing a spectacular era of growth during the 1920s, many American businesses were economically devastated by the Great Depression.

2. Many people had been made wealthy on paper by increasingly high prices of stocks.

3. Money in the stock market could be doubled by investors in less than a year.

4. Money was lost by millions of people in the stock market crash of October 1929.

5. Brokers were ordered to sell their stocks by panicked investors.
6. Buyers could not be found by the brokers.

7. The bottom of the economic freefall was not reached by investors until 1932.

8. The unemployed were numbered at 25 percent of the workforce.

9. The effects of the depression were felt by all classes of people, with and without investments.

10. The country was brought back from poverty and homelessness by massive new government programs throughout the 1930s.

EXERCISE 3

Using Passive and Active Verbs in Your Writing

A frequent theme in literature is the conflict between the individual and society. From a work of literature you have recently read, select a character who struggles against society. In a brief essay, identify the character and the conflict, and explain why and how his or her struggle is important. Use at least three passive-voice verbs and three active-voice verbs in your essay. Use your own sheet of paper for this exercise.
LESSON 15

Irregular Verbs

As you know, verb forms change to show when an action happens. The many forms of the verb are based on its three principal parts: the present, the past, and the past participle. For regular verbs, -d or -ed are added to form the past and the past participle.

**Examples**

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>discover</td>
<td>discovered</td>
<td>(has, have) discovered</td>
</tr>
<tr>
<td>open</td>
<td>opened</td>
<td>(has, have) opened</td>
</tr>
</tbody>
</table>

Some regular verbs change their spelling when -d or -ed is added.

**Examples**

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>hurry</td>
<td>hurried</td>
<td>(has, have) hurried</td>
</tr>
<tr>
<td>commit</td>
<td>committed</td>
<td>(has, have) committed</td>
</tr>
</tbody>
</table>

Verbs that do not follow the regular pattern of adding -d or -ed are called irregular verbs. Some of these irregular verbs have the same spelling for their past and past participle forms. Some have the same spelling in all three principal parts. Other irregular verbs have three different forms.

**Examples**

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>have</td>
<td>had</td>
<td>(has, have) had</td>
</tr>
<tr>
<td>burst</td>
<td>burst</td>
<td>(has, have) burst</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>(has, have) begun</td>
</tr>
</tbody>
</table>

When you’re not sure whether a verb is regular or irregular, look up the verb in a dictionary. Many common irregular verbs are listed in the following chart.

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three different forms</td>
<td>begin</td>
<td>began</td>
<td>(has, have) begun</td>
</tr>
<tr>
<td></td>
<td>drink</td>
<td>drank</td>
<td>(has, have) drunk</td>
</tr>
<tr>
<td></td>
<td>grow</td>
<td>grew</td>
<td>(has, have) grown</td>
</tr>
<tr>
<td></td>
<td>know</td>
<td>knew</td>
<td>(has, have) known</td>
</tr>
<tr>
<td></td>
<td>ring</td>
<td>rang</td>
<td>(has, have) rung</td>
</tr>
<tr>
<td></td>
<td>shrink</td>
<td>shrank or shrank</td>
<td>(has, have) shrank</td>
</tr>
<tr>
<td></td>
<td>sing</td>
<td>sang</td>
<td>(has, have) sung</td>
</tr>
<tr>
<td></td>
<td>spring</td>
<td>sprayed or sprung</td>
<td>(has, have) sprung</td>
</tr>
<tr>
<td></td>
<td>swim</td>
<td>swam</td>
<td>(has, have) swum</td>
</tr>
<tr>
<td></td>
<td>throw</td>
<td>threw</td>
<td>(has, have) thrown</td>
</tr>
<tr>
<td></td>
<td>write</td>
<td>wrote</td>
<td>(has, have) written</td>
</tr>
</tbody>
</table>
Same past and past participle form

<table>
<thead>
<tr>
<th>Word</th>
<th>Past Participle</th>
<th>(has, have) Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring</td>
<td>brought</td>
<td>(has, have) brought</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>(has, have) bought</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>(has, have) caught</td>
</tr>
<tr>
<td>creep</td>
<td>crept</td>
<td>(has, have) crept</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
<td>(has, have) felt</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
<td>(has, have) got/gotten</td>
</tr>
<tr>
<td>keep</td>
<td>kept</td>
<td>(has, have) kept</td>
</tr>
<tr>
<td>lay</td>
<td>laid</td>
<td>(has, have) laid</td>
</tr>
<tr>
<td>lead</td>
<td>led</td>
<td>(has, have) led</td>
</tr>
<tr>
<td>leave</td>
<td>left</td>
<td>(has, have) left</td>
</tr>
<tr>
<td>lend</td>
<td>lent</td>
<td>(has, have) lent</td>
</tr>
<tr>
<td>lose</td>
<td>lost</td>
<td>(has, have) lost</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
<td>(has, have) made</td>
</tr>
<tr>
<td>pay</td>
<td>paid</td>
<td>(has, have) paid</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
<td>(has, have) said</td>
</tr>
<tr>
<td>seek</td>
<td>sought</td>
<td>(has, have) sought</td>
</tr>
<tr>
<td>sell</td>
<td>sold</td>
<td>(has, have) sold</td>
</tr>
<tr>
<td>sit</td>
<td>sat</td>
<td>(has, have) sat</td>
</tr>
<tr>
<td>sleep</td>
<td>slept</td>
<td>(has, have) slept</td>
</tr>
<tr>
<td>swing</td>
<td>swung</td>
<td>(has, have) swung</td>
</tr>
<tr>
<td>teach</td>
<td>taught</td>
<td>(has, have) taught</td>
</tr>
<tr>
<td>think</td>
<td>thought</td>
<td>(has, have) thought</td>
</tr>
<tr>
<td>win</td>
<td>won</td>
<td>(has, have) won</td>
</tr>
</tbody>
</table>

EXERCISE 1

Identifying Regular and Irregular Verbs in Literature

Identify each of the underlined verbs as either regular or irregular. Write your answers on the corresponding lines below.

Her father and mother 1 were both over seventy years of age when she 2 rescued them and 3 brought her parents North to a home she 4 had begun to buy in Auburn, New York. At first they 5 stayed in St. Catharines, Canada, where escaped slaves were safe, since, in 1833, Queen Victoria 6 had declared all slavery illegal. But it 7 was too cold for the old folks there. And Harriet’s work was not on foreign soil. She herself seemed to have no fear of being captured. She 8 came and 9 went about the United States as she 10 chose.

from “Harriet Tubman,” page 163

Langston Hughes

1. ____________________________ 6. ____________________________
2. ____________________________ 7. ____________________________
3. ____________________________ 8. ____________________________
4. ____________________________ 9. ____________________________
5. ____________________________ 10. ____________________________
**EXERCISE 2**

**Understanding Irregular Verbs**

Write the correct past or past participle form of the irregular verb given in parentheses. You may need to use a dictionary to check your work.

1. When the phone rang, Beverly (spring) out of her chair to answer it.

2. At bat, Josh has always (swing) at the ball too soon.

3. To be mischievous, Sam (hide) his mother’s car keys.

4. Although we (leave) early for the airport, we still had to run to the gate.

5. Fluffy has (lie) on the sunny window seat since breakfast.

6. Treasure hunters have never (find) where the old miner had (hide) his gold.

7. Never startle a dog that has not yet (wake) up from its nap.

8. With a hole ripped in the side, the inflatable dinghy (sink) quickly.

9. Someone should have (teach) Colin how to make a simple meal for himself.

10. In the middle of the night, I (hear) the attic stairs creaking.
EXERCISE 3

Using Irregular Verbs in Your Writing

An urban legend is a verifiable story about an outlandish or sensational happening that takes place in a plausible contemporary setting—vanishing hitchhikers, alligators living in the city sewers, a new breed of poisonous spiders that favors skyscrapers. These myths are typically presented as having happened to or having been recounted by an acquaintance or the friend of a friend. Through retellings with numerous embellishments, the urban legend acquires the status of folklore. For a teen e-magazine, write the introductory paragraph of an urban legend in which you use at least five irregular verbs in the past and past participle forms. In your introductory paragraph, try to capture your readers' imaginations. Begin, “Yesterday I heard that…”
LESSON 16

Verbals

A verbal is a form of a verb that is used as a noun, adjective, or adverb. There are three types of verbals: gerunds, participles, and infinitives.

Participles

A participle is a verb form that ends in -ing, -d, or -ed and that acts as an adjective, modifying a noun or a pronoun. A present participle describes a present condition. A past participle describes something that has happened.

EXAMPLES

present participle  The laughing children played in the park.
past participle  The tired baby soon fell asleep.

Gerunds

A gerund is a verb form, that ends in -ing, and that acts as a noun.

EXAMPLE

Walking after dark can be dangerous.

Gerunds are frequently accompanied by other associated words making up a gerund phrase (walking after dark). See Verbal Phrases in Lesson 33, page 143. Because gerunds and gerund phrases are nouns, they can be used in any way that a noun can be used:

EXAMPLES

as subject  Being captain of the debate team is a demanding role.
as object of the verb  He didn't particularly like being captain.
as object of a preposition  He wrote an essay about the challenges of being captain.

Infinitives

An infinitive consists of the base form of the verb plus the word to, as in to walk. Infinitives may act as adjectives, adverbs, or nouns. A present infinitive describes a present condition. The perfect infinitive describes a time earlier than that of the verb.
present infinitives
nouns To try is to succeed.
adjective He has a tendency to dream.
adverb She is ready to go.

perfect infinitives
noun To have tried was worth the trouble.
adjective That was the dream to have pursued.
adverb She was happy to have gone.

EXERCISE 1
Identifying Verbals

Circle the answer that correctly identifies the underlined part of speech in each sentence.

1. The wounded soldier lay in the hospital bed.
   a. gerund  b. participle  c. infinitive
2. The pouring rain kept me awake all night.
   a. gerund  b. participle  c. infinitive
3. My brother wanted to eat pizza for dinner every night.
   a. gerund  b. participle  c. infinitive
4. Borrowing money from my dad is never a good idea.
   a. gerund  b. participle  c. infinitive
5. I don’t particularly enjoy studying math.
   a. gerund  b. participle  c. infinitive
6. My boss asked me to clean the bathrooms.
   a. gerund  b. participle  c. infinitive
7. The dancing ballerina wore a pink and white tutu.
   a. gerund  b. participle  c. infinitive
8. Hurrying through the grocery store was a real chore.
   a. gerund  b. participle  c. infinitive
9. The falling tree just missed the house and landed in the middle of the street.
   a. gerund  b. participle  c. infinitive
10. She tried to sell her house, but it was on the market for over six months.
    a. gerund  b. participle  c. infinitive
EXERCISE 2

Using Verbals in Your Writing

Write a paragraph about your favorite actor or actress. Describe the shows or movies he or she has been in and why you enjoy them. Use at least one gerund, one participle, and one infinitive in your paragraph.
LESSON 17

Direct and Indirect Objects

A **direct object** receives the action in the sentence. It usually answers the question *what?* or *whom?* To find the direct object, find the action verb in the sentence. Then ask *what?* or *whom?* about the verb.

**Examples**

Cybil spread the **salve** on her poison ivy. (*Spread* is the action verb. What did Cybil spread? **Salve** is the direct object.)

The football player kicked a **field goal**. (*Kicked* is the action verb. What did the football player kick? **Field goal** is the direct object.)

Remember to use an object pronouns as a direct object.

- **singular**: me, you, him, her, it
- **plural**: us, you, them

**Examples**

Vinny actually called **her**.

You must invite **them**.

**Indirect Objects**

Sometimes the direct object is received by someone or something. This receiver is called the **indirect object**. It usually comes before the direct object and tells to *whom* the action is directed or for *whom* the action is performed. Only verbs that have direct objects can have indirect objects.

**Example**

Paul bought his **friends** graduation presents. (*Bought* is the action verb. **Presents** is the direct object because it tells what Paul bought. **Friends** is an indirect object. It tells for whom Paul bought presents.)

There are two tests that you can use to identify the indirect object: (1) Look for a noun or a pronoun that precedes the direct object. (2) Determine whether the word you think is a direct object seems to be the understood object of the preposition to or for.

**Example**

Grandma tells **us** stories about her childhood in Sicily. (The noun **stories** answers the question *What did Grandma tell?* so it is the direct object. The understood preposition to can be inserted into the sentence before the pronoun **us**: Grandma told to **us** stories. Therefore, **us** is the indirect object of the sentence.)
Do not confuse direct and indirect objects with objects of prepositions. For example, the words to and for are prepositions. If the word order of the above sentence was changed to include the preposition to, then the sentence would read this way: Grandma told stories to us about her childhood in Sicily. In this new sentence, the word us is the object of the preposition to; it is not the indirect object. Remember to use object pronouns for indirect objects.

<table>
<thead>
<tr>
<th>singular</th>
<th>me, you, him, her, it</th>
</tr>
</thead>
<tbody>
<tr>
<td>plural</td>
<td>us, you, them</td>
</tr>
</tbody>
</table>

EXAMPLES
Janine loaned him her watch.
Give us the check, please.

EXERCISE 1
Identifying Completers for Action Verbs: Direct Objects and Indirect Objects

Identify the direct and indirect objects in the following sentences. Not all sentences will have both a direct and an indirect object.

1. Ellen didn’t mind the rain.

2. My parents got us great seats close to the stage.

3. They paid a fortune for those tickets.

4. Evan made Julia a stained-glass sun catcher in the shape of an iris.

5. The bank loaned the Chans money for the new addition to their house.

6. The whole Davidson family celebrated the hundredth birthday of Benjamin Davidson.

7. The occasion gave family members the opportunity to catch up with one another.

8. Dean gave the downloaded document another name.
EXERCISE 2

Understanding Completers for Action Verbs: Direct and Indirect Objects

Supply a direct object, an indirect object, or both to complete each of the following sentences. You may need to provide a group of words so that the sentence makes sense.

1. Nature gave __________________________ __________________________ to write beautiful poetry.

2. Many years later we discovered the __________________________ of the old desk.

3. Did you tell __________________________ the __________________________?

4. My uncle, an economist, has given the __________________________ __________________________ about inflation.

5. Graziela will lend __________________________ a(n) __________________________ of her book on Chinese pottery.

6. The long, involved story provided __________________________ with a good laugh.

7. The United States gives __________________________ new __________________________ for advancement.

8. It has provided __________________________ with freedom of expression.

9. The Longs offer __________________________ a(n) __________________________ in their barn.

10. The curator examined the __________________________ in great detail.

EXERCISE 3

Using Direct and Indirect Objects in Your Writing

Think about ways teenagers can help their community. Then draft a proposal to a youth volunteer committee for a short- or long-term project that can address a specific problem or weakness. Consider these categories as starting points: the elderly, schools, the environment, or wildlife. Your proposal should include the goal of the project, how long it would run, and how you would get others involved. Use direct and indirect objects in your proposal so that each sentence is clear and fully developed for your readers. Use your own sheet of paper for this exercise.
LESSON 18

Predicate Nouns, Pronouns, and Adjectives

A linking verb connects a subject with a noun, pronoun, or adjective that identifies it or describes that subject. Linking verbs do not express action. They need a noun, pronoun, or adjective to complete the sentence meaning.

In each of the following sentences, the subject and verb would not be complete without the words that follow them.

**Examples**
The tsunami in Sri Lanka is one of the most devastating natural disasters of all time.
Julian West seems sympathetic towards the people of Sri Lanka.

Most linking verbs are forms of the verb to be, including am, are, is, was, and been. Other words that can be used as linking verbs include appear, feel, grow, smell, taste, seem, sound, look, stay, feel, remain, and become. Keep in mind that when to be verbs are part of an action verb, they are helpers.

Predicate Nouns and Predicate Pronouns

A predicate noun (or predicate nominative) is a noun that completes a sentence that uses a linking verb, such as a form of the verb to be. Similarly, a predicate pronoun is a pronoun that completes a sentence that uses a linking verb. In fact, the relationship between the subject and the predicate noun or pronoun is so close that the sentence usually suggests an equation. Such sentences can often be reordered without changing the meaning.

**Examples**
Christy Brown was a novelist, poet, and artist. (Christy Brown = novelist, poet, and artist)
A novelist, poet, and artist was Christy Brown. (novelist, poet, and artist = Christy Brown)

**Examples**
The author of the poem is he. (author = he)
He is the author of the poem. (He = author)

To find a predicate noun or pronoun, ask the same question you would ask to find a direct object.

**Examples**
Darby is a wonderful friend. (Darby is a what? Friend is the predicate noun that renames or identifies Darby, the subject of the sentence.)
The newest student is she. (The newest student is who? She is the predicate pronoun that renames or identifies student, the subject of the sentence.)

Remember to use subject pronouns after linking verbs.

<table>
<thead>
<tr>
<th>singular</th>
<th>I, you, he, she, it</th>
</tr>
</thead>
<tbody>
<tr>
<td>plural</td>
<td>we, you, they</td>
</tr>
</tbody>
</table>

**EXAMPLES**

Mayor-for-the-Day this year is I. (Think: I am Mayor-for-the-Day this year.)
The prom king and queen were he and Justine. (Think: He and Justine were the prom king and queen.)

**Predicate Adjectives**

A **predicate adjective** completes a sentence by modifying, or describing, the subject of a sentence. To find a predicate adjective, ask the same question you would ask to find a direct object.

**EXAMPLE**

These ginger cookies are scrumptious. (The cookies are what? Scrumptious is the predicate adjective that describes cookies, the subject of the sentence.)

**EXERCISE 1**

**Identifying Predicate Nouns and Predicate Adjectives in Literature**

Identify the underlined words in the following passage as predicate nouns or predicate adjectives. Write your answers on the corresponding lines below.

It was hard, heart-breaking work, for often all she got from me in return was a vague smile and perhaps a faint gurgle. I could not speak or even mumble, nor could I sit up without support on my own, let alone take steps. But I wasn’t inert or motionless. I seemed, indeed, to be convulsed with movement, wild, stiff, snakelike movement that never left me, except in sleep. My fingers twisted and twitched continually, my arms twined backwards and would often shoot out suddenly this way and that, and my head lolled and sagged sideways. I was a queer, crooked little fellow.

*from “My Left Foot,” page 135*

Christy Brown

1. 
2. 
3. 
4. 
5. 
6. 
EXERCISE 2

Identifying Predicate Nouns, Predicate Pronouns, and Predicate Adjectives

Write the predicate nouns, predicate pronouns, or predicate adjectives in each of the following sentences. If a sentence does not contain a predicate noun, predicate pronoun, or a predicate adjective, write none.

1. By the time they were fifteen, Aztec girls were considered mature enough to leave parents’ and teachers’ care.

2. They were ready to be adults and to take their place in pre-Colombian Central American society.

3. When the Spanish and the Catholic Church arrived in Central America, coming-of-age rituals changed.

4. These rituals still show a bond between a person and the community.

5. The quinceanera is the way many Hispanic families acknowledge that a girl has grown up.

6. The word is Spanish for “fifteen years.”

7. The young girl becomes the center of attention at a church Mass and at a special party.

8. She looks elegant in her gown and crown.

9. Another traditional element of the party is the cake.

10. The cake looks like a wedding cake, decorated with strings of beads and roses made of icing.
EXERCISE 3

Understanding Predicate Nouns, Predicate Pronouns, and Predicate Adjectives

Complete each of the following sentences with a predicate noun, predicate pronoun, or a predicate adjective. You may add a word or a group of words to help the sentence make sense. Identify your addition to the sentence as a predicate noun, predicate pronoun, or a predicate adjective.

1. Some people feel ____________________________ when dancing.

2. A fajita is a(n) ____________________________ made of strips of meat with onions, peppers, and tomatoes wrapped in soft tortillas.

3. Aboriginal Australians were ____________________________, moving from place to place according to the seasons.

4. The surface of the ancient bowl seems ____________________________ and ____________________________.

5. You look ____________________________ in that suit, Nelson.

6. The chisel and the adze are sculptor's ____________________________.

7. The monster on the medallion may look ____________________________, but he was a good luck ____________________________.

8. Clothing made from caribou skin is good ____________________________ in the cold.

9. Ancient artists were everyday ____________________________ who probably stumbled across the methods for making something beautiful.

10. The expert on historic art is ____________________________.
EXERCISE 4

Using Predicate Nouns, Predicate Pronouns, and Predicate Adjectives in Your Writing

Identify a ritual or rite of passage practiced in your own family, community, religion, or culture. Write a paragraph that describes to your peers what the celebration includes and what it stands for. Use predicate nouns, predicate pronouns, and predicate adjectives to help your readers understand the importance of this life transition to those who celebrate it.
LESSON 19

Subject and Verb Agreement:  
With Intervening Expressions, with Contractions, with Linking Verbs, and with Special Subjects

A singular noun describes or stands for one person, place, thing, or idea. A plural noun describes or stands for more than one person, place, thing, or idea.

**EXAMPLES**

<table>
<thead>
<tr>
<th>singular nouns</th>
<th>lizard</th>
<th>cantaloupe</th>
<th>zinnia</th>
<th>diary</th>
<th>mouse</th>
</tr>
</thead>
<tbody>
<tr>
<td>plural nouns</td>
<td>lizards</td>
<td>cantaloupes</td>
<td>zinnias</td>
<td>diaries</td>
<td>mice</td>
</tr>
</tbody>
</table>

In a sentence, a verb must be singular if its subject is singular and plural if its subject is plural. In other words, a verb must agree in number with its subject.

**EXAMPLES**

<table>
<thead>
<tr>
<th>singular subject and verb</th>
<th>The lizard hides under a banana leaf.</th>
</tr>
</thead>
<tbody>
<tr>
<td>plural subject and verb</td>
<td>The lizards hide under a banana leaf.</td>
</tr>
<tr>
<td>singular subject and verb</td>
<td>The diary provides a clue to the mystery.</td>
</tr>
<tr>
<td>plural subject and verb</td>
<td>The diaries provide clues to the mystery.</td>
</tr>
<tr>
<td>singular subject and verb</td>
<td>A mouse scuttles into its tiny hole in the wall.</td>
</tr>
<tr>
<td>plural subject and verb</td>
<td>The mice scuttle into their tiny hole in the wall.</td>
</tr>
</tbody>
</table>

Subject-Verb Agreement with Intervening Expressions

Usually, a verb directly follows the subject in a sentence. Sometimes, however, a phrase or clause separates the subject and verb. Even though the subject and verb may be separated, they must still agree in number.

**EXAMPLES**

The lizard with green spots hides under a banana leaf.

The diaries, written by an escaped slave, provide clues to the mystery.

The bicycle, along with other nineteenth-century inventions, is taken for granted today.

Subject-Verb Agreement with Contractions

A contraction is a shortened form of a word, a group of words, or a numeral. The apostrophes in contractions show where letters, words, or numerals have been left out. Contractions should agree in number with their subjects. If you’re unsure about the agreement, write out the full form of the words in the contraction. If the contraction includes a negative word, such as not, treat the negative word as an intervening expression.
EXAMPLES
His new bicycle doesn’t have a horn. (His new bicycle does not have a horn.)
Their new bicycles don’t have horns. (Their new bicycles do not have horns.)
She is a devoted reader of mysteries. (She is a devoted reader of mysteries.)
They’re devoted readers of mysteries. (They are devoted readers of mysteries.)

Subject-Verb Agreement with Linking Verbs

A linking verb agrees with its subject, but not necessarily with a predicate noun or predicate adjective that follows it.

EXAMPLES
incorrect  The museum’s greatest treasure are its paintings by John Singer Sargent.
correct   The museum’s greatest treasure is its paintings by John Singer Sargent.
incorrect  Its paintings by John Singer Sargent is the museum’s greatest treasure.
correct   Its paintings by John Singer Sargent are the museum’s greatest treasure.

Subject-Verb Agreement with Special Subjects

Collective nouns, such as audience, class, flock, group, family, the press, and the public, name a group of people or things. Use a singular verb when you think of a collective noun as a single unit. Use a plural verb when you think of a collective noun as multiple members.

EXAMPLES
singular     The crowd waits for the athletes to come out of the dressing room.
plural       The crowd wave their hands and autograph books as their favorite athletes emerge.

Nouns ending in –s are sometimes plural in form but singular in meaning. News, economics, measles, mumps, mathematics, and physics refer to a single thing or to a unit and therefore take a singular verb. Notice that removing the s does not make the noun singular.

EXAMPLES
Measles is a serious disease for both children and adults.
The news is on television several times a day.

Other nouns ending in –s always take a plural verb, even though they are understood to refer to one thing. These nouns include scissors, pliers, pants, trousers, slacks, eyeglasses, binoculars, clothes, thanks, and congratulations.

EXAMPLES
Congratulations await the victorious team.
Do you think these trousers should have cuffs?
Some nouns ending in –s may be singular or plural, depending on their meaning in a sentence. The number of words like *politics*, *acoustics*, *statistics*, and *headquarters* depends on their use in a sentence.

**Examples**

**Plural**
These *statistics* come from the U.S. Census Bureau.

** Singular**
Statistics *has* the reputation for being a very difficult college course.

The **title of a work of art** (painting, literature, sculpture, or music) is always singular.

**Examples**

*Go Tell It on the Mountain remains* James Baldwin’s most critically acclaimed novel.

*Amahl and the Night Visitors*, by Gian Carlo Menotti, *was* the first opera designed for television.

**Words expressing amount or time** may be singular or plural. Use a singular verb with words and phrases that refer to single units: fractions, measurements, amounts of money, weights, volumes, or specific intervals of time when the intervals refer to a specific unit.

**Examples**

*Five minutes seems* like a lifetime when you’re waiting for the phone to ring.
(Five minutes is being equated with a lifetime.)

*Five hundred yards is* the distance your building must be from the road. (Five hundred yards is equivalent to a distance interval.)

Use a plural verb when the amount or the time is considered to be a number of separate units.

**Examples**

*Only twelve gold coins were* found in the shipwreck.

*Three years have* passed in quick succession since we moved to Oregon.

When you use the words the **number or the variety** as a subject, use a singular verb. When you use *a number or a variety* as a subject, use a plural verb.

**Examples**

The **number** of wasp nests in the barn’s eaves is frightening.

The **variety** of wildflowers in that meadow is awesome.

A **number** of the ingredients for the stew are quite exotic.

A **variety** of appetizers are being passed by servers.
**EXERCISE 1**

**Identifying Subject-Verb Agreement in Literature**

Identify the subjects in each sentence by underlining them once. Identify the verbs in the sentences by underlining them twice. Note how each verb agrees in number with its subject.

Brzezinka is a couple of miles from the better-known southern Polish town of Oswicim. Oswicim has about 12,000 inhabitants, is situated about 171 miles from Warsaw, and lies in a damp, marshy area at the eastern end of the pass called the Morsavian Gate. Brzezinka and Oswicim together formed part of that minutely organized factory of torture and death that the Nazis called Konzentrationslager Auschwitz….

Brzezinka and Oswicim are very quiet places now; the screams can no longer be heard. The tourist walks silently, quickly at first to get it over with and then, as his mind peoples the barracks and the chambers and the dungeons and flogging posts, he walks draggingly. The guide does not say much either, because there is nothing much for him to say after he has pointed.

*from “No News from Auschwitz,” page 185
A. M. Rosenthal*

**EXERCISE 2**

**Understanding Subject-Verb Agreement with Intervening Expressions and Linking Verbs**

Circle the correct verb form in parentheses that agrees in number with the subject of the sentence.

1. The fastest animal, with speeds up to 65 mph, (is, are) the cheetah.
2. Amphibians, cold-blooded vertebrates, (lives, live) on either land or water.
3. Animals—such as cows, giraffes, and sheep—that eat only plants (is, are) called herbivores.
4. Jellyfish, beneath the surface of the water, (sting, stings) with their trailing tentacles.

5. Owls and bats, between sunset and sunrise, (is, are) active because they are nocturnal.

6. Vultures, among other scavengers, (keep, keeps) the fields and forest clean.

7. Among the snakes, the anaconda (is, are) the largest, reaching lengths of thirty feet.

8. Tadpoles without any legs or lungs (swim, swims) in water and (breathe, breathes) through gills.

9. After developing legs and lungs, the tadpole (lives, live) on land as a toad or frog.

10. A marsupial such as the kangaroo (carry, carries) its young in a pouch.

**EXERCISE 3**

**Understanding Subject-Verb Agreement with Special Subjects**

Circle the correct verb form in parentheses that agrees in number with the subject of the sentence.

1. Vincent van Gogh's painting *The Starry Night* (is, are) filled with swirls of yellow against a vivid blue background.

2. Decades (has, have) passed since the Impressionist painters challenged the art world.

3. Migrating south for the winter, a noisy flock of geese (is, are) flying over the pond.


5. Computers (is, are) a necessary part of our modern lifestyle.

6. At the college, the computer science class (study, studies) the latest technology.

7. Usually hundreds of fans (waits, wait) in line for hours to get tickets to the playoffs.

8. Michelangelo's statue of the *Pieta* (has been, have been) protected by glass since 1972, when someone deliberately damaged it.

9. Half of the berries (is, are) not ripe enough to eat.

10. Standing to applaud, the audience (show, shows) its appreciation of the performance.
EXERCISE 4

Correcting Subject-Verb Agreement

Read each of the following sentences. If the subject and verb in a sentence agree in number, write correct. If the subject and verb do not agree in number, correct the sentence.

