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PART I

WRITING
NARRATIVE WRITING

Tell About an Event

Narration is the form a speaker or writer uses to tell what happened or what is happening. Ever since humans could communicate, they have been narrating: “Let me tell you what happened yesterday...”

In a story, the narrator relates a series of actions that make up an event. News reporters also narrate, although the events they narrate are not fictional. If you write e-mails telling friends about things that have happened, you are narrating. If you keep a journal, you probably fill many pages with narration, recording what has happened in your world.

Learn from a Literary Model

Read the excerpt below from the short story “Thank You, Ma’m,” by Langston Hughes, on pages 6–10 of your textbook. Notice how Hughes tells what happened mainly through providing actions, a few descriptive details, the characters’ spoken words, and the characters’ thoughts and feelings.

from Thank You, Ma’m, by Langston Hughes

Sweat popped out on the boy’s face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half nelson about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette-furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, “What is your name?”

“Roger,” answered the boy.

“Then, Roger, you go to that sink and wash your face,” said the woman, whereupon she turned him loose—at last. Roger looked at the door—looked at the woman—looked at the door—and went to the sink.

Select Actions

When narrating an event, writers have many actions and details from which to choose. They select those that will best help their readers know what happened.

1. List some of the actions Hughes chose.
2. Why might Hughes have included the following actions?
   a. “put a half nelson about his neck, and continued to drag him up the street”

   __________________________________________________________

   b. “left the door open”

   __________________________________________________________

**Select Descriptive Details**

To help complete the picture for readers, Hughes also includes some descriptive details of the characters, objects, and places.

3. What detail at the beginning shows readers how frightened Roger is?

   __________________________________________________________

4. What background details help readers know where the event is taking place?

   __________________________________________________________

**Select Spoken Words**

Some narratives include the words spoken by the people involved, or **dialogue**. Dialogue can move the action along, convey what characters are thinking, and reveal attitude, emotion, and personality.

5. What do readers learn about Mrs. Jones in “Thank You, Ma’m” from the following dialogue?

   She said, “What is your name?”
   “Roger,” answered the boy.
   “Then, Roger, you go to that sink and wash your face.”

   __________________________________________________________

**Select Thoughts and Feelings**

Describing what the people involved in an event are thinking and feeling can help complete the picture of what happened.
6. What might Roger be thinking when he “looked at the door—looked at the woman—looked at the door—and went to the sink”?

Think about how you can weave actions, descriptive details, spoken words, and thoughts and feelings into your own narration of an event.

Your Assignment
Tell About an Event

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 the narrative.

Select an Event

What event can you narrate? Here are some ways to identify possible events:

1. Think of an event you were part of that you know well enough to narrate—for example, a time when your best friend disappointed you.

2. Consider an event you were not really part of but witnessed firsthand—for example, a championship game that went into overtime.

3. Use your imagination to create an event. Here are some examples:
   - You are a newspaper reporter assigned to record an event, such as the arrival of a famous person in your city or town.
   - You are eighty years old and writing in your journal about a memorable experience from your youth (good or bad).

On the lines below, list four events you might narrate.

Evaluate each event by asking yourself these questions:
- Do I recall or can I fill in enough details about the event to re-create it?
- Does the event involve enough action to make it an interesting story to share?
- Will I enjoy writing a narrative of this event?
- Do I want to share this event in writing and have other people read about it?

After thinking about each event, circle the one you will narrate.
State Your Purpose and Identify Your Audience

The details you choose to include will depend on your purpose and audience. Suppose you are writing about a traffic accident you witnessed. If you are writing as a newspaper reporter, your purpose will be to inform, so you will include facts and leave out opinions. If you are writing for your journal, your feelings about what happened will be very important. If your audience is the police, your purpose will be to give them the information they need to handle the case.

Think about your purpose and audience. You should be able to state both in a single sentence. One student planned to describe a traffic accident for the police and wrote this statement of audience and purpose:

My purpose is to give the police an accurate account of the traffic accident I witnessed.

Write a sentence stating the purpose and audience for your narrative.

Gather Your Information

Before you write, gather information about the event. Begin with actions. Include the actions of both human and nonhuman actors in the event. The student writing about witnessing a traffic accident, for example, included his own actions and the actions of the vehicles involved, such as “I was standing on the corner” and “A big blue pickup truck was coming down the street.”

Jot down the actions that make up your event in the space provided in the Narrative Planning Chart, shown below.

Also include descriptive details of the people and objects involved, along with information about the background or setting. Again, the student writing about the traffic accident included details such as “The truck's wheels made a loud noise” and “The car started to move forward slowly.” In terms of background or setting, the student made note of details such as the time of day and the location of the accident.

Write down some descriptive details and background information about your event in the Narrative Planning Chart.

Next, include bits of dialogue—things that people said. In writing about the traffic accident, the student included what he, the drivers, and other bystanders said before or after the crash.

What dialogue can you provide from your event? Write it down in the Narrative Planning Chart.

If you were involved in the event you are writing about, summarize some of your thoughts and feelings at the time. If you are narrating an event you were not personally involved in, summarize the thoughts and feelings of the primary people who were involved. In the traffic accident example, the student included his own thoughts and feelings upon witnessing the accident, describing how he felt scared and shaken.

In the space provided in the Narrative Planning Chart, jot down the thoughts and feelings that you or other people had about the event at the time it happened.
Organize Your Information

Now that you have gathered all this information, think about the best way to organize it. In most narratives, the writer presents the information in **chronological order**, or the order in which things actually happened.

This organization would make sense for the student writing about a traffic accident. That student decided to describe in order the actions he jotted down earlier. Then, in describing each action, he added the corresponding details, dialogue, and thoughts and feelings he recorded.

Look at the actions you wrote down about your own event in the Narrative Planning Chart. Are they in the correct order? Is your list of actions complete? Add any actions that are missing from the list, and then number them to show the correct order.

2 Draft

You have identified the event you will narrate, along with your purpose and audience. You have also gathered the information needed to tell what happened in this event, and you have decided how to organize that information effectively. Now you are ready to write a draft of your narrative.

In drafting, you take the information you have gathered and put it into sentence and paragraph form. Focus your attention on narrating the actions, details, dialogue, and thoughts and feelings for your readers. Also focus on drafting your narrative using this three-part structure: introduction, body, and conclusion.
Introduction

The introduction to your narrative should draw in readers and set the stage for the narrative that is about to unfold. Consider beginning your narrative with one of these types of introductions:

1. **Personal reflection:** Begin with a thought or feeling about the event—perhaps the overall impression it had on you. For example, in narrating the traffic accident, the student could begin like this: “There are moments in one’s life that are frozen in time. For me, that day was Saturday, May 17, 2008. The sights and sounds of that early morning crash still reverberate in my mind.” Then the student could give the time, place, atmosphere, and other details about the background and setting.

2. **Dramatic action:** Create interest by starting with a dramatic action from within the event, not at the beginning. Again using the traffic accident example, the student could write, “Even now, a year later, I can still smell the acrid odor of the truck’s squealing tires and hear the sound of the crunched metal of the sedan at the moment of impact.” Then he could follow up with information about the background and setting and retell the event from the beginning action.

Which type of introduction seems best for your narrative? Try writing one of each and then decide.

Body

Draft the body of your narrative following the organizational plan you created. As you draft, new actions, details, dialogue, and thoughts and feelings may come to mind. Include these, as they may add to the strength of your narrative. If you decide later that they are not helpful, you can delete them at that time. For the most part, however, use the information you gathered in prewriting.

To help readers follow the series of actions in the body section, add transition words and phrases. **Transition** words