1. Dozens of letters to the editor arrives every day at the newspaper.

2. Jason and Caitlin wasn't at the picnic on Friday.

3. The most varied form of life is the insect.

4. The Birds by Alfred Hitchcock, a film made in 1963, are still able to frighten the viewer.

5. Several dollars has blown away in the gusts of wind.

6. Each aircraft has a painted symbol showing which airline company is the owner.

7. Inside the churning machine at the dairy, gallons of milk turns into pounds of butter.

8. Joe DiMaggio, among other notable athletes, were a hero to young men in the 1940s.

9. Trees, with their woody stems, is the largest of all plants.

10. Few of the tourists resist the charm of the fountain in the old town square.
EXERCISE 5

Using Subject-Verb Agreement in Your Writing

For a time-management study, write a summary of your typical week. Be sure to include time spent in school, at sports, with your family and friends, and by yourself. In your paragraph, use at least one example of subject-verb agreement with a linking verb, with an intervening phrase, and with a special subject. Make sure that each of your verbs agrees with its subject. Compare your summary to those of some of your classmates.
LESSON 20

Indefinite Pronoun and Verb Agreement

In Unit 1 you learned about different types of pronouns, including indefinite pronouns. An **indefinite pronoun** does not refer to a specific person, place, or thing. Some indefinite pronouns are always singular and take singular verbs: anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, somebody, someone, something.

**EXAMPLES**

**singular**
Everybody likes flowers.
Nothing ever changes.

Some indefinite pronouns are always plural and take plural verbs: both, few, many, others, several.

**EXAMPLES**

**plural**
Both of the books are long and difficult.
Few agree on what to do with the valuable piece of property.

Some indefinite pronouns can be either singular or plural, depending on their use in the sentence: all, any, most, none, some. They are singular when they refer to a portion or to a single person, place, or thing. They are plural when they refer to a number of individual persons, places, or things.

**EXAMPLES**

**singular**
Most of the storm has passed us.
**plural**
Most of the clouds still hover.

**Exercise 1**

Identifying Correct Indefinite Pronoun-Verb Agreement

Circle the correct form of the verb in parentheses.

1. Each of the flowers in the bouquet (appear, appears) to be wilted.
2. Everything (slide, slides) off the passenger seat when Karen turns a corner.
3. Either of the restaurants (is, are) a good choice for dinner.
4. Somebody (know, knows) the combination to this lock.
5. Both of the notebooks (sit, sits) forgotten on the kitchen counter.
6. Several of the animals (sense, senses) instinctively that lightning can be dangerous.

7. Many (attempt, attempts) to have a career in movies, but few succeed.

8. Nothing (make, makes) Dan happier than going swimming at the lake.

9. Neither of the Mullaneys (enjoy, enjoys) hot, humid weather.

10. Someone (row, rows) a boat over to the island each night at midnight.

**EXERCISE 2**

**Correcting Indefinite Pronoun-Verb Agreement**

Write the verb form that agrees in number with the indefinite pronoun in each sentence. If a sentence contains no errors in indefinite pronoun-verb agreement, write correct.

1. Everyone dreads going to the doctor for a shot.

2. Few of the students memorizes new vocabulary words without using them first in sentences.

3. It's a rule that others stand while the judge enters the courtroom.

4. Much remain of the Thanksgiving turkey.

5. Something seem to interrupt the family dinner every evening.

6. No one understand how difficult it is to cut the grass with this dull-bladed lawnmower.

7. Several find shelter under the porch roof, but most birds get wet in the rain.

8. Each of the ingredients add a distinct flavor to the minestrone soup.
9. Anybody know that you can't buy much for one dollar at the drugstore.

10. If no one else volunteer to carry your heavy suitcase to the car, I'll do it.

**EXERCISE 3**

**Using Indefinite Pronoun-Verb Agreement in Your Writing**

Write a paragraph describing to your peers a volunteer program you would like to start in your community. You might consider such things as mentoring or tutoring elementary school students, taking pets to nursing homes, starting a community garden, or engaging in some other project appropriate for your area. Describe the program, how it would work, who would be involved, and whom it would serve. Use at least five different indefinite pronouns in your paragraph. Check your paragraph to make sure that verbs agree in number with indefinite pronouns.
LESSON 21

Compound Subject and Verb Agreement

A compound subject consists of two or more subjects that share the same verb.

**Example**

Marie and Karen prepare a salad for dinner. (The subjects, Marie and Karen, share the verb prepare.)

A compound subject must have either a singular or a plural verb, depending on how the parts of the subject are connected.

Use a singular verb

- when the compound subject is made up of singular nouns or pronouns connected by either/or or neither/nor.

**Examples**

**Singular verb**
Either salmon or tuna tastes delicious.
Neither rice nor polenta is low in calories.

Use a plural verb

- when the compound subject is connected by the coordinating conjunction and.
- when the compound subject is formed from plural nouns or pronouns.

**Examples**

**Plural verb**
Sea lions and snorkelers play together at Isla Los Islotes.
Either dances or songs entertain the senior citizens.
Neither the mountains nor the valleys have been explored by the Tarahumara Indians.

When a compound subject consists of a singular subject and a plural subject connected by or or nor, use a verb that agrees in number with the subject closer to it in the sentence.

**Examples**

Either Mrs. Willett or the Mullanes chaperone the junior class.  
(Mullanes chaperone, plural)
Neither the students nor their sponsor approves of the yearbook cover.  
(sponsor approves, singular)
EXERCISE 1

Identifying Compound Subject-Verb Agreement

Identify the correct verb in parentheses to agree with the compound subject in each sentence.

1. The beak and wings of the toucan (distinguish, distinguishes) it from other birds.
2. Strawberries and oranges (contain, contains) large amounts of healthful vitamin C.
3. Plant and animal fossils (is, are) part of the field of study in paleontology.
4. Either hunting or fishing (was, were) the only source of food for the shipwrecked explorers.
5. In an atom, protons and neutrons (is, are) surrounded by electrons.
6. Cats and kittens (scratch, scratches) wooden surfaces to sharpen their claws.
7. Neither raccoons nor skunks (appear, appears) during daylight hours.
8. Paintings and sculpture from the Renaissance (fill, fills) four rooms at the museum.
9. A magician and two jugglers (entertain, entertains) the crowd at the street fair every summer.
10. Golden yellow leaves and plump acorns (fall, falls) from the oak trees in the autumn.

EXERCISE 2

Understanding Compound Subject-Verb Agreement

Write a sentence for each of the compound subjects and verbs listed below. Make sure that you use the correct verb form to agree with the compound subject.

1. historians and naturalists (lead)

2. either the hikers or their guide (plan)

3. the olives, pignolia nuts, and tomatoes (make)
4. either the letters or the package (arrive)

5. llamas and goats (act)

6. the doctor and the members of her staff (work)

7. both mice and deer (carry)

8. neither Tamara nor Deirdre (want)

9. either an art class or a drama workshop (offer)

10. either the men or the only woman (wear)

**EXERCISE 3**

*Using Compound Subject-Verb Agreement in Your Writing*

Choose a category of things, such as situation comedies, science fiction books, pets, or another of your choice. Write a comparison or contrast article for a school newspaper about at least three items within the category. Be sure to start with a specific topic sentence, and use details to support the similarities or differences you observe. Use compound subject-verb agreement correctly in your essay. Use your own sheet of paper for this exercise.
LESSON 22

Adjectives and Adverbs

Adjectives and adverbs—two kinds of modifiers—add meaning to nouns, adjectives, verbs, and adverbs.

An adjective modifies a noun or pronoun. An adverb modifies a verb, an adjective, or another adverb.

EXAMPLES

**adjective**

The **fading** sunlight has washed the deck with a **rosy** glow.  
(*Fading modifies the noun sunlight; rosy modifies the noun glow.*)

**adverb**

We enjoy the deck when it is **too** steamy inside the house.  
(*Too modifies the adjective steamy.*)

Tall trees shade the decks **quite** thoroughly and cast shadows **ornately** on the floor.  
(*Quite modifies the adverb thoroughly; ornately modifies the verb cast.*)

To determine whether a modifier is an adjective or an adverb, you can follow these steps.

1. Look at the word that is modified.
2. Ask yourself, “Is this modified word a noun or a pronoun?” If the answer is yes, the modifier is an adjective. If the answer is no, the modifier is an adverb.

In the following example, the word **fireworks** is modified by the word **exploding**. The word **fireworks** is a noun, so the word **exploding** is an adjective.

**EXAMPLE**

The **exploding fireworks** lit the summer sky.

In the next example, the word **drifted** is modified by the word **slowly**. The word **drifted** is a verb; therefore, the word **slowly** is an adverb.

**EXAMPLE**

After enjoying the music and the fireworks, the revelers **drifted slowly** toward their cars.
EXERCISE 1

Identifying Adjectives and Adverbs in Literature

Identify each of the underlined words in the literature passage as either an adjective or an adverb. Write your answers on the corresponding lines below.

The woman wore a floral apron around her neck, that woman from my mother’s village with a sharp cleaver in her hand. She said, “What shall we cook tonight?”

“Perhaps these six tiny squids lined up so perfectly on the block?”

She wiped her hand on her apron, pierced the blade into the first. There was no resistance, no blood, only cartilage soft as a child’s nose. A last iota of ink made us wince.

from “A Floral Apron,” page 254
Marilyn Chin

1. _____________________________ 6. _____________________________
2. _____________________________ 7. _____________________________
3. _____________________________ 8. _____________________________
4. _____________________________ 9. _____________________________
5. _____________________________ 10. _____________________________

EXERCISE 2

Using Adjectives and Adverbs in Your Writing

Write a pen pal a short paragraph about your favorite activity on a cold, snowy, winter day. If you don’t live in a snowy climate, then just imagine what you would do. Use adjectives and adverbs in your paragraph to describe what you do, how it makes you feel, and why the activity is your favorite for such a day.

__________________________________________

__________________________________________

__________________________________________
Adjectives

Adjectives modify nouns by telling specific details about them.

Examples

<table>
<thead>
<tr>
<th>Noun</th>
<th>Pipe</th>
</tr>
</thead>
<tbody>
<tr>
<td>a little more specific</td>
<td>water pipe</td>
</tr>
<tr>
<td>more specific yet</td>
<td>leaky water pipe</td>
</tr>
<tr>
<td>even more specific</td>
<td>old, leaky water pipe</td>
</tr>
</tbody>
</table>

Some adjectives tell how many or what kind about the nouns or pronouns they modify.

Examples

The plumber expended extensive effort to repair the five leaks.
Despite replacing rusting sections, in the end he had to insert new pipe.

Other adjectives tell which one or which ones.

Examples

Unfortunately, our house is over 200 years old.
These pipes won't be the first, or the last, to fail in our house.

Articles

The articles a, an, and the are the most commonly occurring adjectives. A and an refer to any person, place, or thing in general. The refers to a specific person, place, or thing.

Examples

A water pipe can be made of copper or plastic.
(A refers to a water pipe in general.)
The pipe in the bathroom is leaking.
(The refers to a specific pipe in a specific bathroom.)

Predicate Adjectives

Adjectives usually precede the words they modify, but they may also follow linking verbs. A predicate adjective follows a linking verb and modifies the subject of a clause.

Examples

Adjectives preceding noun
The old, leaky water pipe must be replaced.

Predicate adjectives
The pipe was old and leaky.
Proper Adjectives

A proper adjective is formed from a proper noun. Proper adjectives are capitalized and often end in -n, -an, -ian, -ese, or -ish.

**Examples**
The menu at the Mexican restaurant included the entrée carne asada.
Many American towns feature restaurants serving foods from Mexico and other countries.

A possessive proper noun functions as an adjective when it modifies a noun.

**Examples**
Mr. Murphy’s movie Italy’s buildings Angelo’s sweater

Other Words Used as Adjectives

Many words that often function as other parts of speech can also be used as adjectives.

**Examples**
That grocery is nearby. (noun)
That grocery store is nearby. (adjective)
Five are missing. (noun)
Five spoons are missing. (adjective)
This is the cat. (demonstrative pronoun)
This cat is the one. (demonstrative adjective)
Few of the students ask. (indefinite pronoun)
Few students ask. (indefinite adjective)
Dogs are barking. (participle in a verb phrase)
Barking dogs annoy. (participle as an adjective)

**Exercise 3**

Identifying Adjectives in Literature

Underline the adjectives in the passage below. Circle the noun or pronoun each adjective modifies.

Though I shop for designer jeans,
uniforms make me smile.

Chalk-white uniforms in store windows remind
me of my grandmother who refused to learn English,
who laughed with the women from the canneries
when they all filled her small home with the smell of fish,
filled her hands with crumpled dollars in exchange
for the white garments piled in pale pink
boxes throughout the house.

from “Family Ties,” page E209
Pat Mora

**EXERCISE 4**

**Understanding Adjectives**

Rewrite the paragraph below, replacing general, overused adjectives with more colorful and precise choices and adding adjectives that bring the description, setting, and characters to life.

Pat Mora is a great poet and author. She is a poet and author of books for adults, young adults, and children. Her interesting poems address the issue of immigration. The fabulous poem “Immigrants” is about parents striving for a better future for their children in America. Mora uses interesting language to get her message across. It shows how the eager and nervous parents tried to assimilate their family into the American culture.

**EXERCISE 5**

**Using Other Words as Adjectives**

Write a sentence including the identified word as an adjective.

1. red

2. a
3. his

4. Russian

5. hysterical

6. those

7. shooting

8. fattened

9. each

10. five

EXERCISE 6

Using Adjectives in Your Writing

For the op-ed page of your school newspaper, write a short paragraph about a food that you especially enjoy. The food may be something you eat on special occasions, an everyday snack, or something associated with a purpose such as athletic training. Use vivid adjectives to make your reader crave the food you describe.
Adverbs

Adverbs modify verbs, adjectives, or other adverbs. Adverbs often tell us how, when, where, or to what extent; nouns and pronouns tell us who or what.

**Examples**

**adverbs modify verbs**
- Planes roared **loudly** over our heads.  
  (*Loudly* tells how they roared.)
- Planes **usually** fly toward the wind when landing.  
  (*Usually* tells when they fly toward the wind.)

**adverbs modify adjectives**
- On Fridays the noise is **especially** annoying.  
  (*Especially* tells to what extent the noise is annoying.)
- The island experiences **incredibly** large crowds on weekends.  
  (*Incredibly* tells the extent of the largeness.)

**adverbs modify adverbs**
- The beaches fill **very** rapidly with people and trucks.  
  (*Very* tells to what extent the beaches fill rapidly.)
- The traffic patterns had been studied **so** completely by the island’s chamber of commerce.  
  (*So* tells how completely the island’s traffic patterns had been studied.)

Position of Adverbs

An adverb can be placed before or after a verb it modifies. Sometimes an adverb can be separated from a verb by another word or words.

**Examples**

- The dancer **gracefully leapt** high into the air.
- With just the softest thud, he **landed gracefully** upon the raised area of the stage.
- He **lifted** his partner **gracefully** above his head.

Note, however, in the following examples, how changing the position of an adverb changes the meaning of the sentence.

**Examples**

- They **only** expected a small present.  
  (They did nothing but expect a small present.)
- They expected **only** a small present.  
  (They expected nothing except a small present.)
Relative Adverbs

A relative adverb is used to introduce an adjective clause. Relative adverbs include where, when, and why.

Examples
This is the house where I was born.
(Where relates the adjective clause to the noun house.)
Midwinter is the time when I pore over garden catalogs for ideas.
(When relates the adjective clause to the noun time.)
Her frustration at being ignored is the reason why she calls repeatedly.
(Why relates the adjective clause to the noun reason.)

Conjunctive Adverbs

A conjunctive adverb is used to express relationships between independent clauses.

Examples
accordingly furthermore otherwise
also hence similarly
besides however still
consequently instead therefore
finally nevertheless thus

Examples
The spray promised effective protection against aphids; nevertheless, the flowers were covered with tell-tale white flecks and minute green bugs.

The insects suck the stems; consequently, the plants produce fewer and smaller flowers.

Exercise 7

Identifying Adverbs in Literature

Identify the adverbs in the following literature passage.

I walk into a room where someone—an artist, maybe—has stored some empty canvases.

My big toe, now dirty, I try to clean by rubbing it vigorously on a clean royal-blue rug.

I see a bee, a large bumblebee, flying around aimlessly.

Perhaps I shall keep my letter to myself.

Suddenly I am tired.

from "Holidays," page 276
Jamaica Kincaid
EXERCISE 8

Identifying Adverbs

Identify the adverbs in the following sentences, and tell whether each modifies a verb, an adjective, or another adverb, or whether it is a relative or conjunctive adverb.

1. The food at this restaurant has been widely acclaimed in all the reviews.

2. After reading a review, diners can vividly envision the menu with complete confidence.

3. We enjoy reading reviews but sometimes prefer to search for the least famous locales.

4. He seemed so happily ensconced in his meal, I grew a little jealous.

5. Fortunately, the server soon brought another plate, and I could share.

6. The restaurant recognized Edward; thus, the chef enthusiastically experimented.

7. Dessert is the stage of the meal when I selfishly refuse to share.

8. I have always felt this way about especially rich chocolate desserts.

9. My husband finds this behavior rather amusing because I am so serious about it.

10. He quietly observes times when I thoroughly immerse myself in dessert.
E X E R C I S E 9

Understanding Adverbs

Write a sentence using each of the following words as an adverb.

1. late

2. really

3. less

4. seldom

5. when

6. instead

7. maybe

8. sadly

9. very

10. seasonally

E X E R C I S E 1 0

Using Adverbs in Your Writing

For a close relative, write a brief description of a day spent with your best friend. In your description, use adverbs to modify verbs, adjectives, and other adverbs. Use your own sheet of paper for this exercise.
LESSON 23

**Appositives**

An **appositive** is a noun that is placed next to or near another noun to identify it, provide another name for it, or add information about it. In these examples, the noun Ann Suarez identifies the noun star, and the noun goalie provides another name for the noun Ann Suarez. Both Ann Suarez and goalie are appositives.

**Examples**

Now welcome the star Ann Suarez.
Ann Suarez, goalie, has to stay alert and move fast.

An **appositive phrase** is a group of words that includes an appositive and other words that modify that appositive, such as adjectives and prepositional phrases. The appositive phrase adds information about the noun it renames. In the next example, the appositive phrase a city in southern California gives information about the noun San Diego.

**Example**
San Diego, a city in southern California, features a world-class aquarium.

If the information in an appositive affects the meaning of the sentence by specifically identifying the noun that precedes it, then the appositive is called **essential** (or restrictive) and is not set off with commas. In the following sentence, Vincent van Gogh specifically identifies which painter suffered terribly during his life.

**Example**
The painter Vincent van Gogh suffered terribly during his life.

If the information in the appositive is not necessary to the meaning of the sentence, then the appositive is called **nonessential** (or nonrestrictive) and is set off with commas. The following two sentences will help you see the difference between essential and nonessential appositive phrases.

**Examples**

**essential**
The painting The Starry Night has become famous the world over. (The appositive The Starry Night specifically identifies which painting and thereby restricts the meaning of “painting” to this specific one.)

**nonessential**
The Starry Night, a painting created by Vincent van Gogh, shows a sweep of stars across a deep blue sky. (The appositive a painting created by Vincent van Gogh is not necessary to identify which particular painting, since it has already been named.)
**EXERCISE 1**

**Identifying Appositives**

Identify the appositives and appositive phrases in the sentences below. Then write the noun or pronoun that each appositive identifies or renames.

1. In the first house lives an old couple, the Halls, who tend their land carefully.

2. Frederick, Freddy, mows his lawn regularly so that it is always well clipped.

3. His wife, Ann, works surprisingly hard for a woman of nearly eighty.

4. Last night the Halls’ favorite visitor, their son, arrived at about seven o’clock.

5. Their son James had brought his massive black dog.

6. The dog Buddy would stay with the Halls while James traveled for business.

7. A box of dog food and Buddy’s leash, the essential supplies, emerged from James’s car.


9. Buddy, a bundle of energy, never failed to leave his mark on the Halls’ yard.

10. The Halls, devoted parents, wouldn’t have dreamed of turning away Buddy.
E X E R C I S E 2

Understanding Appositives

Identify the appositive or appositive phrase in each sentence by underlining it. Then insert a comma or commas where they are needed to indicate appositives or appositive phrases that are not essential.

1. Brett carefully withdrew the emerald green sweater his favorite.
2. Many of Brett’s sweaters were hand-knit by his grandmother Ida.
3. Ida’s familiar color choices green and blue dotted Brett’s drawers and closets.
4. As long as he could remember, Ida had been knitting for Brett and his oldest brother Mark.
5. Mark Brett’s closest brother had long since refused to wear his grandmother’s creations.
6. Now Brett had Mark’s sweaters a collection of cardigans mostly in addition to his own.
7. He wore the emerald green favorite during Top Hat his magic show.
8. Top Hat had become extremely popular in Brett’s hometown Oakland, California.
9. Brett’s skill at magic amused his father Richard who was a very serious fellow.

E X E R C I S E 3

Using Appositives in Your Writing

For a family scrapbook, write a description of a special day that you spent with a family member. Use appositives and appositive phrases to identify and provide more information about your family member and the time you shared. Be sure to punctuate your appositives correctly. Use your own sheet of paper for this exercise.
LESSON 24

Positives, Comparatives, and Superlatives

Modifiers—adjectives and adverbs—can be used to compare two or more people, places, or things. The form of an adjective or adverb often changes to show the extent or degree to which a certain quality is present. There are three degrees of comparison—**positive**, **comparative**, and **superlative**.

**Examples**

**Positive**
An adjective or adverb modifies one word.
Ellyn is an amusing correspondent. (The adjective amusing shows that the quality is present.)

**Comparative**
Two persons, places, or things are compared.
Ellyn is funnier than Karen. (The quality expressed by the adjective funnier exists to a greater degree in one of the two people or things being compared.)

**Superlative**
Three or more persons, places, or things are compared.
Ellyn is the silliest of all her high school friends. (The quality expressed by the adjective silliest exists to the greatest degree in one of more than two people or things being compared.)

**Regular and Irregular Comparisons**

Most modifiers have a positive, comparative, and superlative form of comparison. Most one-syllable modifiers and some two-syllable modifiers form their comparative and superlative degrees by adding –*er* or –*est*. Other two-syllable modifiers and most modifiers of more than two syllables use *more* and *most*.

**Regular Comparisons**

- Add –*er* or –*est* to one-syllable words.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>positive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dull</td>
<td>duller</td>
<td>dullest</td>
</tr>
<tr>
<td>fast</td>
<td>faster</td>
<td>fastest</td>
</tr>
<tr>
<td>late</td>
<td>later</td>
<td>latest</td>
</tr>
<tr>
<td>tall</td>
<td>taller</td>
<td>tallest</td>
</tr>
</tbody>
</table>
• Add –er or –est to most two-syllable words or use more and most to form the comparative and superlative degrees.

**Examples**

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>quiet</td>
<td>quieter</td>
<td>quietest</td>
</tr>
<tr>
<td>boring</td>
<td>more boring</td>
<td>most boring</td>
</tr>
<tr>
<td>jumpy</td>
<td>jumpier</td>
<td>jumpiest</td>
</tr>
<tr>
<td>graceful</td>
<td>more graceful</td>
<td>most graceful</td>
</tr>
</tbody>
</table>

• Use more or most for most words of more than two syllables and words ending in –ly.

**Examples**

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>curious</td>
<td>more curious</td>
<td>most curious</td>
</tr>
<tr>
<td>quizzical</td>
<td>more quizzical</td>
<td>most quizzical</td>
</tr>
<tr>
<td>grudgingly</td>
<td>more grudgingly</td>
<td>most grudgingly</td>
</tr>
<tr>
<td>slowly</td>
<td>more slowly</td>
<td>most slowly</td>
</tr>
</tbody>
</table>

Some modifiers, however, have irregular comparative and superlative forms. Check the dictionary if you are unsure about the comparison of a modifier.

### Irregular Comparisons

**Examples**

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>With such warm temperatures, it will be a <strong>good</strong> day for planting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After tonight’s expected rain, conditions will be <strong>better</strong>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cool, cloudy days offer the <strong>best</strong> hope for new transplants.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>well</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>ill</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>many</td>
<td>more</td>
<td>most</td>
</tr>
<tr>
<td>much</td>
<td>more</td>
<td>most</td>
</tr>
<tr>
<td>little</td>
<td>less, lesser</td>
<td>least</td>
</tr>
<tr>
<td>far</td>
<td>farther</td>
<td>farthest</td>
</tr>
<tr>
<td>far</td>
<td>further</td>
<td>furthest</td>
</tr>
</tbody>
</table>

### Decreasing Comparisons

To show a decrease in a quality, form the comparative and superlative degrees by using less and least.

**Examples**

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>crowded</td>
<td>less crowded</td>
<td>least crowded</td>
</tr>
<tr>
<td>meaningful</td>
<td>less meaningful</td>
<td>least meaningful</td>
</tr>
<tr>
<td>robust</td>
<td>less robust</td>
<td>least robust</td>
</tr>
</tbody>
</table>
Problems with Using Comparative and Superlative Forms

When making comparisons, it is sometimes easy to mistakenly make a double comparison or an illogical or unclear comparison.

- Avoid using double comparisons. A **double comparison** incorrectly contains both –*er and *more (less) or both –*est and *most (least).

  **Examples**
  
  **Incorrect**  Comedies are *more* *funnier* when you watch them with friends instead of alone.
  
  **Correct**   Comedies are *funnier* when you watch them with friends instead of alone.

  **Incorrect**  Spiders are the *most* *creepiest* of bugs, especially if they are furry.
  
  **Correct**   Spiders are the *creepiest* of bugs, especially if they are furry.

- Use the word *other* or *else* when comparing one member of a group with the rest of the group.

  **Examples**
  
  **Illogical**  Chicago is more interesting than any city in the Midwest.
  (Chicago is a city in the Midwest, and it cannot logically be more interesting than itself.)
  
  **Logical**   Chicago is more interesting than any *other* city in the Midwest.

  **Illogical**  Stephen was stronger than anyone in his family.
  (Stephen is a member of the family, and he cannot logically be stronger than himself.)
  
  **Logical**   Stephen was stronger than anyone *else* in his family.

- Make sure your comparisons are clear and complete.

  **Examples**
  
  **Confusing**  Tyler hates to sail more than his sister.
  (The sentence suggests that Tyler hates to sail more than he hates his sister.)
  
  **Clear**     Tyler hates to sail more than his sister *does*.

  **Confusing**  Basil cut just before eating tastes better than a package.
  (The taste of basil is compared to the taste of a package.)
  
  **Clear**     Basil cut just before eating tastes better than basil from a package.
EXERCISE 1

Identifying Positives, Comparatives, and Superlatives

Identify the underlined words in the following sentences as positive, comparative, or superlative.

1. My cousin had the **reddest** hair of anyone in the whole town.

2. It made him easily the **most** recognized person in the town.

3. As a result, he got **better** after-school jobs than the rest of us did.

4. He earned **more** money than we did, and he always shared it willingly.

5. By high school, Michael had held **many** jobs but hadn't made **much** money.

6. Michael's brother Tim soon became the **wealthiest** of the cousins.

7. He earned only a **paltry** amount, but he never spent a **single** penny.

8. He was absolutely the **stingiest** person I've ever known.

9. You could **sooner** get water from a stone than get a dollar from cousin Tim.

10. Oddly, he threw the **greatest** party ever for Michael's **little** boy.
EXERCISE 2

Understanding Degrees of Comparison

For each incorrectly used adjective or adverb in the following sentences, write the correct positive, comparative, or superlative form. Write correct if the adjective or adverb is used correctly.

1. Which flavor combination do you think is best—chocolate and coffee or mint chip and strawberry?

2. One of the most tartest fruits of the summer is the late raspberry.

3. The possessions less important to me include my car and my camera.

4. The red-winged blackbird sings much this time of year than at other times.

5. Instead of the more flavorfuller chicken dish, I opted for the plain salmon.

6. Doris remains a faithful photographic recorder of every family gathering.

7. Each year, we hiked furtherest into the hills to establish our base camp.

8. After last year, we became mindfuller of choosing a dry site on high ground.

9. However, even the drier spot of all wasn’t safe from this year’s dramatic flash flood.

10. The water rapidly rose to its more higher levels of this century.
EXERCISE 3

Using Comparisons Correctly in Your Writing

Write a brief description for students in the class level below yours. Compare and contrast two courses available to these students. Use the positive, comparative, and superlative forms of adjectives and adverbs to express your opinions about the two courses.
LESSON 25

Commonly Confused Words

The modifiers good, well, bad, and badly can be confusing because the distinctions between good and well and between bad and badly are often not followed in conversation. Confusion can also occur because well can function as either an adjective or an adverb.

EXAMPLES
Gideon felt bad about traveling on his daughter’s birthday (Bad is an adjective. It follows a linking verb like felt and here modifies the subject Gideon.)

Liz cooked badly, so she usually ordered take-out food for dinner. (Badly is an adverb that modifies cooked.)

Arizona has a good climate for people with lung problems. (Good is an adjective that modifies the noun climate.)

She plays tennis well. (Well is an adverb meaning “skillfully.” It modifies the verb plays.)

If you feel well enough, we can go out to dinner tonight. (Well is an adjective meaning “healthy” or “in a state of satisfactory condition.” It follows a linking verb like feels.)

EXERCISE 1
Identifying Commonly Confused Words

Choose the correct form of good, well, bad, and badly in the following sentences.

1. At the car dealership, Teddy heard (good, well) news about his loan application.
2. The little boy (bad, badly) wanted a room of his own.
3. Mrs. Dillon is popular among students because she listens (well, good).
4. The negotiations to open a new kayak access have gone (well, good) so far.
5. Abigail ate (bad, badly) in the mornings but eagerly at lunch.
6. The Internet connection seems particularly (bad, badly) in my neighborhood.
7. Coach expects the players to give a (good, well) effort despite the snow.
8. Unless you replace the speaker wires, the music will continue to sound (bad, badly).
9. Our trip went (badly, bad) from the moment we overslept until our plane arrived four hours late.

10. Dina has been sick, but I hope she will feel (well, good) enough tomorrow to go to work.

**EXERCISE 2**

**Understanding Commonly Confused Words**

Correct any misuse of *good, well, bad,* and *badly* in the following sentences. If no modifiers are misused in the sentence, write *correct.*

1. Many people say that this plant smells badly and should be planted at a distance.

2. Denny has become a good drummer because he understands rhythm so well.

3. Ed’s finger was cut bad when he slipped on the attic stairs.

4. Flying good is Tony’s first obligation to the Navy.

5. The mission of our organization is to make sick children well.

6. Sally looked well in her red dress.

7. Caroline apparently spoke Spanish good enough to communicate successfully.

8. Ruthie felt badly for the passengers boarding the plane in such a storm.

9. Nearly three months after surgery, Jamie felt good enough to resume jogging.

10. You’ve painted the dining room a bad color that will show every fingerprint.
EXERCISE 3

Using Commonly Confused Words in Your Writing

Write a letter to a friend discussing a book you’ve recently read. Describe the book’s strengths and weaknesses, and explain why you do or do not recommend reading it. Check to be sure that you have used the modifiers good, well, bad, and badly correctly.
LESSON 26

Prepositions

A preposition shows the relationship that exists between its object (a noun or pronoun) and another word or group of words in a sentence. Notice in the following sentences the number of different relationships shown between the noun rocks and the noun stream.

EXAMPLES

The rocks beside the stream were smooth.
The rocks in the stream were smooth.
The rocks across the stream were smooth.
The rocks from the stream were smooth.
The rocks along the stream were smooth.

The noun or pronoun that follows the preposition is called the object of the preposition. Together, the preposition, the object of the preposition, and the modifiers of that object form a prepositional phrase. In the following sentence, in a black dress, to her tablemate, and on the left are all prepositional phrases.

The dinner guest in a black dress handed the gravy bowl to her tablemate on the left.

To test a word group to see if it is a prepositional phrase, ask questions like “in what?” “to what?” or “on what?” The answers are “black dress,” “tablemate,” and “left.” All three are objects of prepositions. Therefore, there are three prepositional phrases in the sentence.

Below is a list of common prepositions. Remember, though, that any word on this list may not always be used as a preposition. When it is used as a preposition, it always has an object.

<table>
<thead>
<tr>
<th>Prepositions</th>
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<tbody>
<tr>
<td>aboard</td>
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<td>beyond</td>
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<td>but (meaning “except”)</td>
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<td>within</td>
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<td>without</td>
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</table>
A **compound preposition** contains more than one word. It functions in a sentence the same way that a single-word preposition functions. Compound prepositions allow writers to express relationships such as *in front of, on account of, along with, except for, on top of, and next to*. Some commonly used compound prepositions include *aside from, because of, in addition to, in place of, instead of, in spite of, according to, out of, as of, and in back of*.

**Examples**

According to the weather forecaster, it may rain this weekend.

We’ll go to the flea market **in spite of** the weather.

**Exercise 1**

**Identifying Prepositional Phrases in Literature**

Identify the seven prepositional phrases in the literature passage below.

I’ve pulled the last of the year’s young onions.

The garden is bare now. The ground is cold, brown and old. What is left of the day flames in the maples at the corner of my eye. I turn, a cardinal vanishes.

By the cellar door, I wash the onions, then drink from the icy metal spigot.

*from “Eating Alone,” page 253*  
Li-Young Lee

**Exercise 2**

**Understanding Prepositional Phrases**

Rewrite each of the following sentences, supplying a prepositional phrase for each blank. Some objects of the preposition may be more than one word. Some sentences may make the most sense with a compound preposition.

1. Both elevators ___ were shut down ___.

2. A family of ducks lived undisturbed all summer ___.

---

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3. Today was a day for a salad ___.

4. Josh made sure that his bicycle chain was securely locked ___.

5. Snugly packaged ___, none ___ were broken.

6. When it started to snow, Kelly wished she hadn't left the house ___.

7. A cellist and a violinist ___ will form the new trio.

8. Lee wanted to go to college ___.

9. It's a good idea to shut down the computer ___.

10. Smoke could be seen from the fire all the way ___.

**EXERCISE 3**

**Using Prepositional Phrases in Your Writing**

Some high schools are requiring that their graduates have a plan of action for their future in order to receive their diploma. Do you think this is a good or a bad idea? For your school newspaper, write an editorial in which you establish your point of view on this subject, and explain your ideas. In your editorial, use at least five prepositional phrases, including at least two compound prepositions, to connect your ideas. Use your own sheet of paper for this exercise.
LEsson 27

Coordinating and Correlative Conjunctions

Coordinating Conjunctions

A **coordinating conjunction** is a word used to join words or groups of words of equal importance in a sentence. The most common coordinating conjunctions are *and*, *or*, *nor*, *for*, *but*, *yet*, and *so*.

Coordinating conjunctions can connect nouns, verbs, adjectives, adverbs, prepositional phrases, other sentence elements, and sentences themselves. Each coordinating conjunction shows a different relationship between the words that it connects.

When a coordinating conjunction joins two or more independent clauses, then a **compound sentence** is formed. A comma is placed before a coordinating conjunction that joins two independent clauses.

**Examples**

Today is cool **but** very humid. (*But* shows the contrast between *cool* and *humid.* The coordinating conjunction joins two adjectives.)

Your glasses are on the kitchen table **or** on your desk. (*Or* shows alternatives. The coordinating conjunction joins two prepositional phrases.)

Noah tended the fish carefully, **yet** they died. (*Yet,* like *but,* shows a contrast. The coordinating conjunction joins two independent clauses.)

By using coordinating conjunctions to connect words and groups of words, you can express clear relationships between ideas without needless repetition. These three sentences can be rewritten as one by using commas and a coordinating conjunction:

**Examples**

Brent went to the store. He bought some bok choy. He made a salad.

Brent went to the store, bought some bok choy, and made a salad.
EXERCISE 1
Identifying Coordinating Conjunctions in Literature

Identify the five coordinating conjunctions in the following literature passage.

My grandmother preferred to shop in the grocery stores,

preferred buying garlic, onion, chile, beans,

to buying me gifts of frilly blouses and barrettes,

hers a life of cooking, cleaning, selling.

But when I shyly showed my abuelita

my good report card or recited the Pledge of Allegiance,

my grandmother would smile and hand me a uniform,

never the right size, but a gift

I would add to the white stack

at the bottom of my closet.

from “Family Ties,” page E209
Pat Mora

EXERCISE 2
Understanding Coordinating Conjunctions

Write the coordinating conjunction that best fits the blank in each item below.

1. Yellow paint from the broken jar spilled across the table

______________________________ onto the floor.

2. In the untidy kitchen, the dishes weren't washed;

______________________________ was the floor swept.

3. Jamie wanted the lead in the show,______________________________

she wasn't sure she could learn the lines.

4. They allowed plenty of time,______________________________ they

arrived late at the station.
5. Walking quickly looking over his shoulder, Alex hurried home.

6. In the traffic jam, cars moved only a few feet then stopped again.

7. We knew the cat wasn’t a stray, she was wearing a collar.

8. Clouds were rolling in the sailors prepared to take their boats out on the lake.

9. Claire was quiet her father could watch the news.

10. Emily couldn’t decide if she wanted to go to tennis camp to music camp.

EXERCISE 3

Using Coordinating Conjunctions in Your Writing

Write a paragraph for a campaign flyer, describing a friend or acquaintance who you think should be elected to a student government position. Use as many of the seven coordinating conjunctions in your paragraph as you can. Check to be sure that you use a comma and a coordinating conjunction between two independent clauses. Use your own sheet of paper for this exercise.

Correlative Conjunctions

Correlative conjunctions are words used in pairs to join parts of a sentence. The most common correlative conjunctions include both/and, either/or, neither/nor, and not only/but also.

EXAMPLES

Both the tuna and the swordfish looked fresh.
Neither Pam nor Heather care for fish.
They can eat either chicken or hamburgers at the barbecue.
Pam brought not only potato and macaroni salads but also coleslaw and sliced fruit.

Because correlative conjunctions emphasize the equal relationship between ideas, it is important that all the sentence elements are parallel. The order of the elements after the second conjunction should match the elements after the first conjunction.
EXAMPLES

**not parallel**  Snowmobiles are both disturbing the peacefulness and have been destroying animals’ natural habitats in some national parks.

**parallel**  Snowmobiles are both disturbing the peacefulness and destroying animals’ natural habitats in some national parks.

**E X E R C I S E  4**

**Identifying Correlative Conjunctions**

Underline the correlative conjunctions in the following sentences.

1. Owning a dog is both a joy and a responsibility.
2. Either you or another family member must always be willing to take care of the animal.
3. Dogs are neither toys nor games that can be ignored if you're busy.
4. Owning a dog can be not only time consuming but also expensive.
5. Both animal shelters and classified ads list dogs that need new homes.
6. Adopting a full-grown dog not only rescues the animal but also eases the burden of training it.
7. Neither a breeder nor a pet shop can guarantee what the puppy will really be like when grown.
8. Training can be done either by the owner or by a professional.
9. Dogs need not only care, but also affection.
10. Deciding to get a dog is neither easy nor spontaneous.

**E X E R C I S E  5**

**Understanding Correlative Conjunctions**

Use the correlative conjunction indicated in parentheses to combine each pair of sentences below.

1. The YMCA summer camp offers tennis lessons. The summer camp offers sailing lessons. *(both/and)*

2. A home vegetable garden produces vegetables for the summer. A home vegetable garden produces vegetables for the freezer. *(not only/but also)*
3. By dawn the snowplows must be out working. By dawn the roads will be closed. (either/or)

4. Jake couldn't find the carton of paper. Paul couldn't find the carton of paper. (neither/nor)

5. A flute is a wind instrument. An oboe is a wind instrument. (both/and)

6. Rainforests provide important resources. Rainforests influence changes in the climate. (not only/but also)

7. A successful artist has to have a vivid imagination. A successful artist has to have technical skills. (both/and)

8. The bookstore didn't have the book Sara needed. The library didn't have the book Sara needed. (neither/nor)

9. Julie is learning to read Chinese. Julie is learning to speak Chinese. (not only/but also)

10. Our cat may be hiding in the basement. Our cat may be hiding in the closet. (either/or)

**EXERCISE 6**

**Using Correlative Conjunctions in Your Writing**

What’s the best movie you’ve ever seen? Write a review of the film for a school newspaper, discussing its content, visual appeal, acting, music, and whatever other features impressed you. Also explain why you would recommend the movie to friends. Use correlative conjunctions to link your thoughts. Use your own sheet of paper for this exercise.
LESSON 28

Subordinating Conjunctions

Subordinating conjunctions introduce subordinate clauses (also known as dependent clauses)—clauses that cannot stand alone. These conjunctions connect subordinate clauses to independent clauses, which can stand alone as complete sentences. In the example sentence, the subordinating conjunction when introduces the subordinate clause when he moved between two jets at an altitude of 2.95 miles for the movie Cliffhanger. When connects the subordinate clause to the independent clause, In 1993, Simon Crane performed one of the most dangerous aerial stunts ever. The subordinate clause adds important information about what that dangerous stunt was.

EXAMPLE

In 1993, Simon Crane performed one of the most dangerous aerial stunts ever when he moved between two jets at an altitude of 2.95 miles for the movie Cliffhanger.

Subordinating conjunctions usually express relationships like these:

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>time</td>
<td>after, as, as long as, as soon as, before, since, until, when, whenever, while</td>
</tr>
<tr>
<td>place/spatial</td>
<td>where, wherever</td>
</tr>
<tr>
<td>manner</td>
<td>as, as if, as though, through</td>
</tr>
<tr>
<td>cause</td>
<td>because, as, since</td>
</tr>
<tr>
<td>condition</td>
<td>although, as long as, even if, even though, if, provided that, though, unless, while, wherever</td>
</tr>
<tr>
<td>comparison</td>
<td>as, than</td>
</tr>
<tr>
<td>purpose</td>
<td>in order that, so that, that</td>
</tr>
</tbody>
</table>

EXAMPLES

Even if you haven’t seen the stunt, you can imagine why it was performed only once. (Even if introduces the subordinate clause and expresses condition.)

An aerial stunt is much more dangerous and therefore more costly than a dive, body-burn, or leap is. (Than introduces the subordinate clause and expresses a relationship of comparison.)
**EXERCISE 1**

**Identifying Subordinating Conjunctions**

For each numbered sentence below, identify the subordinating conjunctions, the subordinate clause, and the independent clause.

1. *Cultural context* is less dependent on a time period than it is on the culture of the poet, speaker, or subject of the poem. For instance, “The Floral Apron” (page 254) draws on the speaker’s culture and the responsibility of elders to pass on their culture and knowledge to the younger generation, as well as the responsibility of the younger generation to learn from its elders. 2. As she demonstrates how to prepare squid, the woman wearing the floral apron passes on her knowledge to the next generation. Understanding the importance in Chinese culture of passing knowledge from generation to generation can contribute to the way you read and understand “The Floral Apron.”

3. Although “The Floral Apron” is about the writer’s culture, it also has a universal or general significance. Likewise, Joy Harjo’s “Remember” (page 249) may be grounded in the poet’s belief that people are intimately connected to the world around them, which is a belief shared by many other Native Americans. However, the poem’s message and imagery can be understood and enjoyed without the knowledge that Harjo is of Native American descent.
EXERCISE 2

Understanding Subordinating Conjunctions

Use the subordinating conjunction indicated in parentheses to combine each pair of sentences. You may need to reword the sentences slightly so that they make sense when combined. Express main ideas in independent clauses and less important ideas in subordinate clauses.

1. They turned on all the lamps. They could search for Marcie's contact lens. (so that)
2. Many stores have summer clearance sales in July. Summer weather is just beginning. (even though)
3. Our buses will leave for the game. The team is ready to go. (as soon as)
4. Pollution is a serious problem. We have only one Earth on which to live. (since)
5. Hiking in the mountains is exhilarating. You are in good physical condition. (provided that)
6. Heather will learn Spanish. Heather will live in Spain for a month. (while)
7. Butterflies can migrate thousands of miles. Butterflies appear delicate and fragile. (even though)
8. Switzerland shares its borders with five countries. It is known as the crossroads of Europe. (since)
9. The bald eagle isn't really bald. It actually has white feathers on its head, neck, and tail. (because)
10. Joyce will miss her friends. Joyce is moving to Tennessee. (when)
EXERCISE 3

Using Subordinating Conjunctions

Write a sentence for each subordinating conjunction listed below. Use the kind of conjunction in parentheses as a guide for the relationship between the independent and subordinate clauses. Experiment with different placements of the subordinate clauses. You may need to reword the sentences slightly so that they make sense with each placement of the subordinate clause.

1. as long as (time)

2. wherever (place)

3. as though (comparison)

4. since (cause)

5. provided that (condition)

6. while (time)

7. where (place)

8. as if (manner)

9. as (cause)

10. even if (condition)
LESSON 29

Interrupters and Interjections

An interrupter is a word or phrase that breaks, or interrupts, the flow of thought in a sentence. In your writing, you will sometimes use an interrupter to emphasize a point. An interrupter is usually set off by commas or dashes from the rest of the sentence because it is not a basic part of the sentence or essential to its meaning. The punctuation marks that set off an interrupter indicate a pause before and after the interruption.

EXAMPLES
The story, I believe, begins with the narrator’s assurance that he will relate a common tale of ordinary events.
Furthermore, he insists that he has no interest in cause and effect.
That man—a truly difficult person—is obsessed and unreliable.

EXERCISE 1

Identifying Interrupters

Identify the five interrupters in the passage below.

Motion sickness is a feeling of nausea, clamminess, and dizziness caused by mixed signals received when a person is in motion. Usually, the feeling occurs when the fluid in the inner ear, called endolymph, tells your brain that you are in motion, but your other senses do not reinforce that message. Car sickness, a form of motion sickness, is often caused by lying down, reading, or doing something else that keeps you from seeing the scenery moving past the car. Seasickness and, more recently, space sickness are other forms of motion sickness. The best cure for motion sickness is to look out a window at scenery in the distance. And, of course, getting fresh air and drinking ginger tea can also help.
EXERCISE 2

Understanding Interrupters

Identify the interrupters in the following sentences. Then rewrite each sentence, correctly adding commas or dashes to set off each interrupter from the rest of the sentence.

1. The Owls founded in 1894 were the first women's self-improvement group in Wyoming.

2. The group was so named quite naturally because its members sought wisdom through the study and discussion of literature, music, history, and religion.

3. Today women's groups are often more concerned with community service than with academic study.

4. Many meet in monthly book clubs I do admit but these are more social than they are intellectual.

5. Indeed they often collect dues that are used to pay for dinners or even vacations.

6. Many civic organizations however do community service bake and arts and crafts sales and programs for foster grandparents, shut-ins, and battered wives.

7. Some like the Junior League and the Shoreline Foundation run decorators' show houses to make money for worthy causes.

8. Allison do you realize how amazed your great-grandmother would be to see the ways women's organizations have changed?

9. Some women's groups Hadassah and the National Council of Jewish Women for example perform services for people of all religions.

10. Regardless of the group affiliation or the work to be done though women will always find time to socialize and make friends.
EXERCISE 3

Using Interrupters in Your Writing

Narrate for a peer audience an amusing or humorous incident that happened to you or someone you know. Make your details funny or your tone tongue-in-cheek. Use at least five interrupters in your narrative incident. Use your own sheet of paper for this exercise.

Interjections

An interjection is a part of speech that expresses feeling, such as surprise, joy, relief, urgency, pain, or anger. Common interjections include ah, aha, alas, bravo, dear me, goodness, great, ha, help, hey, hooray, hush, indeed, mercy, of course, oh, oops, ouch, phooey, really, say, see, ugh, and whew.

EXAMPLES
Alas, this is the end!
Good! I’m glad to hear it.
Pshaw! He didn’t say that!
Heavens, that was a close call.

Interjections indicate different degrees of emotion. They may express intense or sudden emotion, as in Wow! That was unexpected. Notice that the strong expression of emotion stands alone in the sentence and is followed by an exclamation point.

Interjections can also express mild emotion, as in Well, that is the best we could do. In this sentence, the interjection is part of the sentence and is set off only with a comma. Even when interjections are part of a sentence, they do not perform a grammatical function in the sentence.

EXERCISE 4

Identifying Interjections in Literature

Write the interjections from literature passages below.

1. The royal-blue rug now has a dark spot, and my big toe has a strong burning sensation. Oh, sensation. I am filled with sensation. I feel—oh, how I feel. I feel, I feel, I feel.
—From “Holidays,” by Jamaica Kincaid, page 276

2. Did I say that? Must I say that? Oh, me, oh my.
—From “Holidays,” by Jamaica Kincaid, page 276
3. Well, I think I'm making up for previous sins, because when I was in graduate school, I was taught that difficulty was part of the value of poetry, and I committed the sin of difficulty over and over again in my earlier writing.
   —from “Elizabeth Farnsworth Talks to Billy Collins,”
   by Elizabeth Farnsworth, page 286

4. Well, I've gotten tired of it actually.
   —from “Elizabeth Farnsworth Talks to Billy Collins,”
   by Elizabeth Farnsworth, page 286

5. Moan like an autumn wind high in the lonesome treetops, / moan soft like you wanted somebody terrible, cry like a / racing car slipping away from a motorcycle cop, bang-bang!
   —from “Jazz Fantasia,” by Carl Sandburg, page E189

EXERCISE 5

Understanding Interjections

For each interjection listed below, write a sentence that includes it and expresses the appropriate emotion. Use either a comma or an exclamation point to set off the interjection from the sentence.

1. whoops

2. all right

3. say

4. bah

5. horrors

6. well
7. my goodness

8. really

9. ouch

10. boo

**EXERCISE 6**

**Using Interjections in Your Writing**

Write a dialogue taking place among three people the day after cheerleader tryouts, class play auditions, student government elections, or some other competition at school. What transpired, what were the results, and what were their reactions? Use a variety of appropriate interjections in the conversation.
LESSON 30

Parenthetical Expressions

Parenthetical expressions are those words or groups of words that may explain, comment on, or qualify the ideas contained in a sentence. Expressions such as of course, after all, however, mind you, for instance, for example, by the way, furthermore, besides, in fact, to tell the truth, in my opinion, on the other hand, in addition, and as I was saying may aid understanding but are not essential to basic meaning. They are set off from the rest of the sentence with a comma or commas.

EXAMPLES
In short, it is too cold and damp to hold the garden party outdoors. The weather is supposed to clear by midafternoon, however.
Toothpaste, of all things, makes an excellent cleaner for silver jewelry.

EXERCISE 1
Identifying Parenthetical Expressions

Identify the parenthetical expressions in the following passage.

A word’s denotation is its dictionary definition. A word’s connotations are all the positive or negative associations it has in addition to its literal meaning. For example, the words dirty and soiled both denote “unclean.” However, the word dirty has negative connotations. For example, it is associated with low morals (as in “a dirty business deal”) and unpleasant tasks (as in “a dirty job”). Soiled, on the other hand, is rather neutral—neither positive or negative.
EXERCISE 2

Understanding Parenthetical Expressions

Rewrite each of the following sentences by inserting a parenthetical expression into each. Try to vary your placement of these expressions, and be sure to punctuate them correctly with commas.

1. Jellybeans are the ideal candy.

2. They don't have much nutritional value, but they are portable.

3. You can’t eat too many of them before you’ve had enough.

4. I wish I had been alive during the Age of Discovery or the Era of Exploration.

5. I have romantic notions of discovering some exotic location.

6. I wouldn’t have liked the primitive conditions of the sixteenth and seventeenth centuries.

7. I probably would have succumbed to scurvy or seasickness.

8. Daniel Defoe was a public advocate early in his career as a journalist.

9. He supported such liberal measures as the income tax, insurance, road improvement, and insane asylums.

10. He didn’t turn to writing fiction until he was sixty years old.
EXERCISE 3

Using Parenthetical Expressions

Write a sentence for each of the following parenthetical expressions. Try to vary your placement of the expressions, and be sure to punctuate them correctly with commas.

1. indeed

2. in short

3. besides

4. consequently

5. in fact

6. to be honest

7. as I was saying

8. I believe

9. for instance

10. after all
LESSON 31

Phrases and Clauses

Sometimes groups of words function as one part of speech. These groups of words are either phrases or clauses. Clauses have both subjects and verbs; phrases do not.

Examples

| phrase   | Carly invited Meg for the weekend. |
| phrase   | Alan tried to find his misplaced glasses. |
| clause   | When they finish dinner, they usually take a walk. |
| clause   | Can you tell me how I can get to the beach from here? |

Exercise 1

Identifying Phrases and Clauses in Literature

Identify the underlined groups of words in the literature passage as phrases or clauses. Write your answers on the corresponding lines below.

LOMOV. I'll try to get it over with. I mean, you know, my dear Natalia Stepanovna that I've known, since childhood, even, known, and had the privilege of knowing, your family. My late aunt, and her husband, who, as you know, left me my estate, they always had the greatest respect for your father, and your late mother. The Lomovs and the Chubukovs have always been very friendly, you might even say affectionate. And, of course, you know, our land borders on each other's. My Oxen Meadows touch your birch grove…

from "A Marriage Proposal," page 319
*
Anton Chekhov

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

6. ____________________________

7. ____________________________

8. ____________________________
EXERCISE 2

Using Phrases and Clauses

Write a complete sentence incorporating each phrase or clause below.

1. in an old-fashioned ice cream freezer

2. as much as they liked

3. to have fun

4. if you're planning a family gathering

5. before anyone could react

6. as they watched the sun set

7. after nine years

8. which is exactly what she thought

9. by the beginning of June

10. whom we could trust
LESSON 32

Prepositional Phrases

A prepositional phrase consists of a preposition, its object, and any modifiers of that object. A prepositional phrase shows a relationship between its object and some other word in the sentence. The phrase may function as an adjective or an adverb.

EXAMPLES

adjectives

Jacob borrowed a book of science fiction stories.
(The prepositional phrase of science fiction stories tells what kind of book Jacob borrowed. The phrase acts as an adjective modifying the noun book.)

Jacob's choice of genres also includes tales of the Old West.
(The prepositional phrase of genres tells which of Jacob's choices includes tales of the Old West. The phrase acts as an adjective modifying the noun choice.)

adverbs

The crossword puzzle was invented in 1913. (The prepositional phrase in 1913 tells when the puzzle was invented. The phrase acts as an adverb modifying the verb was invented.)

Journalist Arthur Wynne is famous for the puzzles he called "Mental Exercises." (The prepositional phrase for the puzzles he called "Mental Exercises" tells why Arthur Wynne is famous. The phrase acts as an adverb modifying the adjective famous.)

Use prepositional phrases to create sentence variety. When every sentence in a paragraph starts with its subject, the rhythm of the sentences becomes boring. Revise your sentences, where appropriate, to start with prepositional phrases. Notice that a prepositional phrase, especially a long one, that begins a sentence is often followed by a comma.

EXAMPLE

Robert searched for ivory-billed woodpeckers with no success.
With no success, Robert searched for ivory-billed woodpeckers.

EXERCISE 1

Identifying Prepositional Phrases in Literature

Write the word that each underlined prepositional phrase modifies. Then label each prepositional phrase as an adjective phrase or an adverb phrase.
**SCENE.** The kitchen *in the now abandoned farmhouse* of John Wright, a gloomy kitchen, and left without having been put in order—unwashed pans *under the sink*, a loaf *of bread* outside the bread-box, a dish-towel *on the table*—other signs *of incompleted work*. *At the rear* the outer door opens and the SHERIFF comes in followed *by the COUNTY ATTORNEY and HALE*. The SHERIFF and HALE are men in middle life, the COUNTY ATTORNEY is a young man; all are much bundled up and go at once *to the stove*. They are followed *by the two women*—the SHERIFF’s wife first; she is a slight wiry woman, a thin nervous face. MRS. HALE is larger and would ordinarily be called more comfortable looking, but she is disturbed now and looks fearfully about as she enters. The women have come in slowly, and stand close together *near the door*.

*from the stage direction “Trifles,” page E234
Susan Glaspell*

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**EXERCISE 2**

**Understanding Prepositional Phrases**

Rewrite the following sentences so that each begins with the underlined prepositional phrase(s).

1. The Kirwin Art School has an outdoor exhibit and sale during the summer.

2. Aspiring artists from around the country submit photographs of their works.

3. The members of the jury committee review the photos at their weekly meetings.

4. Students from the Kirwin School are among the competing artists.
5. There are cash prizes in addition to the opportunity to sell a painting or a basket.

6. The competition is fierce because of the financial rewards.

7. The members of the jury panel must remain objective regarding their selections.

8. The best works show originality beyond being visually appealing.

9. The judges look for unusual work, according to an artist who previously exhibited at the show.

10. This year’s winners are primarily artists who work in mixed media, except for a solitary glass blower.

**EXERCISE 3**

**Using Prepositional Phrases in Your Writing**

Imagine that your school literary magazine is doing a feature on unusual persons or places. Write a description of a person or a place that created a distinct impression on you. For example, you might describe the magical environment of a garden by the sea or the old-fashioned quality of a woman who wears long skirts and delicate jewelry. Choose details to convey a strong, unified impression, and use prepositional phrases to help readers envision what the person or place looks like. Use your own sheet of paper for this exercise.
LESSON 33

Verbal Phrases

Verbs are verb forms that act as namers (nouns) or modifiers (adjectives or adverbs). There are three kinds of verbs: participles, gerunds, and infinitives.

Participial Phrases

A participle is a verb form that ends in –ing, –d, or –ed and that acts as an adjective, modifying a noun or a pronoun. A participial phrase is made up of a participle and all of the words related to the participle, which may include objects, modifiers, and prepositional phrases. The entire phrase acts as an adjective.

Examples

Running quickly around the side of the house, Ned tried to head off the unleashed dog. (The participle running, the adverb quickly, and the prepositional phrases around the side and of the house make up the participial phrase that modifies Ned.)

Hillary prepared fresh vegetable soup from ingredients picked early from the garden. (The participle picked, the adverb early, and the prepositional phrase from the garden make up the participial phrase that modifies ingredients.)

For variety, begin some of your sentences with participial phrases. However, be sure to place each participial phrase close to the word it modifies. Otherwise, you may say something you do not mean.

Examples

misplaced participial phrase Billowing from every window, we saw clouds of smoke.
revised sentence We saw clouds of smoke billowing from every window.
revised sentence Billowing from every window, clouds of smoke wafted toward us.
EXERCISE 1

Identifying Participial Phrases in Literature

Identify the four participial phrases in the literature passage below. Then identify the noun or pronoun the participial phrase modifies.

Although Glaspell brings new vigor to the myth, the attention given to Mrs. Hale’s resewing the quilt, the change in Mrs. Peters’s perspective on law and justice, and the rope placed by Mrs. Wright around her husband’s neck are nonetheless grounded in the story of the Three Sisters who control the fate of men….

Furthermore, the information concerning the domestic life of the Wrights is supplied, or spun, mainly by Mrs. Hale; she describes Mr. Wright as “a hard man,” and, with her recollections of the young Minnie Foster (now Mrs. Wright) as “kind of like a bird” (82), she establishes the connection of Mr. Wright’s involvement in the physical death of the canary and spiritual death of his wife. The condescending manner in which the men joke about the women’s concern regarding Mrs. Wright’s intention “to quilt or just knot” the quilt evokes a defensive remark from Mrs. Hale in which she hints that it is unwise to tempt fate; she asserts, “I don’t see as it’s anything to laugh about” (79–80).

from “Glaspell’s Trifles,” page E250
Judith Kay Russell

EXERCISE 2

Understanding Participial Phrases

 Include each of the following participial phrases in a complete sentence. Try to vary your sentence structure, and be sure to place each participial phrase close to the word it modifies.
1. dripping from the broken pipe

2. stuffed with books and snacks

3. sleeping peacefully

4. filmed on videotape

5. running with his suitcase

6. located in the center

7. watching the squirrel

8. studying for the test

9. wilted on the vine

10. dropped on the floor

**EXERCISE 3**

**Using Participial Phrases in Your Writing**

For a special school newspaper edition honoring the administrators and teachers, write a portrait of the person who you believe touches the most lives. Consider how this person acts, speaks, motivates others, and simply does his or her job. Use participial phrases in your portrait to explain the person's importance. Use your own sheet of paper for this exercise.
Gerund Phrases

A gerund phrase is a phrase made up of a gerund (a verb form ending in –ing) and all of its modifiers and complements. Unlike a participial phrase, a gerund phrase functions as a noun. This means that it may be the subject, predicate nominative, direct object, indirect object, or object of a preposition in a sentence. A gerund's modifiers include adjectives, adverbs, and prepositional phrases.

EXAMPLES
Reading the newspaper is a good way to start the day. (The gerund phrase functions as the subject of the sentence.)

A good way to start the day is reading the newspaper. (The gerund phrase functions as the predicate nominative of the sentence.)

Sally dislikes reading the newspaper because of all the bad news. (The gerund phrase functions as the direct object of the verb.)

Michelle gives reading the newspaper too much time. (The gerund phrase functions as an indirect object of the verb.)

Mom's first cup of coffee is accompanied by reading the newspaper. (The gerund phrase functions as the object of a preposition.)

Exercise 4
Identifying Gerund Phrases

Identify the gerund phrases in the sentences below. Then tell whether the gerund phrase is used as a subject, predicate nominative, direct object, indirect object, or object of the preposition.

1. Leslie enjoyed swimming in the pool after a long day's work.

2. Studying for the exam three days in advance was a great idea.

3. For creating intricate details on the ship in a bottle, you need to have good eyes.

4. Nathaniel's pastime is painting beautiful pictures of nature.

5. My mother gives working at her job all her time.
**EXERCISE 5**

**Understanding Gerund Phrases**

Write a sentence for each of the following gerund phrases. Be sure to use each phrase as the subject, predicate nominative, direct object, indirect object, or object of a preposition.

1. racing to the airport

2. practicing many hours a day

3. making hardly a sound

4. honking of horns and ringing of church bells

5. learning to speak Spanish

6. filling the cavity

7. working hard

8. capturing the imagination

9. baking beautiful cakes

10. clanging and banging
EXERCISE 6

Using Gerund Phrases in Your Writing

For the *Guinness Book of World Records*, write an entry touting your real or fictional accomplishments in strength, speed, endurance, teamwork, big business, charitable contributions, fashion, movies, computers, or some other area. Explain where, when, what, why, and how you did what you did. In your paragraph, use at least four gerund phrases.

Infinitive Phrases

An *infinitive phrase* is made up of an infinitive (a verb form preceded by the word *to*) and all its modifiers and complements. Infinitive phrases can function as nouns, adjectives, or adverbs.

**EXAMPLES**

Alma went **to get the mail**. (The infinitive phrase functions as an adverb.)

Kim expects **to swim in the Olympic trials this fall**. (The infinitive phrase functions as a noun.)

Sometimes the *to* of an infinitive phrase is understood rather than written. This happens frequently after such verbs as *see, hear, feel, watch, help, know, dare, need, make, let, and please.*

**EXAMPLES**

Eva didn’t dare [to] tell her mother about the dented fender.

The toddler refused to let his blanket [to] go.
EXERCISE 7
Identifying Infinitive Phrases in Literature

Identify the eight infinitive phrases in the literature passage below.

How laudable it is for a prince to keep good faith and live with integrity, and not with astuteness, everyone knows. Still the experience of our times shows those princes to have done great things who have had little regard for good faith, and have been able by astuteness to confuse men's brains, and who have ultimately overcome those who have made loyalty their foundation.

You must know, then, that there are two methods of fighting, the one by law, the other by force: the first method is that of men, the second of beasts; but as the first method is often insufficient, one must have recourse to the second. It is therefore necessary for a prince to know well how to use both the beast and the man. This was covertly taught to rulers by ancient writers, who relate how Achilles and many others of those ancient princes were given to Chiron the centaur to be brought up and educated under his discipline. The parable of this semi-animal, semi-human teacher is meant to indicate that a prince must know how to use both natures, and that the one without the other is not durable.

from “The Prince,” page 440
Niccolò Machiavelli

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________

EXERCISE 8
Understanding Infinitive Phrases

Complete each of the following sentences with an infinitive phrase.

1. Anthony hopes __________________________.
2. The darkening clouds suggest it is likely __________________________.
3. Harold has a remarkable ability __________________________.
4. __________________________ would be a pity.
5. If Mary gets the job, she is going __________________________.

6. On Saturday, they have plans __________________________.

7. Your genes dictate that you are likely __________________________.

8. Without proper training, do not attempt __________________________

9. With little need for water, the cactus is able __________________________

10. __________________________ is not unusual.

**EXERCISE 9**

**Using Infinitive Phrases in Your Writing**

Imagine that you have been invited to contribute to a book for teens titled *How to Do Anything*. As your submission, write a recipe or a set of brief directions, explaining how to make or do something, such as prepare potato salad, change a flat tire, or play a computer game. Be sure to give your instructions in order, and add any special advice to ensure that the process is carried out with good results. Use at least five infinitive phrases in your directions.
LESSON 34

Appositive Phrases

An appositive phrase is a group of words made up of an appositive and all its modifiers. The phrase renames or identifies a noun or pronoun.

EXAMPLES
The northern snakehead, a meat-eating fish native to China, has been found in a pond in Maryland. (The appositive phrase renames the noun northern snakehead.)

The colors aqua, silver, and green make up the design of the yacht club’s flag. (The appositive phrase identifies the colors that make up the design of the yacht club’s flag.)

If the information in an appositive phrase specifically identifies the noun that precedes it, then the appositive phrase is called essential (or restrictive) and is not set off with commas. In the second example above, aqua, silver, and green is an essential appositive phrase. It is necessary to the meaning of the sentence; therefore, this appositive phrase is not set off with commas.

If the information in an appositive phrase is not necessary to identify the noun that precedes it, then the appositive phrase is called nonessential (or nonrestrictive) and is set off with commas. In the first example above, a meat-eating fish native to China is a nonessential appositive phrase. It is not necessary to the meaning of the sentence; therefore, it is set off with commas.

Appositive phrases add variety to your writing because they can be placed at the beginning, in the middle, or at the end of a sentence. Using appositive phrases to combine sentences eliminates unimportant words and creates more fact-filled sentences. When you join two ideas with an appositive phrase, you should normally place the idea you wish to stress in the main clause and make the less important idea the appositive.

EXAMPLES
The fish is a hungry predator. It can even move on land by using its pectoral fins like elbows.

The fish, a hungry predator, can even move on land by using its pectoral fins like elbows.
EXERCISE 1

Identifying Appositive Phrases

Identify the five appositive phrases in the following passage. Then tell which noun or pronoun the appositive identifies.

William Shakespeare (1564–1616) is widely considered the greatest dramatist the world has known. Today, nearly four hundred years after his death, his plays are still performed for audiences all over the world. As the fellow poet Ben Jonson famously put it, Shakespeare's art is “not of an age, but for all time.”

Little is known about Shakespeare's early life. His mother, Mary Arden Shakespeare, was from a well-to-do, well-connected family. His father, John Shakespeare, was a prosperous glove maker and local politician. At the age of eighteen, he married Anne Hathaway, eight years his senior. The couple's first child, a daughter whom they named Susanna, was born shortly thereafter. In 1585, the couple had twins, Hamnet and Judith.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

EXERCISE 2

Identifying Appositive Phrases

Write the appositive phrases that appear in the sentences below. Then tell the noun or pronoun each appositive phrase identifies.

1. The Andean countries, Colombia, Ecuador, Peru, and Bolivia, are in South America.

2. Tropical crops, bananas and sugar cane, are valuable exports from South America.

3. Hot, wet jungle, the Amazon rainforest, covers thousands of square miles.
4. Chile has valuable mineral resources, sulfur, iodine, and nitrates, to export.

5. In the Andes, the world’s longest mountain range, the llama is the most important animal.

6. Brazil, the largest country, has more people than the rest of South America put together.

7. Bolivia, the highest country and also the poorest, was the site of a great pre-Colombian civilization.

8. In Peru, Machu Picchu, the lost city of the Incas, is perched on a mountainside.

9. The highest peaks of the Andes, still active volcanoes, remain largely unexplored.

10. Southern Argentina, a cool, dry region, has more sheep than people.

**Exercise 3**

**Understanding Appositive Phrases**

Combine each pair of sentences with an appositive or an appositive phrase.

1. Deserts are arid regions with negligible rainfall. Some deserts are too salty to support plant life.

2. Desert plants have special ways of gathering and storing water. Desert plants are organisms that have adapted to their arid environment.

3. The saguaro cactus is a giant cactus that grows in the deserts of the western United States. A saguaro can hold more than a barrel of water in its stem.
4. Desert animals are able to survive the heat and drought. They have adapted to life in the hot, dry climate.

5. Many desert animals are nocturnal creatures. They hide underground when the day is hot.

6. Spiders, scorpions, snakes, and lizards are creatures with waterproof skin. They keep moisture in their bodies.

7. Tarantulas are poisonous spiders that kill other insects. They are large and hairy.

8. Prickly pear cacti are spiny, water-laden plants. The desert tortoise gets all its liquid from the prickly pear cactus.

9. Plants are the providers of food and protection for small animals. The plants benefit in turn when the animals help plants pollinate and spread seeds.

10. There are four large deserts in the western United States. They are the Sonoran, Mojave, and Painted deserts and Death Valley.

**EXERCISE 4**

**Using Appositive Phrases in Your Writing**

Imagine that your community plans to leave a time capsule that will not be opened for one hundred years. Write a letter to be enclosed in the time capsule that will explain what life in your community is like today. You can pick any aspects of life for your letter—city or school politics, current events, popular foods, films or TV shows, or clothing fads. Use at least five appositive phrases in your letter that will help people understand history from a firsthand account of it. Use your own sheet of paper for this exercise.
Adjective and Adverb Clauses

Adjective Clauses

There are three types of subordinate clauses: adjective clauses, adverb clauses, and noun clauses.

An adjective clause is a subordinate clause that functions as an adjective. It modifies a noun or pronoun. Adjective clauses are introduced most frequently with words like the following: that, which, who, whom, and whose. They are sometimes introduced by words like when, why, and where. An adjective clause usually follows the word it modifies.

Examples
Goldenrod, which is a member of the same family as ragweed, does not create the same amount of pollen.

Think about removing from your garden some of the flowers, plants, and trees that are the worst allergy offenders.

When an adjective clause is essential to the meaning of a sentence, it should not be set off from the rest of the sentence with commas. When an adjective clause is nonessential, it is set off with commas.

Examples

essential
The first crude zipper consisted of two metal chains that could be joined together by pulling a slider between them.

A Swiss mountain climber is the person who invented locking tape, or Velcro.

nonessential
Uncle Louis, who was a wonderful person, was my father’s only brother.

As a hobby, he flew a BT-13, which is an old WWII-era airplane.

Exercise 1

Identifying Adjective Clauses

Underline the adjective clauses in the following sentences.

1. A drama is a story that is told through characters played by actors.

2. Read the part in the script where Julius Caesar returns to Rome.
3. Stage directions are notes that describe how the play should be presented and performed.

4. William Shakespeare, who is a famous playwright, still has his plays performed all over the world.

5. *The Tragedy of Romeo and Juliet*, which is my favorite play, will be performed at the theater next month.

6. The battles scenes are one of the reasons why I enjoy the play *The Tragedy of Julius Caesar*.

7. The monologue that Antony makes in Act III is very memorable.

8. Julius Caesar, who is killed by Brutus, is one of my favorite characters in this play.

9. The city of Rome, where Caesar is killed, is located in Italy.

10. Power and ambition are some of the ideas that the play explores.

**Exercise 2**

**Correcting Adjective Clauses**

Correct the punctuation of the adjective clauses in the following sentences. If a sentence has no punctuation errors, write *correct*.

1. George whose family owns a pizza restaurant is bringing the refreshments.

   ____________________________

   correct

2. You must go to an emergency room where they can immediately treat your broken arm.

   ____________________________

3. It is safer to bicycle along the trail that has been widened.

   ____________________________

4. The Atlantic Ocean which used to seem enormous can now be crossed in a matter of hours.

   ____________________________

5. Her backpack, the one that she brought back from Honduras, was ruined.

   ____________________________

6. Any soloists, who have not memorized their parts, must see Mrs. Thompson after class.

   ____________________________
7. Looking at that red truck, which had a bright new paint job, Walter knew immediately that this was the vehicle he had dreamed of owning.

8. Houses, that were reasonably priced, sold quickly on their street.

9. On the corner, where Main Street crosses State Street, you’ll find the post office.

10. Some hemlocks, that have become diseased, are being cut down in the woods.

**EXERCISE 3**

**Using Adjective Clauses in Your Writing**

Choose a common object, such as the elevator, shopping cart, or ice cream cone, and invent a history for it. Be sure to include who invented it, where, when, why, and how. Convince your classmates that this object is the most important product of its era. Use at least five essential and nonessential adjective clauses in your history. Use your own sheet of paper for this exercise.

**Adverb Clauses**

An adverb clause is a subordinate clause that functions as an adverb. It modifies a verb, an adjective, or another adverb.

**EXAMPLES**

Cindi uses her sister’s room until Kaitlin comes home from college. 
(*Until Kaitlin comes home from college tells when Cindi uses her room. The clause modifies the verb uses.*)

Tired because he had not slept well, Gino wanted a nap. 
(*Because he had not slept well modifies the adjective tired.*)

People sleep much better when they have adequate physical activity. 
(*When they have adequate physical activity modifies the adverb better.*)

When you use an adverb clause at the beginning of a sentence, follow it with a comma. If you use an adverb clause at the end of a sentence, you usually do not need to use a comma before it.

**EXAMPLES**

When the humidity soars, we close the windows and turn on the air conditioning.

We close the windows and turn on the air conditioning when the humidity soars.
Adverb clauses often, but not always, start with a subordinating conjunction such as after, although, because, before, if, so that, unless, when, where, whether, or while.

**EXERCISE 4**

**Identifying Adverb Clauses in Literature**

Identify the three adverb clauses in the following passages.

Pope Julius II, although he had made use of a reputation for liberality in order to attain the papacy, did not seek to retain it afterwards, so that he might be able to wage war.

Thus it is well to seem merciful, faithful, humane, sincere, religious, and also to be so; but you must have the mind so disposed that when it is needful to be otherwise you may be able to change to the opposite qualities.

*from “The Prince,” page 441
Niccolò Machiavelli*

**EXERCISE 5**

**Understanding Adverb Clauses**

Write an independent clause to attach to each of the following adverb clauses. When you write out the complete sentences, be sure to punctuate the adverb clauses correctly.

1. before he eats dinner

2. unless his plane is still in the air

3. although they are tiny

4. so that none will be broken
5. while the national anthem was played

6. before the interstate highway system was built

7. whether the roads are clear or not

8. when you turn on the air conditioning

9. if you have spent a snowy morning shoveling the driveway

10. after the concert was over

EXERCISE 6

Using Adverb Clauses in Your Writing

Interview a classmate about his or her attitudes toward a specific policy, problem, or situation, such as lack of a place for high school students to hang out on the weekends, a curfew law, or the helmet regulations at a skateboard park. Limit your interview to around five questions, and organize them logically. Record the answers your classmate gives and summarize them in a paragraph. In your summary, use adverb clauses to help your readers understand both the topic of the interview and how your classmate views that topic. Vary the placement of your adverb clauses. Use your own sheet of paper for this exercise.
Noun Clauses

A noun clause is a subordinate clause that functions as a noun. It can function as a subject, predicate nominative, direct object, indirect object, object of a preposition, or appositive. Notice that noun clauses can have modifiers and complements. They can come at the beginning, middle, or end of a sentence.

Words like these often introduce noun clauses: how, if, that, what, whatever, when, where, whether, which, who, whoever, whom, whose, and why.

Examples
subject That no one responded to the ad amazed us. This is how it happened.

predicate nominative Dad didn't know where he had left the cell phone.

direct object Ask whomever you know about their reactions to the movie.

indirect object

object of the preposition Sam was widely respected for what he could do with glass and wood.

appositive The theme of the story, that self-esteem grows through trial and error, applies to people of all ages.

Too many noun clauses can make your writing sound wordy and overly formal, especially when the noun clauses are used as subjects.

Examples
That eight hours of sleep are needed to maintain good health is something not everyone knows.

Not everyone knows that eight hours of sleep are needed to maintain good health.

Exercise 1
Identifying Noun Clauses

Underline the noun clause in each sentence below. Then identify its function in the sentence.

1. My idea that we should read the play was a very good one.

2. What you are currently reading is a play written by William Shakespeare.
3. She asked if I enjoyed Brutus's character in *The Tragedy of Julius Caesar*.

4. It depends on whether Brutus ends up killing Caesar or not.

5. My first impression is that Brutus will join Cassius.

6. Give whomever you like a copy of the play.

7. Why you didn't enjoy the play is hard for me to understand.

8. I can't figure out where in the play Brutus dies.

9. My hope is that we can continue to analyze the themes of this play.

10. I think we will profit from what we learned in Mrs. Sheldon's class.

**Exercise 2**

**Understanding Noun Clauses**

Write a sentence using each group of words below as a noun clause. Check your work to be sure that you have written a noun clause, not an adjective or adverb clause.

1. whoever is making that terrible noise

2. how I should sew on a button

3. why she had to ride

4. when the leaves are falling
5. why the trip was cancelled

6. what the name of that song is

7. wherever you wish

8. that the two-hundred-year-old dresser had been sanded and stained

9. that Wendy will get the lead

10. who is the fastest runner

**EXERCISE 3**

**Using Noun Clauses in Your Writing**

Choose a painting, photograph, or illustration from your literature book and connect it with a piece of literature. If the art is already paired with a literary selection, explain why you think the choice was made. If the two pieces are not paired, explain why you believe they should be. Use at least four noun clauses in your explanation, and underline each one. Use your own sheet of paper for this exercise.
LESSON 37

The Clauses of a Sentence: Simple, Compound, Complex, and Compound-Complex

Sentences are classified according to the number and kind of clauses they contain. Sentence structures include simple, compound, complex, and compound-complex.

A simple sentence contains one independent clause and no subordinate clauses. It may have any number of phrases. It may also have a compound subject and a compound predicate. A simple sentence is sometimes called an independent clause because it can stand by itself.

**EXAMPLES**
- Fennel tastes like licorice.
- The blewit, or bluefoot mushroom, has a dense texture and a mild flavor.
- Japanese restaurants often serve edamame, green soybeans, as appetizers before a meal.

A compound sentence consists of two or more independent clauses joined together with a semicolon or with a comma and a coordinating conjunction (and, but, or, nor, for, yet, or so).

**EXAMPLES**
- Monica DeVries-Biblett chooses Asian vegetables as the centerpiece of her purist cuisine, **for** she is a scholar and self-proclaimed food adventurer.
- Both collards and grits are plural and Southern; **however**, they have more differences than similarities.

A complex sentence consists of one independent clause and one or more subordinate clauses. In the following examples, the independent clauses are italicized.

**EXAMPLES**
- Never eat raw or cooked rhubarb leaves because they are poisonous.
- After you combine the dried ingredients **but** before you beat in the eggs, **add a teaspoon of vanilla**.

A compound-complex sentence consists of two or more independent clauses and one or more subordinate clauses. In the following examples, the independent clauses are italicized.

**EXAMPLES**
- Many vegetables remain fairly constant in appearance **for weeks**, but flavor **and texture** are adversely affected **from the moment** that they are cut from the mother plant or pulled from the earth.
- Because they have a high moisture content, **mild onions are extremely perishable**, and they **should be stored in a dry, cool** place with good ventilation.
EXERCISE 1

Identifying Sentence Structures

Identify each sentence in the sentences below as simple, compound, complex, or compound-complex.

1. Lomov wants to marry his neighbor’s daughter Natalia.

2. Lomov dresses formally in a jacket, white gloves, and a top hat.

3. Because Lomov is very nervous, he stumbles on his words, but he finally gets the nerve to tell Chubukov that he wants to marry his daughter.

4. Natalia was shelling peas, so she is wearing an apron.

5. Natalia and Lomov start to argue because they both believe they own the Oxen Meadows.

6. After they calmly discuss the piece of land, they begin to scream at one another.

7. Lomov grabs his hat and leaves the house, and Natalia wants him to come back.

8. Lomov’s left foot is paralyzed, and he believes he is suffering from some nervous disorder because he is a hypochondriac.

9. Natalia and Lomov start another argument.

10. Each of them believes that the other’s hunting dog is inferior.
E X E R C I S E 2

Understanding How to Use Clauses to Create Different Sentence Structures

Expand each of the following simple sentences into a compound, complex, or compound-complex sentence by adding subordinate clauses and/or independent clauses. Label each sentence type that you create.

1. Most people follow the news.

2. Journalists and reporters sometimes put their lives at risk.

3. The Internet is a source of breaking news.

4. News writers need to be good observers.

5. Editors review the reporters’ stories.

6. Headlines are carefully constructed.

7. To learn the truth about events is important.

8. All of the media have some form of advertising.

9. National news magazines summarize the week’s events.

10. Careers in journalism are exciting.
EXERCISE 3

Using Different Sentence Structures in Your Writing

Create a myth or legend that explains to a young child a natural phenomenon, such as why a mountain arises or how snow comes to be, or why or how a concept such as love or patriotism originated. Use a variety of sentence structures—simple, compound, complex, and compound-complex—in your legend or myth.
LESSON 38

Incorrect Subject-Verb Agreement

A subject and its verb must agree in number. Use singular verb forms with singular subjects and plural verb forms with plural subjects.

Intervening Words

A prepositional phrase that comes between a subject and a verb usually does not determine whether the subject is singular or plural.

**Examples**

- The cat on the windowsill curls into a tiny ball. (*cat curls, singular*)
- The clematis vine, along with the rose bushes, grows well in this soil. (*vine grows, singular*)
- The children on the street ride their bicycles around the cul de sac. (*children ride, plural*)
- The tomatoes in the garden are red and plump. (*tomatoes are, plural*)

However, in some cases, when the subject is an indefinite pronoun, the object of an intervening prepositional phrase determines the number of the verb. This exception is covered later on in this lesson.

**Examples**

- Most of the garden has been mulched.
- Most of the gardens have been mulched.

Compound Subjects

Use a plural verb with most compound subjects connected by *and*.

**Examples**

- Sally and her sister volunteer at the hospital once a week.
- Jagged rock, fallen trees, and brush litter the trail.

Use a singular verb with a compound subject that refers to one person or thing or that generally conveys the idea of a unit.

**Examples**

- The Stars and Stripes waves in the breeze. (one flag)
- Drinking and driving causes far too many fatalities. (one crime)
Use a singular verb with a compound subject made up of singular nouns or pronouns connected by or or nor. Use a plural verb with any compound subject in which all nouns or pronouns are plural.

**Examples**

**Singular**
- Neither Ellie nor Charlotte takes swimming lessons.
- Either the tuna or the swordfish is well prepared at this restaurant.

**Plural**
- Either craftspeople or buyers have taken the parking spaces.
- Neither apricots nor figs grow well in this climate.

When a compound subject consists of a singular subject and a plural subject connected by or or nor, use a verb that agrees in number with the subject that is closer to it in the sentence.

**Examples**
- Either the Rowe boys or Ben mows lawns on the weekends. (Ben mows, singular)
- Either Ben or the Rowe boys mow lawns on the weekends. (boys mow, plural)

**Indefinite Pronouns as Subjects**

**Indefinite pronouns** are pronouns that refer to people or things in general. Some indefinite pronouns are always singular and take singular verbs: anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, other, somebody, someone, something.

**Examples**
- Everyone in town attends the Strawberry Festival. (everyone attends, singular)
- No one expects rain to postpone the event. (no one expects, singular)

Some indefinite pronouns are always plural and take plural verbs: several, both, few, many.

**Examples**
- Many of the swans gather on the pond at dusk. (many gather, plural)
- Few eat out of the hands of the tourists who want to feed them. (few eat, plural)

Some indefinite pronouns can be either singular or plural, depending on their use in the sentence: all, any, enough, more, most, none, plenty, some. They are singular when they refer to a portion or to a single person, place, or thing. They are plural when they refer to a number of individual persons, places, or things. In some cases, the object of an intervening prepositional phrase determines whether the verb is singular or plural.

**Examples**
- Most of the estate has been refurbished. (Most refers to a portion of the estate and is therefore singular.)
- Most of the rooms have been painted and redecorated. (Most refers to multiple rooms and is therefore plural.)
Inverted Word Order

In questions and in sentences beginning with *Here* or *There*, the verb appears before the subject. In these sentences with inverted word order, you must identify the subject and then make the verb agree with it in number. Saying the sentence to yourself in normal order often helps.

**Examples**
Here in this trunk *lies* your destiny, my child. (*destiny lies*, singular)
There *is* the outfit you saw in the catalog. (*outfit is*, singular)
Where *do* the Troxells moor their boat? (*Troxells do moor*, plural)
There *are* three papayas ripening in the pantry. (*papayas are ripening*, plural)

**Exercise 1**

**Identifying Problems with Subject-Verb Agreement**

Underline the correct verb form in parentheses that agrees in number with the subject of the sentence.

1. A list of rules and requirements often *(confuses, confuse)* students on the first day of school.
2. In the foreground of the painting *(was, were)* two men playing mandolins.
3. Locked in the trunk of the car *(was, were)* my purse containing the car keys.
4. Kurt Vonnegut, along with John Barth and John Hawkes, *(creates, create)* bizarre, imaginary landscapes.
5. Either the neighborhood gopher or the chipmunks *(likes, like)* lily bulbs.
6. Each of the job applicants *(knows, know)* several word processing programs.
7. Neither the vegetable soup nor the mussels *(appeals, appeal)* to me tonight.
8. The flat-screen monitor, as well as a printer and DVD player, *(is, are)* part of the package offered by the new computer manufacturer.
9. Neither the child’s attitude nor her tantrums *(bothers, bother)* the babysitter.
10. Most of the voters *(supports, support)* the construction of an assisted living facility.
**EXERCISE 2**

**Correcting Subject-Verb Agreement Problems**

Write the verb form that agrees in number with the subject of each sentence. If there are no subject-verb agreement problems in the sentence, write *correct*.

1. The odd growth of trees in some areas are due to the strong southwest winds.

2. On the cool, moist slopes is found dense forests of pine, aspen, and spruce.

3. Currants and gooseberries, in addition to sour cherries and rhubarb, sell out early at the farmer’s market.

4. One of the games involve riding a horse around a circular track and trying to grab a hanging ring.

5. There are few things simpler or more functional than the paper bag.

6. Readers of Dashiell Hammett appreciates his sophisticated crime novels.

7. What words is printed on the back of your T-shirt?

8. Wear and tear shows on this briefcase.

9. At the bank every packet of travelers’ checks have a service charge.

10. Neither the frame nor the lighting show the painting to its best advantage.
EXERCISE 3

Using Correct Subject-Verb Agreement

Some of the following subject-verb pairs are singular, and some are plural. Write a sentence using each of the five pairs. Then change each clause from singular to plural or from plural to singular, and write five new sentences.

1. weeds sprout

2. fish is

3. either Sam or Miriam prefers

4. most are

5. both Pennsylvania and New Jersey
LESSON 39

Incorrect Use of Apostrophes

Use an apostrophe to replace letters that have been left out in a contraction.

**EXAMPLES**
- it’s = it is
- wasn’t = was not
- I’d = I would

Use an apostrophe to show possession.

**Singular Nouns**

Use an apostrophe and an ’s to form the possessive of a singular noun, even if it ends in s, x, or z.

**EXAMPLES**
- ground’s hardness
- Iris’s violin
- fox’s tail
- jazz’s roots

**Plural Nouns**

Use an apostrophe and an ’s to form the possessive of a plural noun that does not end in s.

**EXAMPLES**
- mice’s whiskers
- men’s shoes
- oxen’s yokes

Use an apostrophe alone to form the possessive of a plural noun that ends in s.

**EXAMPLES**
- wrens’ nest
- spectators’ cheers
- families’ homes

Do not add an apostrophe or ’s to possessive personal pronouns: mine, yours, his, hers, its, ours, and theirs. They already show ownership.

**EXAMPLES**
- Yours is on the right; mine is on the left.
- His isn’t here at all.
EXERCISE 1

Identifying Problems with Apostrophes

Underline the correct possessive form.

1. A single (tooth’s, tooths’) enamel had turned yellow.
2. The semiprecious stone called (tiger’s, tiger’s) eye is a crystal.
3. (Everybody’s, Everybody’s) bag lunch had disappeared!
4. An afghan hound and (it’s, its) handler claimed the attention of the audience.
5. (Geese’s, Geeses’) feathers are used to stuff pillows and comforters.
6. Mother took three (month’s, months’) leave from her job after my brother’s birth.
7. The (potatoe’s, potatoes’) purple skin made them popular with chefs looking for something different.
8. The (teacher’s, teachers’) association is considering a strike.
9. The long-distance telephone (companie’s, companies’) price increases are unreasonable.
10. The responsibility was (yours, your’s), Katie.

EXERCISE 2

Correcting the Use of Apostrophes

Rewrite the following sentences to correct the use of apostrophes. If there are no errors in a sentence, write correct.

1. Liz’s, Bess’s, and Rex’s posters all won prizes in the community art fair.

2. Please see who’s at the door.

3. An hour’s worth of exercise a week is not enough.

4. In pen and ink sketches, Eileen depicted the Greek and Roman goddess’s roles in mythology.
5. Credit for discovering the shortcut to the beach is really their’s.

6. Babies’ clothing is incredibly expensive for it’s size.

7. This year the Germans’ soccer team was better than ours.

8. It’s unfair to assume that she’ll be the last to arrive.

9. We followed the pennie’s trail into the backyard.

10. Mens’ trousers did not come into style until the 1800s.

**EXERCISE 3**

**Using Apostrophes Correctly**

Write two sentences for each of the following words. The first sentence should use the singular possessive form of each noun. The second sentence should use the plural possessive form of each noun.

1. governess

2. cashier

3. anybody

4. boss
5. ax

6. secretary

7. volcano

8. prairie

9. sandwich

10. wish
Avoiding Dangling and Misplaced Modifiers

Place modifying phrases and clauses as close as possible to the words they modify; otherwise, your sentences may be unclear or unintentionally humorous.

A dangling modifier has nothing to modify because the word it would logically modify is not present in the sentence. In the following sentence, the modifying participial phrase Entering the harbor has no logical object. The phrase appears to modify the Statue of Liberty, but the Statue of Liberty is probably not the one entering the harbor.

**Example**
Entering the harbor, the Statue of Liberty welcomed us.

You can eliminate dangling modifiers by rewriting the sentence so that an appropriate word is provided for the modifier to modify. You can also expand a dangling phrase into a full subordinate clause.

**Examples**
Entering the harbor, we were welcomed by the Statue of Liberty.
As we entered the harbor, the Statue of Liberty welcomed us.

A misplaced modifier is located too far from the word it should modify.

**Example**
Jumping into the water, the children were rescued by the lifeguard.

You can revise a misplaced modifier by moving it closer to the word it modifies.

**Examples**
Jumping into the water, the lifeguard rescued the children.
The children were rescued when the lifeguard jumped into the water.

**Exercise 1**

Identifying Dangling and Misplaced Modifiers

Identify the dangling modifiers in the following sentences by writing DM. Identify the misplaced modifiers by writing MM.

1. By pressing a button, the table comes out of the wall.
2. Did you see the clown at the circus with the giant purple shoes?
3. Rudy slammed his books on his desk in a terrible mood.
4. Cleaning up the beach house, spider webs, dust balls, and one rubber flip flop were discovered.

5. I followed your recipe for making spicy shrimp with enthusiasm.

6. Lucy was stung by a bee picking caterpillars off the tomato vines.

7. Convinced of my willingness to learn, I was hired at the end of my first job interview.

8. Wanting to fuse glass, the kiln temperature must be set above 1300 degrees Fahrenheit.

9. While typing my report, my hard disk crashed, and I lost everything.

10. The backpack was still in the coatroom of the museum that she had forgotten.

**EXERCISE 2**

**Correcting Dangling and Misplaced Modifiers**

Revise the sentences in Exercise 1 so that the modifiers have words to modify and so they are as close as possible to the words they modify.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

EXERCISE 3

Using Modifiers Correctly

Expand each of the following sentences by adding a phrase or clause that provides detail. Be sure to place your phrases and clauses as close as possible to the words they modify.

1. The fisherman rose at dawn.

2. Two women embroidering a bedspread sat in the shade.

3. Clear blue water flooded the mouth of the large cavern.

4. The historic lighthouse drew visitors to the tiny island.

5. Prickly pear cactus made the hillside impossible to climb.

6. Heavy bunches of deep purple grapes covered the arbor.

7. We took photographs at sunset.

8. A house with a blue door and pink shutters almost glowed.

9. The piano was covered with a lace tablecloth and hundreds of framed photographs.

10. Elena wore a wreath of daisies in her hair.
LESSON 41

Maintaining Consistent Verb Tense

Verb tense indicates when (past, present, future) the action of the verb occurs. Changes in verb tense help readers understand the relationships among various events. However, unnecessary or inconsistent shifts in tense can cause confusion. Writing should not shift from one tense to another if the time frame for each action or state is the same. Avoid shifting verb tenses in your writing unless you want to show that actions occur at different times.

EXAMPLES

inconsistent  When the plane arrived, the family runs to the gate.
(The past tense verb arrived is not consistent with the present tense verb runs.)
consistent  When the plane arrived, the family ran to the gate.
(Both verbs—arrived and ran—are in the past tense.)

EXERCISE 1

Correcting Inconsistent Verb Tense

Rewrite each sentence to correct the verb tense changes.

1. I used to think that I want to be a teacher.

2. In the distance, the trees swayed and the leaves flutter to the ground.

3. When the presentation ended, the audience stood up and applauds.

4. Audrina remembered to buy the butter and sugar, but she forgets to buy the eggs.

5. My car broke down, so I am late for school yesterday.

6. Juanita often asks for extra chicken when she ordered a salad.
7. My little brother laughs when he will watch his favorite movie.

8. She stamped her foot, slammed her bedroom door, and then proceeds to play her music loudly.

9. I asked my teacher for the hall pass because I need to go to my locker.

10. Ricky and Logan went fishing and catch many fish.

**EXERCISE 2**

**Using Consistent Verb Tense**

Write a paragraph comparing this school year to the previous school year. You may include information about the difficulty of your classes, your different teachers, the amount of homework, and so on. Be sure to maintain consistent verb tenses in each of your sentences.
LESSON 42

Commonly Misused Words

The following pages contain an alphabetical list of words and phrases that often cause usage problems.

<table>
<thead>
<tr>
<th>Words/Phrases</th>
<th>Correct Use</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>a, an</td>
<td>Use <em>a</em> before words beginning with a consonant sound. Use <em>an</em> before words beginning with a vowel sound, including a silent <em>h</em>.</td>
<td>While walking in the woods, Jonah saw <em>a</em> coyote. <em>An</em> orangutan has a shaggy, reddish brown coat and very long arms. It is hard to find <em>an</em> honest politician in this town.</td>
</tr>
<tr>
<td>accept, except</td>
<td><em>Accept</em> is a verb meaning &quot;to receive willingly&quot; or &quot;to agree.&quot; <em>Except</em> is a preposition that means &quot;leaving out&quot; or &quot;but.&quot;</td>
<td>I wish you would <em>accept</em> this token of my appreciation. Everyone has apologized for the misunderstanding <em>except</em> the mayor.</td>
</tr>
<tr>
<td>affect, effect</td>
<td><em>Affect</em> is a verb that means &quot;to influence.&quot; The noun <em>effect</em> means &quot;the result of an action.&quot; The verb <em>effect</em> means &quot;to cause&quot; or &quot;to bring about.&quot;</td>
<td>You can't let the audience <em>affect</em> your concentration. We saw the <em>effect</em> of last night's storm throughout the town. Peter will <em>effect</em> the proposed reorganization when he takes office.</td>
</tr>
<tr>
<td>ain't</td>
<td>This word is nonstandard English. Avoid using it in speaking and writing.</td>
<td>nonstandard: <em>I ain't</em> going to study English this semester. <em>standard:</em> <em>I am not</em> going to study English this semester.</td>
</tr>
<tr>
<td>all ready, already</td>
<td><em>All ready</em> means &quot;entirely ready or prepared.&quot; <em>Already</em> means &quot;previously.&quot;</td>
<td>Speaking with each team member, I determined that they were <em>all ready</em> to play. Sandy <em>already</em> finished her homework before soccer practice.</td>
</tr>
<tr>
<td>all right</td>
<td><em>All right</em> means &quot;satisfactory,&quot; &quot;unhurt,&quot; &quot;correct,&quot; or &quot;yes, very well.&quot; The word <em>alright</em> is not acceptable in formal written English.</td>
<td><em>All right,</em> let's begin the meeting. Is your ill father going to be <em>all right</em>?</td>
</tr>
<tr>
<td>Words/Phrases</td>
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<td>Examples</td>
</tr>
<tr>
<td>-------------------------------------</td>
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</tr>
<tr>
<td>a lot</td>
<td><em>A lot</em> means “a great number or amount” and is two words. Because it is imprecise, you should avoid it except in informal usage. <em>A lot</em> is not a word.</td>
<td>We found a lot of seashells on the beach. Your brother had a lot of help planning the surprise party.</td>
</tr>
<tr>
<td>altogether, all together</td>
<td><em>Altogether</em> is an adverb meaning “thoroughly.” Something done <em>all together</em> is done as a group or mass.</td>
<td>He was altogether embarrassed after tripping on the sidewalk. The family members were all together when they heard the good news.</td>
</tr>
<tr>
<td>anywheres, everywheres, somewheres, nowhere</td>
<td>Use these words and others like them without the <em>s</em>: anywhere, everywhere, somewhere, nowhere.</td>
<td>The little gray dog was nowhere to be found. Yolanda never goes anywhere without her cell phone.</td>
</tr>
<tr>
<td>at</td>
<td>Don’t use this word after <em>where</em>.</td>
<td>nonstandard: Where are your brothers at? standard: Where are your brothers?</td>
</tr>
<tr>
<td>bad, badly</td>
<td><em>Bad</em> is an adjective, and <em>badly</em> is an adverb. Use <em>bad</em> after linking verbs.</td>
<td>I developed a bad cold after shoveling the heavy, wet snow. Tom feels badly about losing your favorite CD. We badly need to find another relief pitcher.</td>
</tr>
<tr>
<td>beside, besides</td>
<td><em>Beside</em> means “next to.” <em>Besides</em> means “in addition to.” <em>Besides</em> can also be an adverb meaning “moreover.”</td>
<td>The yellow plant is sitting beside the purple vase. I bought socks and shoes, besides a new shirt and jacket. There is nothing worth watching on TV tonight, besides, I have to study for a test.</td>
</tr>
<tr>
<td>between, among</td>
<td>Use <em>between</em> when referring to two people or things. Use <em>among</em> when you are discussing three or more people or things.</td>
<td>While on vacation, I divided my time between Paris and Brussels. The thoughtful pirate divided the loot among his shipmates.</td>
</tr>
<tr>
<td>bring, take</td>
<td>Use <em>bring</em> when you mean “to carry to.” It refers to movement toward the speaker. Use <em>take</em> when you mean “to carry away.” It refers to movement away from the speaker.</td>
<td>Please bring your backpack to me. Don’t forget to take the garbage out to the curb tonight.</td>
</tr>
<tr>
<td>Words/Phrases</td>
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<td>Examples</td>
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</tbody>
</table>
| bust, busted | Do not use these nonstandard words as verbs to substitute for *break* or *burst*. | **nonstandard:** I busted my leg sliding into third base.  
The barrel **busted** after the extra batch was added.  
**standard:** I **broke** my leg sliding into third base.  
The barrel **burst** after the extra batch was added. |
| can, may | The word *can* means “able to do something.” The word *may* is used to ask or give permission. | *Can* you speak a foreign language?  
You *may* borrow my red sweater. |
| choose, chose | *Choose* is the present tense, and *chose* is the past tense. | I **choose** to start work at 6:00 a.m. each day.  
Randy **chose** to quit his job after working only three days. |
| could of | Use the helping verb *have* (which may sound like *of*) with *could, might, must, should, ought,* and *would.* | **nonstandard:** We could **of** won the game in overtime.  
**standard:** We **could have** won the game in overtime. |
| doesn’t, don’t | *Doesn’t* is the contraction of *does not.* It is used with singular nouns and the pronouns *he, she, it, this,* and *that.* *Don’t* is the contraction of *do not.* Use it with plural nouns and the pronouns *I, we, they, you, these,* and *those.* | Jason **doesn’t** know what to make for lunch.  
We **don’t** answer the phone during dinner. |
| farther, further | Use *farther* to refer to physical distance. Use *further* to refer to greater extent in time or degree or to mean “additional.” | I walked **farther** today than I did yesterday.  
The board members will discuss this issue **further** at the meeting.  
The essay requires **further** revision before it can be published. |
| fewer, less | Use *fewer,* which tells “how many,” to refer to things that you can count individually. *Fewer* is used with plural words. Use *less* to refer to quantities that you cannot count. It is used with singular words and tells “how much.” | I see **fewer** fans coming out to the ballpark each year.  
Jasmine has more experience and thus needs **less** training than Phil. |
| good, well | *Good* is an adjective. *Well* is an adverb meaning “ably” or “capably.” *Well* is also a predicate adjective meaning “satisfactory” or “in good health.” Don’t confuse *feel good,* which means “to feel happy or pleased,” with *feel well,* which means “to feel healthy.” | Charles was a **good** pilot during the war.  
Leslie felt **good** [pleased] after bowling three strikes in a row.  
Shirley paints **well** for someone with no formal training.  
Not feeling **well,** Samuel stayed home from school today. |
<table>
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</thead>
<tbody>
<tr>
<td>had ought,</td>
<td>The verb <em>ought</em> should not be used with the helping verb <em>had</em>.</td>
<td><strong>nonstandard:</strong> Ted had ought to find another route into town.</td>
</tr>
<tr>
<td>hadn’t ought</td>
<td></td>
<td>She hadn’t ought to climb that tree.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>standard:</strong> Ted <em>ought</em> to find another route into town.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She <em>ought</em> not to climb that tree.</td>
</tr>
<tr>
<td>hardly,</td>
<td>Since both of these words have negative meanings, do not use them with other</td>
<td><strong>nonstandard:</strong> That music is so loud I can’t hardly hear myself think.</td>
</tr>
<tr>
<td>scarcely</td>
<td>negative words such as <em>not, no, nothing,</em> and <em>none.</em></td>
<td>Shane hadn’t scarcely enough gas to make it back home.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>standard:</strong> That music is so loud I can <em>hardly</em> hear myself think.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shane had <em>scarcely</em> enough gas to make it back home.</td>
</tr>
<tr>
<td>he, she, they</td>
<td>Do not use these pronouns after a noun. This error is called a double subject.</td>
<td><strong>nonstandard:</strong> Jed’s brother he is a famous actor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>standard:</strong> Jed’s brother is a famous actor.</td>
</tr>
<tr>
<td>hisself,</td>
<td>These are incorrect forms. Use <em>himself</em> and <em>themselves.</em></td>
<td><strong>nonstandard:</strong> Paul talks to hisself when mowing the lawn.</td>
</tr>
<tr>
<td>theirselves</td>
<td></td>
<td>The panel talked among theirselves about the Holy Roman Empire.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>standard:</strong> Paul talks to <em>himself</em> when mowing the lawn.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The panel talked among <em>themselves</em> about the Holy Roman Empire.</td>
</tr>
<tr>
<td>how come</td>
<td>In formal English, do not use <em>how come</em> in place of <em>why.</em></td>
<td><strong>informal:</strong> How come my interview was postponed?</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>formal:</strong> <em>Why</em> was my interview postponed?</td>
</tr>
<tr>
<td>in, into</td>
<td>Use <em>in</em> to mean “within” or “inside.” Use <em>into</em> to suggest movement toward</td>
<td>The children were <em>in</em> the kitchen.</td>
</tr>
<tr>
<td></td>
<td>the inside from the outside.</td>
<td>The children raced <em>into</em> the kitchen.</td>
</tr>
<tr>
<td>its, it’s</td>
<td><em>Its</em> is a possessive pronoun. <em>It’s</em> is the contraction for <em>it is.</em></td>
<td>The radio station held <em>its</em> annual fundraiser.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>It’s</em> too late tonight to start another game.</td>
</tr>
<tr>
<td>Words/Phrases</td>
<td>Correct Use</td>
<td>Examples</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>kind, sort, type</td>
<td>Use <em>this</em> or <em>that</em> to modify the singular nouns <em>kind</em>, <em>sort</em>, and <em>type</em>. Use <em>these</em> and <em>those</em> to modify the plural nouns <em>kinds</em>, <em>sorts</em>, and <em>types</em>. <em>Kind</em> should be singular when the object of a preposition following it is singular. It should be plural when the object of the preposition is plural.</td>
<td><em>This kind</em> of ice cream is my favorite. These <em>types</em> of problems are difficult to solve.</td>
</tr>
<tr>
<td>kind of, sort of</td>
<td>In formal English, do not use these terms to mean “somewhat” or “rather.”</td>
<td>nonstandard: He feels kind of sluggish today. standard: He feels <em>rather</em> sluggish today.</td>
</tr>
<tr>
<td>lay, lie</td>
<td><em>Lay</em> means “to put” or “to place.” <em>Lay</em> usually takes a direct object. <em>Lie</em> means “to rest” or “to be in a lying position.” <em>Lie</em> does not take a direct object. (Note that the past tense of <em>lie</em> is <em>lay.</em>)</td>
<td>Please <em>lay</em> the blanket on the bed. I <em>laid</em> the blanket on the bed. <em>Lie</em> down on the bed and take a nap. Mary <em>lay</em> down on the bed and took a nap.</td>
</tr>
<tr>
<td>learn, teach</td>
<td><em>Learn</em> means “to gain knowledge.” <em>Teach</em> means “to give knowledge.” Do not use them interchangeably.</td>
<td>Betty took lessons to <em>learn</em> how to fly a small airplane. I would like to find someone to <em>teach</em> me how to sew.</td>
</tr>
<tr>
<td>like, as</td>
<td><em>Like</em> is usually a preposition followed by an object. It generally means “similar to.” <em>As</em>, <em>as if</em>, and <em>as though</em> are conjunctions used to introduce subordinate clauses. <em>As</em> is occasionally a preposition.</td>
<td>The alligator was motionless, <em>like</em> a rock on the riverbank. The spider spun its web <em>as</em> the unsuspecting fly flew into the silky trap. Roger looks <em>as though</em> he’s not feeling well. He worked <em>as</em> a farmer.</td>
</tr>
<tr>
<td>of</td>
<td>This word is unnecessary after the prepositions <em>inside</em>, <em>outside</em>, and <em>off.</em></td>
<td>The feather pillow slid <em>off</em> the bed. People gathered <em>outside</em> the stadium before the game. Please put the chattering parrot <em>inside</em> its cage.</td>
</tr>
<tr>
<td>precede, proceed</td>
<td><em>Precede</em> means “to go or come before.” <em>Proceed</em> means “to go forward.”</td>
<td>The calf-roping competition will <em>precede</em> the bull-riding event. If you hear the alarm, <em>proceed</em> down the stairs and out the exit.</td>
</tr>
<tr>
<td>quiet, quite</td>
<td>Although these words sound alike, they have different meanings. <em>Quiet</em> is an adjective that means “making little or no noise”; <em>quite</em> is an adverb meaning “positively” or “completely.”</td>
<td>The house became <em>quiet</em> after the baby finally fell asleep. Unfortunately, our bill for the car repairs was <em>quite</em> large.</td>
</tr>
<tr>
<td>Words/Phrases</td>
<td>Correct Use</td>
<td>Examples</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>----------</td>
</tr>
<tr>
<td>real, really</td>
<td><em>Real</em> is an adjective meaning “actual.” <em>Really</em> is an adverb meaning “actually” or “genuinely.” Do not use <em>real</em> to mean “very” or “extremely.”</td>
<td>The table is very sturdy because it is made of <strong>real</strong> oak. Heather was <strong>really</strong> (not <strong>real</strong>) excited about trying out for the play.</td>
</tr>
<tr>
<td>reason... because</td>
<td><em>Reason</em> is <em>because</em> is both wordy and redundant. Use <em>reason</em> is that or simply <em>because</em>.</td>
<td><strong>nonstandard</strong>: The reason I am in a good mood is <strong>because</strong> today is Friday. <strong>standard</strong>: The <strong>reason</strong> for my good mood is <strong>that</strong> today is Friday. The <strong>reason</strong> for my good mood is <strong>that</strong> today is Friday. I am in a good mood <strong>because</strong> today is Friday.</td>
</tr>
<tr>
<td>regardless, irregardless</td>
<td>Use <strong>regardless</strong>, <strong>unmindful</strong>, <strong>heedless</strong>, or <strong>anyway</strong>. <strong>Irregardless</strong> is a double negative and should not be used.</td>
<td><strong>nonstandard</strong>: Irregardless of the rain, the concert will still be held as scheduled. <strong>standard</strong>: Regardless of the rain, the concert will still be held as scheduled.</td>
</tr>
<tr>
<td>rise, raise</td>
<td><em>Rise</em> is an intransitive verb that means “to move upward.” It is an irregular verb that does not take a direct object. <em>Raise</em> is a transitive verb that means “to lift or make something go upward.” It is a regular verb that takes a direct object.</td>
<td>The sun <strong>rises</strong> and sets every day. Perry <strong>raised</strong> his hand to ask a question.</td>
</tr>
<tr>
<td>scratch, itch</td>
<td><em>Scratch</em> means “to scrape lightly to relieve itching.” <em>Itch</em> means “to feel a tingling of the skin, with the desire to scratch.”</td>
<td>Please do not <strong>scratch</strong> the mosquito bites. The mosquito bites on my leg still <strong>itch</strong>.</td>
</tr>
<tr>
<td>set, sit</td>
<td><em>Set</em> is a transitive verb meaning “to place something.” It takes a direct object. <em>Sit</em> is an intransitive verb meaning “to rest in an upright position.” It does not take a direct object.</td>
<td>Please <strong>set</strong> the pitcher of milk on the table. Let’s <strong>sit</strong> outside on the back deck.</td>
</tr>
<tr>
<td>some, somewhat</td>
<td><em>Some</em> is an adjective meaning “a certain unspecified quantity.” <em>Somewhat</em> is an adverb meaning “slightly.” Do not use <em>some</em> as an adverb.</td>
<td><strong>nonstandard</strong>: The pressure on her schedule has eased <strong>some</strong>. <strong>standard</strong>: The pressure on her schedule has eased <strong>somewhat</strong>. I need to find <strong>some</strong> index cards before starting my report.</td>
</tr>
<tr>
<td>than, then</td>
<td><em>Than</em> is a conjunction used in comparisons. <em>Then</em> is an adverb that shows a sequence of events.</td>
<td>Hank’s lawn is greener <strong>than</strong> Dale’s lawn is. We went to the post office and <strong>then</strong> drove to the mall.</td>
</tr>
<tr>
<td>Words/Phrases</td>
<td>Correct Use</td>
<td>Examples</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>----------</td>
</tr>
<tr>
<td>that</td>
<td><em>That</em> is used to refer either to people or things. Use it to introduce essential, or restrictive, clauses that refer to things or groups of people. Do not use a comma before <em>that</em> when it introduces an essential clause.</td>
<td>The tree <em>that</em> fell in the storm was more than one hundred years old. An automobile <em>that</em> never needs repairs is rare.</td>
</tr>
<tr>
<td>their, there, they’re</td>
<td><em>Their</em> is the possessive form of <em>they</em>. <em>There</em> points out a place or introduces an independent clause. <em>They’re</em> is the contracted form of <em>they are</em>.</td>
<td>Our neighbors inspected their roof after the hailstorm. When you arrive at the airport, I will be there waiting. I don’t think they’re going to be visiting us this summer.</td>
</tr>
<tr>
<td>them</td>
<td><em>Them</em> is a pronoun. It should not be used as an adjective. Use <em>those</em>.</td>
<td>nonstandard: Remember to return them books to the library. standard: Remember to return those books to the library.</td>
</tr>
<tr>
<td>this here, that there</td>
<td>Do not use. Simply say <em>this</em> or <em>that</em>.</td>
<td>nonstandard: This here is the best coffee shop in town. That there is an antique rocking chair. standard: <em>This</em> is the best coffee shop in town. <em>That</em> is an antique rocking chair.</td>
</tr>
<tr>
<td>to, too, two</td>
<td><em>To</em> is a preposition that can mean “in the direction of.” <em>Too</em> is an adverb that means both “extremely, overly” and “also.” <em>Two</em> is the spelling for the numeral 2.</td>
<td>Please carry the luggage to the car. Leah has too many boxes in the attic. Tony and Liz are excellent students, too. I bought two pairs of blue jeans.</td>
</tr>
<tr>
<td>try and</td>
<td>Use <em>try to</em> instead.</td>
<td>nonstandard: Try and find the umbrella before you leave. standard: <em>Try to</em> find the umbrella before you leave.</td>
</tr>
<tr>
<td>use to, used to</td>
<td>Be sure to add the –<em>d</em> to <em>use</em> to form the past form and the past participle.</td>
<td>nonstandard: Rory use to enjoy singing in the choir. standard: Rory used to enjoy singing in the choir.</td>
</tr>
<tr>
<td>way, ways</td>
<td>Do not use <em>ways</em> for <em>way</em> when referring to distance.</td>
<td>nonstandard: We traveled a long ways from home. standard: We traveled a long way from home.</td>
</tr>
<tr>
<td>Words/Phrases</td>
<td>Correct Use</td>
<td>Examples</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>when, where</strong></td>
<td>When you define a word, don’t use <em>when</em> or <em>where</em>.</td>
<td><strong>nonstandard:</strong> <em>A perfect game</em> is when a bowler throws twelve strikes,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>resulting in a score of 300. <strong>standard:</strong> <em>A perfect game</em> is twelve</td>
</tr>
<tr>
<td></td>
<td></td>
<td>strikes, resulting in a score of 300.</td>
</tr>
<tr>
<td><strong>where, that</strong></td>
<td>Do not use <em>where</em> to mean “that.”</td>
<td><strong>nonstandard:</strong> I read <em>where</em> school will start a week earlier in August.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>standard:</strong> I read <em>that</em> school will start a week earlier in August.</td>
</tr>
<tr>
<td><strong>which, that, who, whom</strong></td>
<td><em>Which</em> is used to refer only to things. Use it to introduce nonessential,</td>
<td>Our garage, <em>which</em> was built last year, is already showing signs of wear.</td>
</tr>
<tr>
<td></td>
<td>or nonrestrictive, clauses that refer to things or to groups of people.</td>
<td>The panel, <em>which</em> was assembled to discuss the election, will publish its</td>
</tr>
<tr>
<td></td>
<td>Use a comma before <em>which</em> when it introduces a nonessential clause.</td>
<td>conclusions.</td>
</tr>
<tr>
<td><strong>who, whom</strong></td>
<td><em>Who or whom</em> is used to refer only to people. Use <em>who or whom</em> to introduce</td>
<td>Lyle is the man <em>who</em> rescued us from the fire.</td>
</tr>
<tr>
<td></td>
<td>essential and nonessential clauses. Use a comma only when the pronoun</td>
<td>Abraham Lincoln, <em>whom</em> many admired, issued the Emancipation Proclamation.</td>
</tr>
<tr>
<td></td>
<td>introduces a nonessential clause.</td>
<td></td>
</tr>
<tr>
<td><strong>who’s, whose</strong></td>
<td><em>Who’s</em> is a contraction for <em>who is</em> or <em>who has.</em> <em>Whose</em> is the</td>
<td><strong>Who’s</strong> going to make dinner tonight? <em>Whose</em> pig is running loose in</td>
</tr>
<tr>
<td></td>
<td>possessive form of <em>who</em>.</td>
<td>my garden?</td>
</tr>
<tr>
<td><strong>without, unless</strong></td>
<td>Do not use the preposition <em>without</em> in place of the conjunction <em>unless</em>.</td>
<td><strong>nonstandard:</strong> I am not leaving without I have your endorsement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>standard:</strong> I am not leaving <em>without</em> your endorsement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I am not leaving <em>unless</em> I have your endorsement.</td>
</tr>
<tr>
<td><strong>your, you’re</strong></td>
<td><em>Your</em> is a possessive pronoun. <em>You’re</em> is a contraction for the words</td>
<td>Ron repaired <em>your</em> leaky kitchen faucet.</td>
</tr>
<tr>
<td></td>
<td><em>you are</em>.</td>
<td><em>You’re</em> very skilled at repairing things!</td>
</tr>
</tbody>
</table>

**Exercise 1**

**Identifying Common Usage Problems**

Choose the correct word in parentheses to complete the sentence.

1. It will mean (alot, a lot) to Desdemona if you can attend her first dance recital.

2. Carol kept forgetting to (bring, take) the overdue library books back.

3. Mario isn’t feeling (good, well) enough to climb the canyon with us.
4. The cat dangled (its, it’s) front paw pathetically as a bid for sympathy.

5. I can't (learn, teach) that boy to close a closet or cabinet door.

6. “(Set, Sit) your suitcase on the porch and (set, sit) a spell before your long walk to the station,” suggested Aunt Esther.

7. (Try and, Try to) watch his fingers carefully as he pulls the clay firmly toward the top.

8. (Your, You're) the one I was told to see about a job.

9. Everyone (accept, except) Giles ate a peanut butter and grape jelly sandwich for lunch.

10. Although we had (all ready, already) been to the glass exhibit, we wanted to look at several pieces in more detail.

11. (Beside, Besides) curried chicken salad, bread, fruit, and cookies, can you think of anything else we'll need for the picnic on the green?

12. Because of bug problems, the Sheldons bought far (fewer, less) annuals this year.

13. (How come, Why) is there no one on the golf course today?

14. No one could remember where we left off in the book, so we just picked a random spot and (preceded, proceeded).

15. The Twomeys were (real, really) hungry, so we ate as soon as we got to the park.

16. No sooner (than, then) the car pulled away from the curb, (than, then) the telephone rang.

17. There's a rumor going around (that, where) girls will have to wear pants, not skirts or dresses, next year.

18. (Whose, Who's) car alarm is going off this time?

19. That movie had a strong (affect, effect) on everyone who saw it.

20. Look at the map and pick (anywhere, anywheres) you want to go.

21. Karen's wrist is swelling (bad, badly); we must get her to the doctor.

22. We divided the trail mix (between, among) the remaining six hikers.

23. (Doesn't, Don't) listen to Riley; he (doesn't, don't) know where he's going.

24. Will (can hardly, can't hardly) hear us with the leaf blower on.

25. (This kind, These types) of fish makes the best bait.
EXERCISE 2

Correcting Common Usage Problems

Rewrite the following sentences to correct any mistakes in standard, formal usage. If a sentence does not have any errors, write correct.

1. The Panama Canal, which could cut 7,800 miles off a journey, opened in 1914.

2. He expected a honest answer to a simple question.

3. Guy ain’t one of them people you want to aggravate.

4. Take a bottle of water with you for the trip.

5. A harried woman broke through the revolving doors, her umbrella in one hand and a bulging briefcase in the other.

6. The four-year-old reached farther over the porch railing, trying to grasp the fig.

7. The monkey family finished their fruit and then preceded to wash theirselves.

8. The old woman read each letter one last time and threw it in the fire.

9. Joel seemed kind of confused about the biological purpose of hibernation.

10. The reason King Charles wanted something like the Panama Canal is because his horses and mules had to carry the riches of Bolivia and Peru a long distance on land.

11. Irregardless of the mosquito problem on the Isthmus of Panama, Americans were confident they could build a canal that worked.
12. Can I please borrow the book about mosquitoes?

13. The canal builders often itched those mosquito bites until they became infected.

14. It seemed like such a good idea at the time.

15. Outside of the door was the surprise that had tantalized her.

16. There aren't two many of they're old t-shirts in their closet.

17. This here road takes you directly to the ferry.

18. Jay Apt, whom I remember well from Pittsburgh, was a NASA astronaut.

19. We use to play clarinet duets in the hallway outside Mrs. Buchman's room.

20. Ellie is altogether too mature and too serious for a seven-year-old.

21. Where will your parents be at during the party?

22. Erica chose a heavy gray wool yarn for the afghan.

23. Even if you think that, you hadn't ought to say it.

24. Mother has gone to lay down after an exhausting workout.

25. I'm quiet positive that they rise long haired guinea pigs for a living.
EXERCISE 3
Using Commonly Misused Words
Write an original sentence using each of the following groups of words correctly.

1. between you and me

2. as if no one paid attention

3. has affected you somewhat

4. all right now

5. feel bad

6. feel good

7. look well

8. bring a cake

9. further attention

10. fewer than expected

11. its habitual position

12. taught a lesson
13. really humid day

14. than a stuffed pig

15. too much already

16. try to appreciate

17. that cover the boulders

18. unless you can explain

19. accept the consequences

20. terrible effects of the storm
LESSON 43

End Marks

An end mark tells the reader where a sentence ends. An end mark also shows the purpose of the sentence. The three end marks are the period, the question mark, and the exclamation point.

**Examples**
- declarative sentence: Cold, sweet watermelon juice trickled down her chin.
- imperative sentence: Just do it.
- interrogative sentence: Do you want to pick strawberries?
- exclamatory sentence: There, it's done!

A declarative sentence makes a statement and ends with a period.

**Example**
The grass has turned to straw.

An imperative sentence gives a command or makes a request. Often, the understood subject of imperative sentences is you. An imperative sentence usually ends with a period. If the command or request is strong, the sentence may end with an exclamation point.

**Examples**
- You do as I say.
- (You) Please refresh my memory.
- (You) Leave the cat alone!

An interrogative sentence asks a question. It ends with a question mark.

**Example**
What grade did you get on the history test?

An exclamatory sentence expresses strong feeling and ends with an exclamation point.

**Examples**
- That's a wonderful idea!
- I can't believe you forgot our date!

Other Uses of Periods

As you know, periods are used at the end of declarative sentences and most imperative sentences. Periods can be used in other ways, too.

Use a period at the end of most abbreviations and after initials. An abbreviation is a shortened form of a word or phrase.
Personal Names

Use a period after an initial.

EXAMPLES
E. Peter Harab  R. K. Narayan  William H. Auden

Titles

Use a period after abbreviated social and professional titles and degrees.

EXAMPLES
Mr. Lucas Mercer  Mrs. Alan B. Davidson  Ms. Grindell
Dr. Smith-Klepper  Sen. Gail Wood  Gov. Gray Davis
Capt. James Kirk  Prof. Rothman  Gisele Richard, D.D.S.

Business Names

Use a period after abbreviated business names.

EXAMPLES
Zuzu’s Petals, Inc.  Great Outdoors Corp.  Zucchini Bros. Farm Stand

Addresses

Use a period after abbreviated addresses.

EXAMPLES
Willow Dr.  South Atlantic Blvd.  Converse Ave.
Cross Bronx Pkwy.  Trump Bldg.

Geographical Terms

Use a period after abbreviated geographical terms when you’re using the abbreviated terms in notes, tables, and bibliographies.

EXAMPLES

Time

Use a period after abbreviations used in time and date designations in notes, tables, and footnotes.

EXAMPLES
6:30 a.m.  9:00 p.m.  2 hrs. 15 min.
Sat. morning  Nov. 20
When names of months and days appear in regular text, however, do not abbreviate.

**EXAMPLES**
My runner’s club meets on *Saturday* mornings.
Ruby’s birthday is *November* 20.

## Units of Measurement

Use a period after abbreviations of units of measurement used in tables and notes.

**EXAMPLES**
- 3 tbsp. chopped fresh dill
- 1/4 c. sugar
- 15 oz. chicken broth

When units of measurement appear in text, however, do not abbreviate. Spell out the names of units of measurement, whether they stand alone or follow a numeral.

**EXAMPLES**
The sculpture stood on a marble stand seven *feet* tall.
How many *tablespoons* are in a *cup*?
Arnie can bench-press 300 *pounds*.

## Abbreviations Without Periods

Some abbreviations do *not* use a period. Do *not* use periods with metric measurements, state names in postal addresses, or directional elements.

**EXAMPLES**
- *metric measurements*: cc, ml, km, g, L
- *state postal codes*: CT, NJ, MT
- *compass points*: N, NW, S, SE

Do not use periods with acronyms or *initialisms*, abbreviations that are pronounced letter by letter. Capitalize all the letters, but use no periods.

**EXAMPLES**
- National Rifle Association: NRA
- disc jockey: DJ
- Franklin Delano Roosevelt: FDR
- automated teller machine: ATM

Era designations are expressed in one of two ways: either CE (“of the common era”) and BCE (“before the common era”), or AD (*anno Domini*, “in the year of the Lord”) and BC (“before Christ”). These terms are usually abbreviated and do not require periods.

**EXAMPLES**
- AD 1500
- 10 BC
- 39 CE
- 21 BCE
E X E R C I S E 1

Identifying Sentence Purposes in Literature

Identify each numbered word group in the following literature passage as declarative, imperative, interrogative, or exclamatory. Write your answers on the corresponding lines below. Note that a sentence may contain a sentence of dialogue; in such cases identify the purpose of both the main sentence and the sentence of dialogue.

1. “Oh son of misfortune, will you never walk? Through your fault I have just suffered the greatest affront of my life! What have I done, God, for you to punish me in this way?”

2. “Mari Djata seized the piece of wood and, looking at his mother, said, “Mother, what’s the matter?”

3. “Shut up, nothing can ever wash me clean of this insult.”

4. “But what then?”

5. “Sassouma has just humiliated me over a matter of a baobab leaf. At your age her own son could walk and used to bring his mother baobab leaves.”

6. “Cheer up, Mother, cheer up.”

from “Sundiata: An Epic of Old Mali,” page 535
D. T. Niane

E X E R C I S E 2

Understanding End Marks

Punctuate the end of each of the sentences with the correct mark of punctuation—a period, question mark, or exclamation point.

1. Hey, I think that must have been a vole that scooted under the deck.

2. Are you quite sure?

3. You’ve asked me before what a vole is.
4. Look up *vole* in the encyclopedia

5. Loons called last night outside the cabin window

6. Do they have a wavering, mournful sound

7. Bullfrogs sang the same song but with a different voice

8. Please close the window

9. No way, it's much too hot

10. Anyway, I like the night sounds of animals

**EXERCISE 3**

**Correcting Punctuation of End Marks and Abbreviations**

Rewrite each of the following sentences, correcting any errors or omissions in the use of end marks and abbreviations.

1. King Arthur was thought to be a Celtic chieftain during the sixth century A.D.

2. Send your check or money order to Glorious Junk, Box 312, Santa Fe, N.M. 78923!

3. Edward Estlin Cummings signed his poetry as ee cummings?

4. To fit through the door, the table's diam. can't be more than three ft.


6. Both Ken Griffey Sr and Ken Griffey Jr were excellent baseball players.

7. Is it true that one t. of sugar can cut the effects of too much chili pepper in a recipe.

8. Habib Mohammad, MD, has established offices in W. Orange and Newark.
9. Carlotta really was a C.I.A. operative in central Asia.

10. The company Good Trails Inc is based out of Oregon.

EXERCISE 4

Using End Marks in Your Writing

Write a set of highly detailed directions to help a visitor locate a specific store in your town. Start the directions from your home. Use correctly punctuated abbreviations to note geographical locations, street names, and businesses that will serve as landmarks and help the visitor find his or her way to the store. Vary sentences so that you use periods, exclamation points, and question marks.
LESSON 44

Commas

A comma separates words or groups of words within a sentence. Commas tell the reader to pause at certain spots in the sentence. These pauses help keep the reader from running together certain words and phrases that should be kept apart.

Use commas to separate items in a series. The items in a series may be words, phrases, or clauses.

**Examples**

- **words in a series** Frogs, turtles, and dragonflies may use a water lily leaf as a temporary island.
- **phrases in a series** The riddle of the Sphinx asks, “What animal goes **on four feet in the morning, on two feet at noon, and on three feet in the evening**?”
- **clauses in a series** Marietta didn't know **when her friends were leaving, where they expected to be, or how she might get in touch with them.**

Use commas when you use and, but, or, nor, yet, so, or for between two independent clauses in a compound sentence. Place the comma before the conjunction.

**Examples**

Beaver pelts were highly prized in colonial America, **for** they could be pressed and steamed into felt and made into high crowned hats.

Cloth made of flax was left natural in color, **or** it was whitened with buttermilk.

Use a comma after an introductory word or phrase.

**Examples**

- Of course, people’s bodies were often as grimy as their clothing.
- Regarded as unhealthy, bathing was also considered wasteful of both water and time.

Use a comma to set off words or phrases that interrupt sentences. Use two commas if the word or phrase occurs in the middle of the sentence. Use one comma if the word or phrase comes at the beginning or at the end of a sentence.

**Examples**

Wigs, which were made of human hair, horse hair, goat hair, and silk thread, were expensive.

These hairpieces were often stolen by “wig snatchers,” who yanked them off heads in busy city streets and darted away, leaving the victim with nothing but an exposed shaved head.
Many Puritan ministers preached against the fancy wigs, calling them “bushes of vanity.”

Use a comma between two or more adjectives that modify the same noun.

**EXAMPLES**
The women wore taffeta, silk, brocade, or lace dresses.
Well-dressed, wealthy women wore support hoops under their skirts.

Use commas to set off names used in direct address.

**EXAMPLES**
The fashion ideal, Ophelia, had a tiny waistline.

Could you have been comfortable, Ellie, with a whalebone corset encasing you from armpits to hips?

Use commas to separate parts of a date. Do not use a comma between the month and the date or the month and the year.

**EXAMPLES**
The United States stayed out of World War II until December 7, 1941, when Japan attacked Pearl Harbor.

In July 1868, Margaret E. Knight revolutionized the way people did their grocery shopping by inventing the flat-bottom brown paper bag.

Use commas to separate items in addresses. Do not use a comma between the state and the ZIP Code.

**EXAMPLES**
The first Miss America contest took place in Atlantic City, New Jersey.

Our neighbors will be staying at Hotel Artemis, 453926 Turquoise Bay Drive, Seminole, Florida 15329.

Do not use unnecessary commas. Too many commas can make a sentence’s meaning unclear.

**EXAMPLES**
**unclear** The tennis term, love, meaning “zero,” comes from the French word, l’oeuf, meaning “the egg.”

**clear** The tennis term love, meaning “zero,” comes from the French word l’oeuf, meaning “the egg.”

**EXERCISE 1**

**Identifying Commas in Literature**

Identify each use of a comma in the sentences of the literature passage as one of the following: compound sentence, interrupter, series, multiple adjectives modifying noun, or direct address. Write your answers on the corresponding lines on the following page.
“Yes, my child,” her father agreed. “I grant you permission to go forth into the wilderness, and find true love among those who walk the hermit’s way. Return and inform me as to your choice, and I will act accordingly.”

And so Savitri boarded her golden chariot, shook the horses’ reins, and was off into the vast wilds where the exiles go to seek silence and truth, there to find a true companion. Eventually she came upon the hermitage of Dyumatsena, a ruler who had gone blind and had been driven from his throne by a usurper. Now he lived in exile in the jungle with his wife and child. Their son, named Satyavant, which means “truth speaker,” had grown up to be wise and upright, intelligent and loving. It wasn’t long after meeting him that Savitri grew to adore him, and to know him as the one who was meant to accompany her through life. She returned to her home to inform her father of her choice.

from “Savitri and Satyavant,” page E279
Walker Brents

EXERCISE 2
Correcting Comma Use

Rewrite the following sentences so that they are correctly punctuated with commas.

1. Important women’s accessories during the 1700s included kidskin gloves, a fine lace handkerchief and a fan.

2. Hairdos during Marie Antoinette’s reign often towered a foot and a half high, balancing miniature ships, caged birds or country scenes on masses of wire frame, pads and false hair.

3. Although considered fragile by society women daily bore the fifteen- to twenty-pound burden of thick petticoats, corsets and full skirts.

4. For at least a year after her husband’s death, the nineteenth-century widow dressed in mourning black clothing as well as jewelry made from her husband’s hair.
5. A June, 1857 diary entry talks about how inconvenient hoop skirts were on the California Trail.

6. It took three to six days to stretch a buffalo skin on the ground scrape off fat and tissue treat the hide with chemicals and work the leather until it was soft enough to be used as a tunic or leggings.

7. After the sewing machine was patented on September 10, 1846, a shirt that had required fourteen hours of hand sewing needed less than an hour and a half of work.

8. Bustles, tight bodices narrow sleeves, petticoats and long trains that swept the ground restricted most activities for women.

9. Aiming for a delicate pallor women drank vinegar, and ate chalk, or arsenic wafers to make their skin look almost bluish.

10. It was Amelia Bloomer of course who wanted more freedom, and, thus, wore knee-length dresses with baggy Turkish trousers or “bloomers” underneath.

**Exercise 3**

**Using Commas in Your Writing**

For a column in the school newspaper, write an article about a fashion trend from the past or present that interests you. In addition to describing the clothing, hairstyle, or accessory, explain why it was or is appropriate to or indicative of its time period. Be sure that you use commas correctly in your article. Use your own sheet of paper for this exercise.
LESSON 45

Semicolons and Colons

A semicolon joins two closely related independent clauses.

**EXAMPLE**
Willis Haviland Carrier didn’t set out to invent air conditioning; he was just trying to solve a problem.

Use a semicolon to join the independent clauses of a compound sentence if no coordinating conjunction is used. Conjunctions such as **and, but, so, or, nor, for** and **yet** can be used along with a comma to combine two related independent clauses. A semicolon is a punctuation mark that also joins two closely related independent clauses. Using a semicolon in place of a comma and coordinating conjunction emphasizes the second clause. The semicolon signals a pause longer than that of a comma but shorter than that of a period.

**EXAMPLES**

two separate sentences  
As summer temperatures continue to soar, perspiring people unknowingly thank Carrier almost every time they step inside. His legacy is in four out of five American homes and just about everywhere else we go.

joined with semicolon  
As summer temperatures continue to soar, perspiring people unknowingly thank Carrier almost every time they step inside; his legacy is in four out of five American homes and just about everywhere else we go.

Use a semicolon between independent clauses joined by a conjunction if either clause contains commas.

**EXAMPLE**
Carrier invented a machine that used coils holding chilled calcium chloride brine to “condition” warm, humid air; and dry, clean, and cool air would return to the room.

Use a semicolon between items in a series if the items contain commas.

**EXAMPLE**
Carrier transformed living and working environments in California, Arizona, and Nevada; helped make the Computer Age possible; and made central air conditioning systems and window cooling units widely accessible.

Use a semicolon between independent clauses joined by a conjunctive adverb or a transitional phrase.
EXAMPLES

**conjunctive adverb**
Carrier was an important inventor; **however**, his name is not nearly as well known as those of his contemporaries—Henry Ford, Thomas Edison, and Alexander Graham Bell.

**transitional phrase**
A lithography and publishing company was having a problem with ink running on hot, humid days; **as a result**, Carrier studied humidity, air movement, and chemicals that would take water out of the atmosphere.

<table>
<thead>
<tr>
<th>Common Conjunctive Adverbs</th>
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</thead>
<tbody>
<tr>
<td>accordingly</td>
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<td>also</td>
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<tr>
<td>besides</td>
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<td>consequently</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Common Transitional Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>as a result</td>
</tr>
<tr>
<td>for example</td>
</tr>
</tbody>
</table>

**Exercise 1**

**Understanding Semicolons**

Combine each pair of independent clauses by correctly placing a semicolon between them.

1. Elephants destroy trees by pushing them over so that they can reach their leaves **however**, they also help trees reproduce because they eat the trees' seeds, which are then passed in dung to a new location.
2. Unlike most other plants, which usually grow from their tips, grasses are unharmed by grazing **in fact**, grazing animals help grasses by stunting the growth of competing plants.
3. If grassland is burned or affected by drought, it can soon recover **the grass can draw on its buried reserves to start growing again**.
4. Grassland songbirds, such as the skylark, have no trees on which to perch **they broadcast their songs and calls from the air**.
5. The American bison, now relatively rare, is a large, heavy grazer that once had a profound effect on the ecology of the prairies **in the days of free-roaming herds, bison could crop grass for hundreds of miles in one season**.
6. With the spread of agriculture, much of the world’s grasslands was adapted for growing crops or raising livestock consequently, there are only small remnants of the old prairies.

7. Life in open grassland is often dangerous there are few places to hide.

8. While most herd members eat, some are on the lookout for danger as a result, herds increase their chances of survival.

9. Most of the fast runners among the wildlife in the grasslands are mammals however, nature’s fastest running birds, such as the ostrich, rhea, and emu, also make their homes here.

10. These birds can reach speeds of up to forty miles per hour more important, they are able to maintain such speeds long enough to outrun most of their enemies.

**Exercise 2**

**Using Semicolons**

Each independent clause that follows is the first half of a sentence. Add a semicolon and a second independent clause according to the descriptions in parentheses. Make sure that your second thought is related to the first thought and can stand alone.

1. Della designs patterns and knits, crochets, or embroiders. (second independent clause with items in a series)

2. One year our English courses were arranged thematically. (second independent clause)

3. This vacation was our most exciting. (second independent clause with transitional phrase)

4. Storms other than hurricanes and tornadoes can be dangerous. (second independent clause with commas)

5. Temperatures above ninety degrees persisted for days. (second independent clause with a conjunctive adverb)

6. We intended to get on the highway at Exit 57. (second independent clause)
7. Some people collect frogs, political campaign memorabilia, or china teacups. (second independent clause with items in a series)

8. Mom has recently become an innovative cook. (second independent clause with transitional phrase)

9. I have known J.D. since we were in kindergarten. (second independent clause with conjunctive adverb)

10. Satellites have helped scientists explore space. (second independent clause with commas)

Colons

A colon is a punctuation mark used to mean “note what follows.”

Use a colon to introduce a list of items.

EXAMPLES

The novel *The Ingenious Hidalgo Don Quixote de la Mancha* has been translated into the following languages: German, English, French, and Italian.

The role of Don Quixote has been played by the following actors: Fernando Rey, Robert Helpmann, and John Lithgow.

Use a colon to introduce a long or formal statement or a quotation. The first word of the statement or quotation should be capitalized.

EXAMPLES

It is extremely funny when Don Quixote believes a field of windmills is a group of giants and says these lines:

Fortune is directing our affairs even better than we could have wished: for you can see over there, good friend Sancho Panza, a place where stand thirty or more monstrous giants with whom I intend to fight a battle and whose lives I intend to take; and with the booty we shall begin to prosper. For this is a just war, and it is a great service to God to wipe such a wicked breed from the face of the earth.

The Nobel Institute recently described the novel *The Ingenious Hidalgo Don Quixote de la Mancha* thus: “The best and most central work in world literature.”
Use a colon between two independent clauses when the second clause explains or summarizes the first clause. If the element following the colon consists of more than one sentence, then it should begin with a capital letter. If what follows the colon consists of only one sentence, then it may begin with a lowercase letter.

**EXAMPLES**

Don Quixote fights a group of windmills he believes to be monsters: he is a knight errant seeking adventure.

*Don Quixote* is about an eccentric man who wants to become a knight: It is a parody of medieval romance. A parody is a literary work that closely imitates the style of another work for humorous purposes.

Colons are also used between numbers that tell hours and minutes, after the greeting in a business letter, and between chapter and verse of religious works.

**EXAMPLES**

Pottery classes meet from 9:00 a.m. to 12:00 p.m. for ten consecutive Mondays.

Dear Sir or Madam:

I Corinthians 3:3-7

Do not use a colon in the following situations: after a verb, between a preposition and its object(s), or after *because* or *as*.

**EXAMPLES**

**after a verb**

**incorrect** A few of the people influenced by *Don Quixote* are: Pablo Picasso, Milan Kundera, and Richard Strauss.

**correct** A few of the people influenced by *Don Quixote* are Pablo Picasso, Milan Kundera, and Richard Strauss.

**between a preposition and its object(s)**

**incorrect** The novel has been turned into: movies, TV series, and musical compositions.

**correct** The novel has been turned into movies, TV series, and musical compositions.

**after *because* or *as***

**incorrect** Don Quixote has read too many chivalric romances and believes he is ready to become a knight because: he gave himself a new name, gave his horse a new name, and is wearing a suit of armor.

**correct** Don Quixote has read too many chivalric romances and believes he is ready to become a knight because he gave himself a new name, gave his horse a new name, and is wearing a suit of armor.
EXERCISE 3

Correcting Colons

Rewrite the following sentences by adding or deleting colons. Use capitalization correctly.

1. You can obtain more information about growing bonsai trees at the following address California Bonsai Society, Box 345, Petaluma, CA 90742.

2. In your letter, request information for: containers, tools, soil, plants, and techniques.

3. In The Karate Kid, Pat Morita guides Ralph Macchio through his first bonsai pruning and clipping “Close eye…. Trust…. Concentrate…. Think only tree…. Make a perfect picture down to last pine needle…. Nothing exists, whole world—only tree.”

4. The lecture about the history of bonsai growing began at 200 p.m. and was not over until nearly 600 p.m.

5. Plants that make especially good bonsai specimens include these Japanese maple, shore pine, Japanese beech, firethorn, crabapple, and Norway spruce.

6. In his bestseller about the art of growing bonsai trees, Jack Douthitt makes this point. “It is a microcosm of the mysteries of the universe.”
7. In her poem “A Tree Telling of Orpheus,” Denise Levertov describes a man from the perspective of a tree
   He was a man, it seemed: the two / moving stems, the short trunk, the two
   / arm-branches, flexible, each with five leafless / twigs at their ends, / and
   the head that's crowned by brown or gold grass, / bearing a face not like the
   beaked face of a bird, / more like a flower’s.

8. In addition to his tragedies, Shakespeare also wrote such comedies as: *The Merry Wives of Windsor, The Taming of the Shrew, and Much Ado About Nothing.*

9. To make a frittata, you will need: eggs, vegetables or diced meats, cheese, and fresh herbs.

10. As internal body heat is cycled to the skin, it is used as energy to evaporate perspiration this process is the body’s main mechanism for dissipating internal heat, since the skin is chilled when the water from sweat evaporates.

**Exercise 4**

**Using Colons in Your Writing**

For the arts and entertainment section of your student newspaper, write a brief review of a stage production by a local theater group or school drama club. Include such information as the title of the play; names of the actors; a brief synopsis of the plot; a quote from another drama critic; details about performances and staging; your recommendation; and pertinent date, time, and location information. Just for practice, use as many colons as you can in your review. Use your own sheet of paper for the exercise.
LESSON 46

Ellipsis Points and Italics

Ellipsis points are a series of three spaced points. Ellipsis points are used to show that material from a quotation or a quoted passage has been left out. Read the following literature model, and note how the underlined material is omitted and replaced with ellipsis points in the second model.

The road, or track, ran most of the time along the high ridges of the hills or downs, and they could look down on either side of them upon the desolate marshes where the snowy reeds sighed, and the ice crackled, and the duck in the red sunsets quacked loud on the winter air. The whole country was like that. Perhaps there would be a moory marsh on one side of the ridge, and a forest of a hundred thousand acres on the other, with all the great branches weighted in white. They could sometimes see a wisp of smoke among the trees, or a huddle of buildings far out among the impassable reeds, and twice they came to quite respectable towns which had several inns to boast of, but on the whole it was an England without civilization. The better roads were cleared of cover for a bow-shot on either side of them, lest the traveller should be slain by hidden thieves.

The road . . . ran most of the time along the high ridges of the hills or downs, and they could look down on either side of them upon the desolate marshes where the snowy reeds sighed . . . and the duck in the red sunsets quacked loud on the winter air. . . . Perhaps there would be a moory marsh on one side of the ridge, and a forest of a hundred thousand acres on the other . . . . They could sometimes see a wisp of smoke among the trees, or a huddle of buildings far out among the impassable reeds, and twice they came to quite respectable towns . . . but on the whole it was an England without civilization. The better roads were cleared of cover for a bow-shot on either side of them, lest the traveller should be slain by hidden thieves.

from "The Once and Future King," page 542
T. H. White

To use ellipsis points correctly, follow these guidelines:

• If material is left out at the beginning of a sentence or passage, use three points with a space between each point.

  EXAMPLE
  . . . What if something happened, and I ran out of books?
• If material is left out in the middle of a sentence, use three points with a space between each point.

**Example**
What if . . . I ran out of books?

• If material is left out at the end of a sentence, use an end mark after the ellipsis points.

**Example**
There is something in the American character that is even secretly hostile to the act of aimless reading. . . . This is a country that likes confidence but despises hubris.

**Exercise 1**

**Understanding Ellipsis Points**

Rewrite each of the following sentences, correctly adding ellipsis points in place of the underlined material.

1. The fame of her beauty was so great that strangers from neighboring countries came in crowds to admire her, paying her the homage which is only due Venus herself.

2. He shed a few drops from the bitter fountain over her lips, though she looked so beautiful in her sleep that he was filled with pity.

3. He hovered over her, invisible, and to repair the damage he had done, he poured the water from the sweet fountain over her silken ringlets.

4. Psyche, thus frowned upon by Venus, derived no benefit from all her charms.

5. We whose voices you hear are your servants and shall obey all your commands with the utmost care and diligence.

6. Then, after a refreshing bath, she went to the alcove, where a table wheeled itself into the room without any visible aid.

7. There even was music from invisible performers.
8. But at length she thought of her parents who were in ignorance of her fate, and of her sisters with whom she wished to share the delights of her new home.

9. The sisters, not satisfied with this reply, soon made her confess that she had never seen him.

10. When he had fallen into his first sleep, she silently arose, and uncovering her lamp beheld him.

*from “The Love of Cupid and Psyche,” page E268
Retold by Sally Benson*

**EXERCISE 2**

**Using Ellipsis Points in Your Writing**

Select a favorite passage from a work of literature. Write the passage in its complete form. Then rewrite the passage, indicating omissions with ellipsis points. Compare your work to that of a classmate. Use your own sheet of paper for this exercise.

**Underlining and Italics**

Italics are a type of slanted printing used to make a word or phrase stand out. In handwritten documents or in forms of printing in which italics are not available, underlining is used.

**EXAMPLE**

<table>
<thead>
<tr>
<th>italics</th>
<th>Truman Capote’s straightforward presentation of a horrific crime in his book <em>In Cold Blood</em> was based on techniques used decades earlier by Theodore Dreiser in <em>An American Tragedy</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>underlining</td>
<td>Truman Capote’s straightforward presentation of a horrific crime in his book <em>In Cold Blood</em> was based on techniques used decades earlier by Theodore Dreiser in <em>An American Tragedy</em>.</td>
</tr>
</tbody>
</table>

- Use italics (or underlining) for the titles of books, plays, long poems, periodicals, works of art, movies, radio and television series, videos, computer games, comic strips, and long musical works and recordings.
EXAMPLES
books
The Ingenious Hidalgo Don Quixote de la Mancha; The Kite Runner
plays
The Tragedy of Julius Caesar; The Hitchhiker
long poems
Iliad; Beowulf
periodicals
Teen; The Washington Post; Readers’ Digest
works of art
Guernica; The Fifer; Monument to Marshal Ney
movies
Cross of Iron; Milo and Otis; King of Hearts
radio/television series
Prairie Home Companion; I Love Lucy; Star Trek
videos
Classic This Old House; Christmas with Martha Stewart; Stuart Little
computer games
Pong; SimCity; Tetris
comic strips
Dilbert; Arlo and Janis; Peanuts
long musical works/recordings
Young Person's Guide to the Orchestra; Falstaff; Symphony on a French Mountain Air

• Use italics for the names of trains, ships, aircraft, and spacecraft.

EXAMPLES
trains
Zephyr; Erie Limited
ships
Monitor; Carpathia
aircraft
Spruce Goose; Enola Gay
spacecraft
Challenger; Discovery

• Use italics for words, letters, symbols, and numerals referred to as such.

EXAMPLES
The words porcine, bovine, vulpine, and gossamer all come from animal names.
The g in lagniappe is not pronounced.
The symbol @ is used in most e-mail addresses.
In the basketball player’s honor, her team retired her jersey, number 57.

• Use italics to set off foreign words or phrases that are not common in English.

EXAMPLES
Italians cultivate dolce vita, “life that is sweet.”
The German word ratlos means “helpless.”

• Use italics to emphasize a word.

EXAMPLES
You don't expect me to believe that, do you?
Eloise believed that her birthday would never arrive.
**EXERCISE 3**

**Understanding Correct Usage of Underlining and Italics**

Underline the words in the following sentences that should be italicized.

1. Nancy grabbed her feather duster, put Bonnie Raitt’s Luck of the Draw in the CD player, and began to clean the house.

2. The term Pop Art first appeared in 1955 in a collage by Richard Hamilton with the curious title Just What Is It That Makes Today’s Homes So Different, So Appealing.

3. Our family subscribes to Newsweek and Time, but we all would prefer to read People.


5. Lucille Fletcher’s play The Hitchhiker is based on urban legend, an unverifiable anecdote about some aspect of modern life that, although widely recounted as if true, has acquired the status of folklore.

6. The Bhagavad Gita is a Sanskrit discussion of sacred duty and the paths of knowledge and devotion.

7. Situation comedies like The Brady Bunch were once popular depictions of the perfect American family; today, the emphasis has shifted to the dysfunctional family, like the one shown on Everyone Loves Raymond.

8. During the 1920s, the Orange Blossom Special operated winter-season sleeping-car trains between New York and Florida.

9. Two witty plays of George S. Kaufman and Moss Hart, You Can’t Take It with You and The Man Who Came to Dinner, were also successful films.

10. Hart, whose autobiography Act One was a best seller, also won a Tony Award for his direction of the play My Fair Lady.

**EXERCISE 4**

**Using Italics and Underlining in Your Writing**

For your community’s arts and entertainment website, write a review of a movie, book, art exhibit, play, or concert. Explain your opinion of the work. Correctly use at least five examples of italics or underlining in your review. Use your own sheet of paper for this exercise.
LESSON 47

Quotation Marks

Quotation marks are used to set off direct quotations, titles of short works, slang, and unusual expressions.

- Use quotation marks at the beginning and end of a direct quotation. When you use a person’s exact words in your writing, you are using a direct quotation.

  EXAMPLES
  “Peach blossoms are usually in full bloom in Japan when we celebrate the Doll Festival,” sighed Mitsu wistfully.
  “Peach blossoms are symbols of happiness in marriage, aren’t they?” asked Georgeanne. “I think they also stand for peace and beauty, right?”

A direct quotation begins with a capital letter. Separate a direct quotation from the rest of the sentence with a comma, a question mark, or an exclamation point. Do not separate the direct quotation from the rest of the sentence with a period. When a quoted sentence is interrupted, the second part begins with a lowercase letter. All punctuation marks that belong to the direct quotation itself should be placed inside the quotation marks.

  EXAMPLES
  “Oh, Ellen, I was so sorry to hear about your foot!” wailed Rita.
  Doug boomed, “Can you close the door, not slam it?”
  “How many do you need?” Marcia asked.
  “We,” Carol stressed, “are not going.”
  Carol said, “We are not going,” and we didn’t.

Place colons and semicolons outside the closing quotation marks.

  EXAMPLES
  On the following issues the town officials have stated they will “wait and see”: big box retail, quiet hours, leaf removal, and rezoning.

  Carol said, “We are not going”; I wonder why.

Place exclamation points and question marks outside the closing quotation marks if the quotation itself is not an exclamation or a question.

  EXAMPLES
  Did Carol say, “We aren’t going”?
  The lifeguard thought you were “crying wolf”!
Place an exclamation point or question mark inside the closing quotation marks if both the sentence and the quotation are exclamations or questions.

**EXAMPLES**

Did Carol ask, "Are they going?"
That child just cried, "Help!"

When a quoted sentence is interrupted, the second part begins with a lowercase letter unless the first word of the second part begins a new sentence. Use quotation marks to enclose both parts of a divided quotation.

**EXAMPLE**

"Last time we were together," Michele reminded me, "you paid for lunch."
"That's okay," I responded. "You had a much longer drive than I did."

Use only one set of quotation marks when a direct quotation of two or more sentences by the same speaker is not divided or interrupted.

**EXAMPLE**

The football coach explained, "On a hot day, your ten million sweat glands produce as much as two quarts of water per hour. This moisture evaporates and cools the skin. Unfortunately, the rate of evaporation slows as humidity increases. If humidity and heat are both high, sweat collects on the skin with little or no evaporation. This leaves you feeling very uncomfortable."

- Don't use quotation marks to set off an **indirect quotation**. An indirect quotation is a rewording of a person's exact words.

**EXAMPLES**

direct quotation  "Dried cranberries are delicious in salads," Martha mentioned.
indirect quotation  Martha mentioned that dried cranberries taste good in salads.

- Use single quotation marks to enclose a quotation within a quotation.

**EXAMPLE**

"I believe it was Daniel Boorstin, Librarian of Congress, who said, 'Nothing is really real unless it happens on television,'" Jamie noted.

- In dialogue, enclose each speaker's words in quotation marks and begin a new paragraph every time the speaker changes.

**EXAMPLE**

"What can be the meaning of such jovial tumult over at Peace Stead?" he queried through his deceitful mask.

"Why," Frigga replied, "the revelers are celebrating the oath taken by all worldly elements, that none are to harm Balder: no rock, no weapon, no blade, no poison."

"All things have joined in this pledge?" wheedled Loki

*from "The Death of Balder," page E286
Retold by Walker Brents*
Sometimes a direct quotation from an author’s work may be several paragraphs in length. If so, place quotation marks at the beginning of each paragraph and at the end of only the last paragraph.

**Example**

The story explains Venus's jealousy and revenge over Psyche's remarkable beauty:

“This adulation infuriated Venus.…

“She complained to her son, Cupid, and led him to the land where Psyche lived, so that he could see for himself the insults the girl unconsciously heaped upon his mother.…

“Now, there were two fountains in Venus's garden, one of sweet waters, the other of bitter. Cupid filled two amber vases, one from each fountain and, suspending them from the top of his quiver, hastened to Psyche's chamber, where she lay asleep. He shed a few drops from the bitter fountain over her lips, though she looked so beautiful in her sleep that he was filled with pity. Then he touched her side with the point of his arrow. At the touch, she awoke and opened her eyes on Cupid, who was so startled by their blue enchantment that he wounded himself with his own arrow. He hovered over her, invisible, and to repair the damage he had done, he poured the water from the sweet fountain over her silken ringlets.”

*from “The Love of Cupid and Psyche,” page E269
Retold by Sally Benson*

Do not use quotation marks if you are quoting a long passage. Instead, set off the entire passage from the rest of the text by indenting it.

**Example**

In *The Ingenious Hidalgo Don Quixote de la Mancha*, Don Quixote is fascinated with medieval romances:

In short, our hidalgo was soon so absorbed in these books that his nights were spent reading from dusk till dawn, and his days from dawn till dusk, until the lack of sleep and the excess of reading withered his brain, and he went mad. Everything he read in his books took possession of his imagination: enchantments, fights, battles, challenges, wounds, sweet nothings, love affairs, storms and impossible absurdities. The idea that this whole fabric of famous fabrications was real so established itself in his mind that no history in the world was truer for him. He would declare that El Cid, Ruy Diaz, had been an excellent knight, but that he couldn’t be compared to the Knight of the Burning Sword, who with just one backstroke had split two fierce and enormous giants clean down the middle.…

*from “The Ingenious Hidalgo Don Quixote,” page 592
Miguel de Cervantes Saavedra*
Use quotation marks to enclose the titles of short works, such as short stories, poems, articles, essays, parts of books and periodicals, songs, and episodes of TV series.

**Examples**

- **short stories**: “The Open Window,” “Everyday Use”  
  “Making a Fist,” “Teacher”  
- **poems**:  
  “We Heard It Before We Saw Anything,” “No News from Auschwitz”  
- **essays**:  
  “Getting It Right at Ground Zero,” “The Trouble with Television”  
- **parts of books**:  
  “Sports: Where Speed Spells Success,” “Spinning Spheres and Rotating Bodies”  
- **songs**:  
  “Something to Talk About,” “Vincent”  
- **episodes of TV series**:  
  “On the Road Again,” “Trouble with Tribbles”

Use quotation marks to set off slang, technical terms, unusual expressions, invented words, and dictionary definitions.

**Examples**

Someone in the media recently coined the word “carcooning” to describe how people have outfitted their vehicles for comfort, entertainment, and productivity.

According to the *American Heritage Dictionary*, the word *dilettante* means “a dabbler in an art or a field of knowledge.”

**Exercise 1**

**Understanding the Correct Use of Quotation Marks**

Add the appropriate quotation marks, commas, question marks, exclamation points, and periods to the sentences.

1. Bruce Springsteen has often been called the poet of the little American.

2. Helen Keller gave this advice: Never bend your head. Always hold it high. Look at the world straight in the eye.

3. Will asked: When will be the best time for you to meet with us?

4. One of Mrs. Davidson’s favorite short stories is Ray Bradbury’s “There Will Come Soft Rains.”

5. Langston Hughes begins his poem *Dream Variations* with these lines: “To fling my arms wide / In some place of the sun.”

6. Josh Groban, the young tenor, sings several Italian songs on his CD, such as *Alla Luce del Sole*, *Gira Con Me Questa Notte*, and *Un Amore Per Sempre*.

7. The French phrase *chacun à son gout* is equivalent to the American slang expression different strokes for different folks.
8. Hey yelled Coach Carruthers is anybody listening

9. With all of the computer hacking going on, firewalls are being developed to ensure online security.

10. Did Pam actually say I can't find anything to read.

**EXERCISE 2**

**Using Quotation Marks**

Write a response to each direction below. Be sure to use quotation marks correctly. Be prepared to share your responses with a classmate.

1. Name your favorite television episode, and tell what makes it especially appealing.

2. Name a poem you've read, and give your thoughts about it.

3. Tell about a short story you like and your reasons for liking it.

4. Share a quotation of one hundred words or more by your favorite writer and the reasons you chose it.

5. Name a painting or other artwork in one of your textbooks, and give the reason it caught your attention.
LESSON 48

Hyphens and Dashes

Hyphens

Hyphens are used to make a compound word or compound expression.

**EXAMPLES**

- **compound nouns**
  - great-grandmother, the land of make-believe, hole-in-the-wall
- **compound adjectives**
  - ill-tempered personality, slow-moving driver, starry-eyed fan
- **compound numbers**
  - fifty-five years old, forty-two dollars
- **spelled-out fractions**
  - one-half tablespoon, three-eighths of a yard

If a word must be divided at the end of a line, here are a few rules to help you know when and how to hyphenate a word at a line break.

- Divide an already hyphenated word at the hyphen.

  **EXAMPLE**
  - After many false starts and much laughing, **Great-grandmother** O’toole began to play the accordion.

- Divide a word only between syllables. If you are uncertain of a word’s syllables, look up the word in a dictionary.

  **EXAMPLES**
  - **incorrect**
    - The new student was snobbish and conceited as well as being unfriendly.
  - **correct**
    - The new student was snobbish and conceited as well as being unfriendly.

- Do not divide a one-syllable word.

  **EXAMPLES**
  - **incorrect**
    - Facing ruin because of the drought, local farmers applied for aid.
  - **correct**
    - Facing ruin because of the drought, local farmers applied for aid.
• Do not divide a word so that one letter stands alone.

**Examples**

**Incorrect**  
The elegant Japanese server poured sak-i into small ceramic cups.

**Correct**  
The elegant Japanese server poured saki into small ceramic cups.

• Use a hyphen with the prefixes *all–*, *ex–*, *great–*, *half–* and *self–* and with all prefixes before a proper noun or proper adjective.

**Examples**

pre-Kennedy policies  
all-inclusive resort

ex-girlfriend  
self-control

Great-aunt Ida  
anti-union rally

non-European countries  
pro-Castro regime

half-baked idea  
mid-August

• Use a hyphen with the suffixes *–free*, *–elect*, and *–style*.

**Examples**

sugar-free chewing gum

president-elect Michaels

Asian-style interior decoration

**Dashes**

A **dash** is used to show a sudden break or change in thought. Note that a dash is longer than a hyphen. Dashes sometimes replace other marks of punctuation, such as periods, semicolons, or commas.

**Examples**

He stood on his toes, while Archimedes held tight to his shoulder—began to spin on them slowly like a top—spun faster and faster till he was only a blur of grayish light—and in a few seconds there was no one there at all.

Kay’s sumptuous bath had to be set up in the box-room, between two towel-horses and an old box of selected games which contained a worn-out straw dart-board—it was called fléchette in those days—because all the other rooms were full of packing.

*from “The Once and Future King,” page 542*

T. H. White

A dash can also be used to mean *namely, that is, or in other words*.

**Examples**

Our neighbor has only one word for the raccoons in the neighborhood—“Goodbye!”

The dinner choices on the menu were paltry—only steak and cod—but the dessert buffet amply made up for the deficit.
EXERCISE 1

Understanding the Correct Use of Hyphens and Dashes

Rewrite the following sentences, adding hyphens and dashes where they are appropriate.

1. To Ken the book was more than just a book it was torture.

2. Eighty seven people have already bought the self help kit.

3. The announcer's sugar coated compliments could not make up for his off color remarks about the ex commissioner.

4. Are you hungry, thirsty, tired or none of the above?

5. Last night while you were out where were you, anyway? we watched one of those reality shows on TV.

6. Mardi Gras Fat Tuesday is celebrated in Rio de Janeiro and in New Orleans.

7. The mayor has developed many quality of life programs that improve living in a city as large as this one.

8. Tie dyed clouds or psychedelic swirls of bright colors orange, lime green, purple, and hot pink crowded the racks in the clothing shops.

EXERCISE 2

Using Hyphens and Dashes in Your Writing

For your family scrapbook, write a paragraph describing a memory from your childhood—your first day of school, a memorable birthday or holiday, a scary or funny experience. In addition to narrating the events, say who was there and where and when it happened. Be sure to include an explanation of what made the event meaningful or memorable. Use hyphens and dashes in your paragraph. Use your own sheet of paper for this exercise.
LESSON 49

Proper Nouns and Proper Adjectives

Proper Nouns

A proper noun names a specific person, place, idea, or thing. The following kinds of proper nouns should be capitalized.

Names of people

EXAMpLEs
Sally Ride  George W. Bush  Martin Luther King Jr.

Months, days, and holidays

EXAMpLEs
March  Saturday  Valentine’s Day

Names of religions, languages, races, and nationalities

EXAMpLEs
Episcopalian  Catholicism
Dutch  Mongolian
Polish  Hispanic
Latin  African American

Capitalize words referring to a deity: Our Father, God, Adonai, Allah. Do not capitalize the word god when it refers to a deity in ancient mythology: Poseidon was the god of the sea.

Names of clubs, organizations, businesses, and institutions

EXAMpLEs
Volunteers of America  County Hospital
American Cancer Society  Chapman Chemical Company

Names of awards, prizes, and medals

EXAMpLEs
Guggenheim Fellowship  International Music Scholarship
Booker Prize  Congressional Medal of Honor
Proper Adjectives

A proper adjective is either an adjective formed from a proper noun or a proper noun used as an adjective.

Proper adjectives formed from proper nouns

**EXAMPLES**

- Swiss cheese
- Spanish class
- Cajun music
- Portuguese man-of-war

Proper nouns used as adjectives

**EXAMPLES**

- Supreme Court ruling
- Boston baked beans
- Bunsen burner
- Oregon coast

A possessive proper noun functions as an adjective when it modifies a noun.

**EXAMPLES**

- Sweden’s mountains
- Japan’s technology
- Frank’s telephone

Some adjectives derived from names or nationalities are no longer capitalized because of common use: caesar salad, china buffet, french windows.

Brand names are used as proper adjectives. Capitalize the name used as an adjective, but do not capitalize the common noun it modifies unless the word is part of the product name: Wizzie whirligigs, Squeaky Clean laundry detergent.

**Exercise 1**

Identifying Proper Nouns and Proper Adjectives in Literature

Identify the underlined words as proper nouns or proper adjectives in the following passage. If it is a proper noun, cite the appropriate rule that governs the capitalization. Write your answers on the corresponding lines on the next page.

Nearly all Finns at that time were speaking Finnish, Swedish, or even Russian, the region’s established written languages. But a dialect still existed in this isolated region as it always had—in oral form, passed down through the ages from one generation to the next in songs and verses, or runes.…. 

In the early 19th century, Lönnrot became enamored of the Finnish songs and runes he found in Vienna Karelia. He devoted himself to traveling the district, listening to the rune singers and committing the oral poetry to the written word. This was the genesis not only of the modern Finnish language but of the Finnish nation as an entity, creating what Davis calls “this wonderful idea of a…bardic poem inspiring a modern nation.”

*from “Lord of the Rings: Inspired by an Ancient Epic,” page 587*

Brian Handwerk
EXERCISE 2
Correcting Capitalization for Proper Nouns and Adjectives

Correct any capitalization errors in the following sentences.

1. On Saturday, April 10, our class is going to take the test for the national merit scholarship.

2. Cousin Bill hopes to study Theater at one of the Universities in California.

3. Bill's real name is William Youngman Jr., but he rarely uses it.

4. He is saving money for his education, but he'll need a Scholarship.

5. Reiters, the pharmaceutical Company, offers a scholarship for people who plan careers in Science.

6. The dechavanne company, which makes Peanut Kisses, donates a cash prize to a qualifying Senior in the French class.

7. This Summer we plan to drive around to visit some of the nearby College campuses.

8. All through the new England area there are excellent small Schools.
9. Mr. Szor, the Director of our Orchestra, went to the university of Michigan.

10. There are resources in the guidance office for researching Scholarships and Schools.

**EXERCISE 3**

**Using Capitalization of Proper Nouns and Proper Adjectives in Your Writing**

Write several journal entries about a trip, real or imaginary, that you made through Europe, Africa, Asia, or some other location. Provide details in your entries about where you went and why, how you traveled, the people you visited or met along the way, and what you saw. Be sure to capitalize correctly all proper nouns and proper adjectives. Use your own sheet of paper for this exercise.
LESSON 50

I and First Words

Capitalize the pronoun I.

**EXAMPLE**

I forgot my house key.

Capitalize the first word of each sentence.

**EXAMPLE**

My neighbor keeps an extra house key for emergencies like this one.

Capitalize the first word of a direct quotation. Do not capitalize the first word of a direct quotation after an interruption such as identification of the speaker.

**EXAMPLES**

**direct quotation**

"While every effort is made to provide for your safety, you must remain alert and exercise caution," warned the guide.

**direct quotation interrupted**

"We hope you will join with us in protecting Sunset Crater National Monument," the park ranger entreated, "by taking only pictures and inspiration and leaving nothing but footprints and goodwill."

**indirect quotation**

The guide reminded us that we were in a protected area and that we should be careful.

When citing poetry, follow the capitalization of the original poem. Although most poets capitalize the first word of each line in a poem, as is the case in the first set of lines below, some poets do not. The second example shows how the poet uses a combination of uppercase and lowercase letters at the beginning of lines.

**EXAMPLES**

Shall I compare thee to a summer’s day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer’s lease hath all too short a date;

*from “Shall I compare thee to a summer’s day?” page 259*

William Shakespeare
He told of journeys
of where sun and moon go while we stand in dark,
of an earth-journey he dreamed he would take some day
deeper than roots…
He told of the dreams of man, wars, passions, griefs,
and I, a tree, understood words—ah, it seemed
my thick bark would split like a sapling’s that
grew too fast in the spring
when a late frost wounds it.

from “A Tree Telling of Orpheus,” page 524
Denise Levertov

Capitalize the first word in a letter salutation and the name or title of the person addressed. Do not capitalize a title if it is preceded by a possessive word, such as my.

**EXAMPLES**
Dear Mama       My dear uncle Clyde       Dear Sir

Capitalize only the first word in letter closings.

**EXAMPLES**
Sincerely yours       Yours truly
Fondly       Warm wishes

**EXERCISE 1**

**Correcting Capitalization for the Pronoun I and First Words**

Correct any errors in capitalization in the following sentences. If there are no errors in the sentence, write correct.

1. You can always count on Pauline to say, “if i’m going out to eat, i want to go to an Italian restaurant.”

2. When Lenny tripped over the sleeping dog, he shouted, “i think he does this to me on purpose!”

3. Sometimes i find “let sleeping dogs lie” to be good advice.

4. On his open house invitations, Bob wrote, “dear neighbors.”

5. After running in the New York Marathon last Saturday, Jon was exhausted.
6. I wrote, “I found a jelly bean in a can of your vegetable soup,” and signed my letter “sincerely, Judy Polk, Disgusted Customer.”

7. The lake was choppy and cold, but Jack said, “Let’s go swimming!”

8. My father used to say, “I’d like to have a dime for every time I bumped my leg on that table.”

9. The poem “Casey at the Bat” begins with “the outlook wasn’t brilliant for the Mudville nine that day.”

10. You can sign your thank-you note, “With appreciation, Allicia Jones.”

**EXERCISE 2**

**Using Capitalization of I and First Words**

Follow the directions for each item below. Be sure to capitalize any proper nouns and proper adjectives in addition to the pronoun I and first words in sentences and quotations.

1. Quote two sentences from a novel or a short story that you have read recently. Include the title of the work and its author.

2. Quote an adult or a peer who always uses the same word, phrase, or expression to describe someone or something.

3. Restate the person’s meaning from number 2 in an indirect quotation.
LESSON 51

Family Relationships and Titles of Persons

Capitalize the titles or abbreviations that come before the names of people.

**EXAMPLES**

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Captain</td>
<td>Justin McDougal</td>
</tr>
<tr>
<td>Senator</td>
<td>Gillibrand</td>
</tr>
<tr>
<td>Mr. and Mrs. Hunter</td>
<td>President Lincoln</td>
</tr>
<tr>
<td>Ms.</td>
<td>Denise Buscarnera</td>
</tr>
<tr>
<td>Dr.</td>
<td>Cairo</td>
</tr>
</tbody>
</table>

Capitalize a person’s title when it is used as a proper noun, in place of a name.

**EXAMPLES**

- The eulogy will be delivered by Reverend Larson.
- This patient needs attention, Doctor.

Capitalize words showing family relationships when used as titles or as substitutes for a name.

**EXAMPLES**

- Aunt Ruby
- Grandpa
- Mother
- Cousin Richard

**EXERCISE 1**

Understanding Capitalization of Titles and Family Relationships

Correct the capitalization in the following items. If the item is correct as written, write correct.

1. reverend phillips
2. governor henry p. salomon
3. her Niece and Nephew
4. Duke of Windsor
5. senator jaime Hernandez jr.
6. Diana, princess of wales
7. detective columbo
8. Rabbi Kaufman
9. president harry truman
10. uncle charlie
E X E R C I S E 2

Using Titles and Family Relationships in Your Writing

For your school newspaper, write an article about attending a civic function, such as a school board meeting, a city council meeting, an inauguration of a new mayor, or the opening of a new office building. Answer who, what, when, where, why, and how questions about the event. Use a variety of capital and lowercase titles and family relationships in your article.
LESSON 52

Sentence Fragments

A sentence contains a subject and a predicate and expresses a complete thought. A sentence fragment is a word or word group that does not express a complete thought but has been punctuated as though it does.

**Examples**

<table>
<thead>
<tr>
<th>Type of Fragment</th>
<th>Complete Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Sentence</td>
<td>The postal carrier handed Jennie a box of mail.</td>
</tr>
<tr>
<td>Sentence Fragment</td>
<td>Handed Jennie a box of mail. (The subject is missing.)</td>
</tr>
<tr>
<td>Sentence Fragment</td>
<td>The postal carrier. (The predicate is missing.)</td>
</tr>
<tr>
<td>Sentence Fragment</td>
<td>Under a box of mail. (The subject and predicate are missing.)</td>
</tr>
</tbody>
</table>

As a rule, sentence fragments should be avoided. For style reasons, however, authors sometimes include sentence fragments in their work.

**Exercise 1**

Identifying Sentence Fragments in Literature

Identify each of the following items as either a sentence or a sentence fragment.

1. Music played. ____________________________
2. The house was clean. ____________________________
3. And then, reinforcements. ____________________________
4. An explosion! ____________________________
5. Ten more voices died. ____________________________
6. A great quantity of smoke. ____________________________
7. It was the children's hour. ____________________________
8. The crash. ____________________________
9. It was raining outside. ____________________________
10. But too late. ____________________________

*from "There Will Come Soft Rains," page 955*

Ray Bradbury
EXERCISE 2

Understanding Sentence Fragments

Tell what is missing in each of the following sentence fragments—subject, predicate, or subject and predicate.

1. inside the shed

2. lunged at the angry animal

3. a miniature tea set

4. the damaged automobile

5. rode from one end of the island to the other

6. under the dry, powdery soil

7. down the old well

8. cavorted through the sprinkler spray

9. the neighbors and their pets

10. shredded it into a huge pile
EXERCISE 3

Correcting Sentence Fragments

Correct each of the following sentence fragments. Make each fragment into a complete sentence by supplying the missing element(s).

1. soaked the rain into its pores

2. by the police station in the center of town

3. the highway exit near the airport

4. dove into the enormous wave

5. a young doe

6. about the dripping kitchen sink

7. on the top shelf in aisle four

8. the cranberry bogs in the moors

9. beneath the streetlight

10. won the canoe race this year
LESSON 53

Run-On Sentences

A run-on sentence is made up of two or more independent clauses that have been run together as if they were one complete thought. A run-on sentence can confuse the reader about where a thought starts or ends.

Take a look at the following examples of run-on sentences. In the first run-on, called a fused sentence, no punctuation mark is used between the independent clauses. In the second run-on, called a comma splice, a comma is used incorrectly to join the clauses.

**Examples**

The continuing business scandals disturbed consumers many people felt they could no longer trust business leaders. (fused sentence)

The Congress attempted several measures to restore consumer confidence, they hoped to show Americans that big business could be run honestly. (comma splice)

You can correct a run-on by dividing it into two separate sentences. Mark the end of each idea with a period, question mark, or exclamation point. Capitalize the first word of each new sentence.

**Example**

The continuing business scandals disturbed consumers. Many people felt they could no longer trust business leaders.

You can also correct a run-on by using a semicolon. The part of the sentence after the semicolon is not capitalized. Use a semicolon to join two independent clauses only if the two clauses are closely related.

**Example**

The Congress attempted several measures to restore consumer confidence; they hoped to show Americans that big business could be run honestly.

**Exercise 1**

Identifying Run-On Sentences

Identify each of the following items as either a sentence or a run-on sentence.

1. Each time a new business scandal appeared the stock market fell it made people very nervous.
2. People worried that they could not believe financial reports.

3. As legislators Congress had to respond in many ways, they addressed the problems quickly.

4. Many economists offered differing views on the situation they spoke daily on news programs.

5. Hoping to gain leverage, politicians blamed their colleagues in the opposite party.

6. Older Americans felt the financial pinch the most their savings investments began to produce less income.

7. During the summer months, several more companies revealed accounting difficulties.

8. House and Senate legislators agreed on a bill the president was expected to sign it eagerly.

9. Legislators had discussed the bill with business leaders, they hoped to avoid resistance.

10. More financial news, such as revised earnings reports, was due out within the month.

**Exercise 2**

**Understanding Run-On Sentences**

Correct each of the following run-on sentences. Decide whether the run-on can be corrected by dividing it into two separate sentences or by using a semicolon and forming one sentence.
1. The Dalmatian puppy jumped excitedly whenever we came home she was only nine weeks old.

2. Typically the town is overflowing with people on a summer weekend people arrive for the day by the boatload.

3. The strong swimmer jumped the waves and swam forcefully to the drowning girl he quickly reached her and brought her safely to shore.

4. A group of surfers arrived by four-wheel drive their boards were lashed to the top of the vehicle.

5. The mailbox looked inviting after our long vacation it was overflowing with magazines.

6. Leaves fluttered to the ground from drought-stricken trees the shrubs looked even worse.

7. All the grass had died from lack of water only weeds remained, and these were thriving.

8. The wild turkeys had disappeared from the neighborhood the drought had destroyed their food source.

9. A crash of thunder heralded some welcome rain the sky darkened as clouds gathered.

10. The thunder grew louder and more insistent the rain, when it finally arrived, disappointingly lasted only ten minutes.
Combining and Expanding Sentences

A series of short sentences in a paragraph can make your writing sound choppy and boring. The reader might also have trouble understanding how your ideas are connected. By combining and expanding sentences you can connect related ideas, make sentences longer and smoother, and make a paragraph more interesting to read.

One way to combine sentences is to take a key word or phrase from one sentence and insert it into another sentence.

**EXAMPLES**

**short, choppy sentences**
The kittens dashed across the road to explore. They were adventurous.

**combined sentence**
The adventurous kittens dashed across the road to explore.

**short, choppy sentences**
We expect to see my brother in August. He lives in San Francisco.

**combined sentence**
In August, we expect to see my brother from San Francisco.

Another way of combining sentences is to take two related sentences and combine them by using a coordinating conjunction—*and, but, or, so, for, yet, or nor*. By using a coordinating conjunction, you can form a compound subject, a compound predicate, or a compound sentence.

**EXAMPLES**

**two related sentences**
Sherry now lives in Iowa. She has started a business selling handmade pottery.

**combined sentence**
Sherry now lives in Iowa, and she has started a business selling handmade pottery. (compound sentence)

**two related sentences**
June bugs flew at the screens. Japanese beetles hit the screen also.

**combined sentence**
June bugs and Japanese beetles flew at the screen. (compound subject)

**two related sentences**
Rain poured down all day. It flooded the roadways.

**combined sentence**
Rain poured down all day and flooded the roadways. (compound predicate)
Exercise 1

Understanding How to Combine and Expand Sentences

Combine each of the following sentence pairs by taking the underlined word or word group from the second sentence and inserting it into the first sentence. Remember: You might need to change the form of words when combining sentences.

1. Watergate created a terrible political crisis in America. It took place in the early 1970s.

2. Carl Bernstein and Bob Woodward investigated the story. They were reporters.

3. They published their findings in articles for The Washington Post. The articles were fascinating.

4. Each article revealed more information about the unraveling scandal. The articles were very insightful.

5. Readers learned about the break-in at the Watergate apartment buildings. The apartments were in Washington, D.C.

6. The articles also revealed complex plans to cover up government involvement. The involvement was with the break-in.

7. Each day readers turned to their papers for more information. The readers were eager.

8. Some people believe that the articles contributed to President Nixon's eventual resignation. These articles were by Woodward and Bernstein.

9. The reporters published a collection of their articles in a book. The articles were about Watergate.

10. Watergate affected Americans' ability to trust their government. The effect was dramatic and negative.
**EXERCISE 2**

**Using Coordinating Conjunctions to Combine Sentences**

Combine each of the following sentence pairs by using one of the following coordinating conjunctions—*and, but, or, so, for, yet, or nor*. Remember to insert a comma if necessary.

1. Noah wanted to read his guitar magazine. He finished writing his essays instead.

2. Carol expected Noah to collect his clothes. She expected him to be ready for the trip next week.

3. Noah played the guitar every afternoon. He sometimes played the drums as well.

4. After studying song sheets in the magazine, Noah taught himself new songs. He also studied technique suggestions.

5. At 4:00 p.m., Carol called to Noah. He had to get ready for his lesson.

6. Usually he had a lesson every Friday. Next week he would be away on the trip.

7. David usually gave Noah extra material to practice on trips. Sometimes he asked him to compose a song.

8. Noah arrived at his lesson. He took his guitar out of its case.

9. David hadn't finished his previous lesson. Noah took a seat in the waiting room.

10. Noah took all his guitar materials on the trip. He ended up having little time to play.
LESSON 55

Using Transitions Effectively

A transition is a word or phrase used to connect ideas and to show a relationship between them. Transitions can show time/chronological order, place/spatial order, cause and effect order, comparison and contrast order, and order of importance. The following examples include some common transitions:

**EXAMPLES**

- **time/chronological order**
  - first, next, before, after, then, later, finally
- **place/spatial order**
  - above, behind, next to, on top of, near, to the left
- **cause and effect**
  - therefore, because, since, as a result, consequently
- **comparison and contrast**
  - on the other hand, similarly, in contrast
- **order of importance**
  - of least importance, more important, most importantly

Sentences linked by transitional devices such as pronouns, repeated key words, transitional expressions, or parallel structure help create a unified paragraph. Transitions from one paragraph to the next are just as necessary as those between sentences within the paragraph because the reader needs to be reminded of the direction of the writer’s thought.

**EXERCISE 1**

Identifying Transitions in Literature

Underline the transitions in the following excerpt.

Nevertheless, we make a beginning. It is not for the metal alone we go to the Dead Places now—there are the books and the writings. They are hard to learn. And the magic tools are broken—but we can look at them and wonder. At least, we make a beginning. And, when I am chief priest we shall go beyond the great river. We shall go to the Place of the Gods—the place newyork—not one man but a company. We shall look for the images of the gods and find the god ASHING and the others—the gods Lincoln and Biltmore and Moses. But they were men
who built the city, not gods or demons. They were men. I remember the dead man’s face. They were men who were here before us. We must build again.

*from “By the Waters of Babylon,” page 638*

*Stephen Vincent Benét*

**EXERCISE 2**

**Understanding How to Use Transitions**

For each item below, follow the directions to write a sentence using a transition.

**EXAMPLE**

My father is taking us to the grocery store. (Use time/chronological order transition.) *Afterward, he is taking us out for ice cream.*

1. I need to go to the library to start working on my English paper. (Use order of importance transition.)

2. The stock market crashed last week. (Use cause and effect transition.)

3. I finished studying for the exam at midnight. (Use time/chronological order.)

4. While on an African safari, I saw a giraffe in the distance. (Use place/spatial order transition.)

**EXERCISE 3**

**Using Transitions in Your Writing**

Imagine that you are a police officer at the scene of a minor traffic accident. Write an accident report describing what happened. Use at least three different transitions in your description. Use transitions that will make the cause and effect and spatial order clear in your report.
LESSON 56

Achieving Parallelism

A sentence has parallelism when the same forms are used to express ideas of equal—or parallel—importance. Parallelism can add emphasis and rhythm to a sentence. Words, phrases, and clauses that have the same form and function in a sentence are called parallel.

Examples

not parallel The children searched the gardens, checked inside the garage, and had looked across the street. (The boldface verbs are not in the same tense.)

parallel The children searched the gardens, checked inside the garage, and looked across the street.

not parallel The Arabian horse is strong, tireless, and runs. (The three boldface words include two adjectives and one verb.)

parallel The Arabian horse is a strong, tireless, and fast runner.

Exercise 1

Identifying Parallelism in Literature

Identify examples of parallelism in the following passage.

Eyes squeezed shut, he watched scenes in his mind like scraps of motion-picture film—he could not stop them. He saw himself stumbling suddenly sideways as he crept along the ledge and saw his upper body arc outward, arms flailing. He saw a dangling shoestring caught between the ledge and the sole of his other shoe, saw a foot start to move, to be stopped with a jerk, and felt his balance leaving him. He saw himself falling with a terrible speed as his body revolved in the air, knees clutched tight to his chest, eyes squeezed shut, moaning softly.

from “Contents of the Dead Man’s Pocket,” page E313
Jack Finney
E X E R C I S E 2

Correcting Errors in Parallelism

Revise each sentence that contains errors in parallelism by making sentence parts parallel. If a sentence is already parallel, write correct.

1. Last week I swam, sunbathed, and was taking long walks.

2. In September, Laura will be attending a new school, starting tenth grade, and begin soccer practice.

3. Will you be riding your bike or drive your car to our house?

4. The construction workers unloaded the lumber, divided it by length, and stacked it neatly.

5. The tennis court needs resurfacing and to have its lines repainted.

6. The recipe called for chopping the vegetables, adding them to the liquid, and stir the soup.

7. Her review described the book as moving, engaging, and exciting.

8. Pattaconk Creek winds around the woods, across a meadow, and through the center of town.

9. Many local children swim competitively and were practicing daily at the public pool.

10. Angry hoards of frustrated moviegoers rushed the ticket office, shouted at the attendant, and went throwing rocks at the theater.
EXERCISE 3

Using Parallelism in Your Writing

Write a paragraph describing to a friend from out of town the route to a local teen hangout, such as a restaurant, a teen center, or an athletic facility. Use five examples of parallelism in your paragraph.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
LESSON 57

Making Your Language Precise and Colorful

When you write, use words that tell your readers exactly what you mean. Colorful language—such as precise and lively nouns, verbs, and modifiers—tells your readers exactly what you mean and makes your writing more interesting. Precise nouns give your readers a clear picture of who or what is involved in the sentence.

EXAMPLES
original sentence The horse swatted its tail at the annoying bug.
revised sentence The stallion swatted its tail at the annoying horsefly.

Colorful, vivid verbs describe the specific action in the sentence.

EXAMPLES
original sentence A drop of sweat was on his nose.
revised sentence A drop of sweat perched on his nose.

Modifiers—adjectives and adverbs—describe the meaning of other words and make them more precise. Colorful or surprising modifiers can make your writing come alive for your readers.

EXAMPLES
original sentence The small puppy licked our hands and jumped with delight.
revised sentence The pint-size puppy lavishly licked our hands and jumped with delight.

EXERCISE 1

Identifying Precise and Colorful Language in Literature

Identify examples of colorful language in the following passage. Think about how each example makes the meaning of a sentence more precise and vivid.

These thoughts took on a certain relevance some hours later in the dry heat of afternoon, when I returned to the city dog-tired and pasted with sweat, and impulsively popped into the grand and brooding Australian Museum in its setting beside Hyde Park. I went not because it is fabulous, but because I was half crazed from the heat and it looked to be one of those buildings that are dim-lit and
gratifyingly cool inside. It was both of those, and fabulous as well. It is a vast and 
old-fashioned place—I mean that as the most admiring compliment; I know of 
no higher for a museum—with lofty galleried halls full of stuffed animals and long 
cases of carefully mounted insects, chunks of luminous minerals, or Aboriginal 
artifacts. In a country such as Australia, every room is a wonder.

from “In a Sunburned Country,” page E323
Bill Bryson

EXERCISE 2

Understanding Precise and Colorful Language

Revise each of the following sentences, using precise nouns, vivid verbs, and 
colorful modifiers.

1. On my date, I wore a shirt and pants.

2. The bird flew across the sky.

3. Fred rode up the hill and down toward the tree.

4. The girl carried the toy in a bag.

5. Sun was present in the area.

6. A sprinkler sat in the middle of the lawn.

7. The small reptile made me jump.

8. Sue worked in the garden for many hours.
9. A car caused traffic problems.

10. The children played in the sand.

**EXERCISE 3**

**Using Precise and Colorful Language in Your Writing**

Write a journal entry describing a special person you've recently met. Include when and where you met, what you did or said, and what effect you had on each other. Be sure to use precise nouns, vivid verbs, and colorful modifiers.
Varying Sentence Beginnings

Just as you probably wouldn’t like to eat the same thing for breakfast every morning, your readers wouldn’t enjoy reading the same sentence pattern in every paragraph. By varying sentence beginnings, you can give your sentences rhythm, create variety, and keep your readers engaged. Sentences often begin with a subject. To vary sentence beginnings, start some sentences with a one-word modifier, a prepositional phrase, a participial phrase, or a subordinate clause.

EXAMPLES

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject</td>
<td>He often prefers a cold dinner on hot summer evenings.</td>
</tr>
<tr>
<td>one-word modifier</td>
<td>Often, he prefers a cold dinner on hot summer evenings.</td>
</tr>
<tr>
<td>prepositional phrase</td>
<td>During the news he hates to be disturbed.</td>
</tr>
<tr>
<td>participial phrase</td>
<td>Rearranging the furniture, Keith hoped to make the room feel less formal.</td>
</tr>
<tr>
<td>subordinate clause</td>
<td>Since we must leave early, Chad will help with the dishes now.</td>
</tr>
</tbody>
</table>

EXERCISE 1

Identifying Varying Sentence Beginnings in Literature

Underline the varying sentence beginnings in the following passage. Read the passage aloud to hear the rhythm and interest that the variety creates.

Rigid, the man looked back at him cataleptically, seeming, for a moment, all eye.

Then, his mouth stretching in that medieval grimace, risorial and equivocal, whose mask appears sometimes on one side of the stage, sometimes on the other, he fell forward on the desk, with a long, mewing sigh.

Before the doctor could reach him, he had raised himself on his arms and their foreheads touched. They recoiled, staring downward. Between them on the desk, as if one of its mahogany shadows had become animate, something seemed to
move—small, seal-colored, and ambiguous. For a moment it filmed back and forth,
arching in a crude, primordial inquiry; then, homing straight for the doctor, whose
jaw hung down in a rictus of shock, it disappeared from view.

from “Heartburn,” page E380
Hortense Calisher

**Exercise 2**

**Understanding How to Vary Sentence Beginnings**

Revise the following paragraph to vary sentence beginnings.

Alison makes her living with her cooking skills. She began experimenting with food
during a childhood spent in the kitchen. She took formal cooking classes while
in high school in order to increase her skill. Alison focused her college education
on food science and preparation. She took a job as a corporate chef after college
to pursue her interest in large-scale cooking. This experience offered five years of
creating daily and special event meals for several hundred executives and workers.
Alison married and started a family, so she exchanged her corporate chef career hat
for the life of freelance catering.

**Exercise 3**

**Using Varying Sentence Beginnings in Your Writing**

For a new student, write an explanation of a school program. You might choose
the school lunch program, an after-school activity, or the elections for student
government. Vary sentence beginnings in the paragraph.
LESSON 59

Adding Sensory Details

Sensory details are words and phrases that describe how things look, sound, smell, taste, and feel. Writers use sensory details to bring descriptions to life and help the reader experience what they are describing. Good descriptive writing relies on sensory details to make it vivid and real.

EXAMPLES
My friend had on a bright pink sweater with glittering sequins.
The rabbit’s brown fur was silky and smooth.
The dog’s angry growl could be heard through the fence.

Incorporating sensory details into your own writing will make it more clear, interesting, and believable. Choose details that are appropriate to your subject, purpose, and audience.

EXERCISE 1

Identifying Sensory Details in Literature

Identify the sensory details in the following passage. Record them in the chart below.

He ran across the room, grasped the bottom edge of the window and tugged, staring through the glass. He saw the yellow sheet, dimly now in the darkness outside, lying on the ornamental ledge a yard below the window. Even as he watched, it was moving, scraping slowly along the ledge, pushed by the breeze that pressed steadily against the building wall. He heaved on the window with all his strength and it shot open with a bang, the window weight rattling in the casing. But the paper was past his reach and, leaning out into the night, he watched it scud steadily along the ledge to the south, half plastered against the building wall. Above the muffled sound of the street traffic far below, he could hear the dry scrape of its movement, like a leaf on the pavement.

from “Contents of the Dead Man’s Pocket,” page E309
Jack Finney

<table>
<thead>
<tr>
<th>Sight</th>
<th>Sound</th>
<th>Smell</th>
<th>Taste</th>
<th>Touch</th>
</tr>
</thead>
<tbody>
<tr>
<td>• dimly now in the darkness outside</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXERCISE 2

Create Sensory Details

Create three sensory details for each of the topics below. They can relate to sight, sound, smell, taste, or touch.

1. Pep rally

2. Forest

3. Apple

4. Puppy

5. Flower store

EXERCISE 3

Use Sensory Details in Your Writing

Write a paragraph about your favorite restaurant. Use sensory details to explain what foods you smell, who you see, what you hear, and so on.
LESSON 60

Avoiding Clichés

As you strive to make your writing precise and interesting, try not to use clichés. A cliché is an overused or unoriginal expression. Good writers avoid clichés and use more original and colorful ways to express ideas.

**Examples**

- **cliché** Isabel stood in line for the rollercoaster but chickened out at the last minute.
- **revised** Isabel stood in line for the rollercoaster but panicked at the last minute, turned green, and left the line.

- **cliché** Ricardo said that his math test was a piece of cake.
- **revised** Ricardo said that his math test was no trouble at all and that he had finished it before all the other students.

**Exercise 1**

Identifying and Avoiding Clichés

The following sentences contain clichés. Rewrite each of the sentences to avoid the clichés, while still maintaining an interesting sentence.

1. My boss said that he had a bone to pick with me and called me into his office.

   ____________________________________________________________

2. Angela tried to break the ice by telling a joke.

   ____________________________________________________________

3. My mother always said that money didn’t grow on trees, so we had to get a job and save for the things we wanted.

   ____________________________________________________________

4. Mr. McDoogle has a full plate next week.

   ____________________________________________________________

5. Marcus and his brother are like two peas in a pod.

   ____________________________________________________________

6. Don’t be offended by what Andre said. He meant it tongue-in-cheek.

   ____________________________________________________________
LESSON 61

The Paragraph

A **paragraph** is a carefully organized group of related sentences that focus on or develop one main idea. As the sentences within a paragraph are connected—like links in a chain—so are a series of paragraphs connected to create a longer piece of writing, whether an essay, short story, or research paper.

Most effective paragraphs have a **main idea** or point that is developed with supporting details. **Supporting details** include examples or illustrations, sensory details, anecdotes, facts, and quotations. By using supporting details that best develop or explain your main idea, you can help your reader understand what you are trying to say.

Of course, depending on the purpose of your paragraph or longer piece of writing, one kind of supporting detail may be more appropriate or effective than another. Each of the different kinds of details listed below supports the following topic sentence: **In the northwest corner of the United States is the only coniferous rain forest in the world.**

**EXAMPLES**

**example/illustration**
One major difference between a temperate-zone rain forest and a tropical rain forest is the ground covering of mosses and ferns, in contrast to tangled vines.

**sensory details**
Thick draperies of club moss hang from limbs of hemlock and maple trees, forming fragrant, dramatic archways.

**anecdote**
From beneath the heavy green canopy, an enormous bull elk came charging right for us.

**fact**
The Hoh rain forest averages 142 inches of rain each year, usually between November and June.

**quotation**
As Henry Wadsworth Longfellow wrote: “This is the forest primeval. The murmuring pines and the hemlocks, / Bearded with moss, and in garments green, indistinct in the twilight, / Stand like druids of eld, with voices sad and prophetic . . . ”
EXERCISE 1

Identifying Main Ideas in Paragraphs in Literature

Read the following paragraph. Then tell what the main idea of the paragraph is.

Pakhom had his own land. He borrowed seed, sowed the land he had bought: it produced well. In a year, he had settled his debts with both the lady and his brother-in-law. And so Pakhom became a landowner: he plowed and sowed his own land, mowed hay on his own land, cut timber from his own land, and pastured his herd on his own land. When Pakhom went out to plow the land which he now owned forever, or when he happened to glance over the sprouting fields and meadows, he could not rejoice enough. It seemed to him that the grass grew and the flowers flowered in a new way. When he had walked across this land before, it had been land like any land; now it had become completely exceptional.

from "Land Enough for a Man," page E337
Leo Tolstoy

EXERCISE 2

Understanding Main Ideas and Supporting Details in a Paragraph

Write two supporting sentences for each of the following main ideas. Make sure that each supporting sentence develops the main idea and that all the sentences are related.

1. The weekday hours a high school student can work should (or should not) be limited.

2. Weather extremes have become the norm.

3. Owning a pet is a substantial responsibility.
4. “Geraldine Moore the Poet” is a short story that every high school student should read.

5. Canceling recycling programs is not the way our community should save money.

**EXERCISE 3**

**Using Related Sentences to Develop a Main Idea in a Paragraph**

For a school newspaper column titled “Try It, You’ll Like It,” recommend a restaurant, music shop, clothing store, barber/hair stylist, or some other retail shop or service. Write a clear topic sentence that explains why you are recommending the place. Then add details that support your recommendation. Use your own sheet of paper for this exercise.
LESSON 62

Summarizing and Paraphrasing

Summarizing involves identifying the main point of a story, essay, or article. When you summarize, you condense the information, stating the general idea in your own words but leaving out the details. Below is a summary of the short story "Contents of the Dead Man's Pocket," by Jack Finney, on page 903 of your textbook.

EXAMPLE
Tom Benecke is writing an important proposal for work when a gust of wind blows his notes out the window. He has to gather all his physical and mental strength to retrieve his piece of paper and return safely back to the apartment.

When you paraphrase information, you essentially translate it, restating the text in your own words but maintaining the level of detail in the original.

EXAMPLES

<table>
<thead>
<tr>
<th>original</th>
<th>“Turning, he saw a sheet of white paper drifting to the floor in a series of arcs, and another sheet, yellow, moving toward the window, caught in the dying current flowing through the narrow opening.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>paraphrase</td>
<td>He watched as the wind lifted two pieces of paper and carried them toward the open window.</td>
</tr>
</tbody>
</table>

Notice that in the paraphrase, words are substituted and phrases are rearranged and simplified. The ideas being conveyed are the same as in the original, however.

Summarizing is appropriate for incorporating information from sources that provide general or background information. Paraphrasing is appropriate for incorporating detailed information, such as facts and descriptions.

EXERCISE 1

Summarizing a Selection

Write two or three sentences to summarize the short story "Miriam," by Truman Capote, on page E353 of Passport.
EXERCISE 2
Paraphrasing Sentences

Paraphrase the following sentences from “Miriam.”

1. “The other people in the house never seemed to notice her: her clothes were matter-of-fact, her hair iron-gray, clipped and casually waved; she did not use cosmetics, her features were plain and inconspicuous, and on her last birthday she was sixty-one.”

2. “As she stood, striving to shape a sentence which would somehow save the brooch, it came to Mrs. Miller there was no one to whom she might turn; she was alone; a fact that had not been among her thoughts for a long time.”

3. “Mrs. Miller spent the next day in bed, rising once to feed the canary and drink a cup of tea; she took her temperature and had none, yet her dreams were feverishly agitated; their unbalanced mood lingered even as she lay staring wide-eyed at the ceiling.”

4. “She opened the window to discover a thawed, mild-as-spring day; a sweep of clean new clouds crumpled against a vastly blue, out-of-season sky; and across the low line of rooftops she could see the river and smoke curving from tugboat stacks in a warm wind.”

5. “For the only thing she had lost to Miriam was her identity, but now she had found again the person who lived in this room, who cooked her own meals, who owned a canary, who was someone she could trust and believe in: Mrs. H. T. Miller.”
LESSON 63

Using Quotations Effectively

One of the ways to incorporate information from other sources in your writing is to use quotations, repeating the exact words and punctuation from another source. In selecting quotations, look for statements that are particularly well expressed and that are made by recognized authorities on the topic.

To distinguish quoted text from your own writing, the convention is to enclose the text within quotation marks. Follow this guideline if the quotation will run fewer than three printed lines in your paper. For a longer quotation, set off the text by indenting it five letter spaces from the left margin and adding blank line spaces above and below the indented block. The indenting indicates that the passage is a quote, so quotation marks are not needed.

Finally, be sure to identify the source of the quotation in the sentence in which the quotation appears or that introduces the quotation. This is particularly important if you are using quotes from more than one source.

If you quote a full sentence, be sure to capitalize the first word of the quotation.

Example

short quotation
In “Geraldine Moore the Poet,” as she passed the hot-dog man, “Geraldine turned down her street, wondering what her sister Anita would have for her lunch.”

long quotation
The narrator describes the hard times Geraldine has been through:

When Geraldine’s mother first took sick and went away, Geraldine had been on her own except when Miss Gladys next door came in on Thursdays and cleaned the apartment and made a meat loaf so Geraldine could have dinner. But in those days Geraldine never quite managed to get breakfast for herself. So she'd sit through social studies class, scraping her feet to cover up the noise of her stomach growling.

If you use only a fragment of a quotation, embed it in your own sentence and start it with a lowercase letter.

Example

fragment quotation
Geraldine pulled up her socks, and “two fingers poked right through the top of her left one.”
**EXERCISE 1**

**Improving the Use of Quotations**

Rewrite each of the following sentences to correctly use the underlined quoted text from “Geraldine Moore the Poet,” by Toni Cade Bambara, on page 620 of your textbook. Consider the capitalization and use of punctuation in quoting a fragment or an entire sentence.

1. Geraldine walks to her sister’s apartment for lunch, happy that she doesn’t have to eat the cafeteria food anymore. The narrator states, she was sick of the funny-looking tomato soup and the dried-out cheese sandwiches and those oranges that were more green than orange. (sentence quoted)

   Geraldine walks to her sister’s apartment for lunch, happy that she doesn’t have to eat the cafeteria food anymore. The narrator states, she was sick of the funny-looking tomato soup and the dried-out cheese sandwiches and those oranges that were more green than orange.

2. Geraldine thought that maybe they would move to a new place and she could have her own room. (fragment quoted)

   Geraldine thought that maybe they would move to a new place and she could have her own room.

3. The narrator explains why Geraldine stopped dead in her tracks: right outside her building was a pile of furniture and some boxes. (sentence quoted)

   The narrator explains why Geraldine stopped dead in her tracks: right outside her building was a pile of furniture and some boxes.

4. She wanted to ask her math teacher what all these squares and angles had to do with solving real problems, like the ones she had. (fragment quoted)

   She wanted to ask her math teacher what all these squares and angles had to do with solving real problems, like the ones she had.

5. Before Geraldine left the room she heard Mrs. Scott whimper, and she saw Mrs. Scott’s shoulders shake a little. (fragment quoted)

   Before Geraldine left the room she heard Mrs. Scott whimper, and she saw Mrs. Scott’s shoulders shake a little.
EXERCISE 2

Using Quotations in Your Writing

Write a paragraph about the events in your favorite literary work. It can be a novel, short story, poem, speech, essay, or other work. Use quotations from the text to better explain the literary work.
LESSON 64

Documenting Sources

Many subject areas have their own systems of documentation, or citing sources. In English, the system is that of the Modern Language Association (MLA). MLA style has two components: (1) abbreviated citations of sources within the text of the paper and (2) a full listing of sources at the end of the paper.

To cite sources within the text, use parenthetical citation, in which a brief form of the source is provided in parentheses. Provide the author’s last name and the page or pages that contain the information you are using. If you mention the author’s name in your text, cite only the page or pages in parentheses.

**Example**

- **quotation**
  “About fifty yards away two coyotes stood watching me, their tawny coats blending with sand and sun” (Steinbeck E333).

- **paraphrase**
  In his narrative nonfiction, John Steinbeck describes the coyotes as vermin who steal chickens and thin the quail population (E333).

- **summary**
  In his narrative nonfiction, John Steinbeck is in the Mojave desert and stops to quench his thirst and give his dog some water (E332–E334).

The second component of MLA documentation is the bibliography, or list of sources. Called Works Cited, this list should include all the sources you cite in your paper, arranged in alphabetical order. Each entry on the list begins with a flush-left line; subsequent lines are indented.

**Example**

- **book**
  Author name. *Title*. Place of Publication: Publisher, Year.

- **article in scholarly journal**

- **article in magazine**
  Author name. “Title.” *Magazine* Date: Pages.
website
Website name. Editor name (if available). Date of publication or last update.
Name of sponsoring organization. Date accessed site <URL>.

EXERCISE 1

Correctly Document Sources

Rewrite the parenthetical citation to correct any errors for each of the following
sentences from Travels with Charley, by John Steinbeck, on page E332 of Passport.

1. According to John Steinbeck, “The Mohave is a big desert and a frightening
one” (Steinbeck, E332).

2. He poured water on Charley, the poodle, because “the air is so dry that
evaporation makes you feel suddenly cold” (Steinbeck page E332).

3. Steinbeck couldn’t interfere and decided not to shoot the coyotes (Steinbeck
E334).

4. In Travels with Charley: In Search of America, John Steinbeck is in the Mojave
Desert and sees two coyotes but doesn’t shoot them (E332–E334).

5. He has heard of an unwritten Chinese law “that when one man saved another’s life
he became responsible for that life to the end of its existence” (Steinbeck p. E334).

EXERCISE 2

Use Correct Documentation

On a subject of your own choosing, find one of each kind of source mentioned
in the instruction above and write a Works Cited entry for it. Then compile the
sources in a single Works Cited list. Use your own sheet of paper for this exercise.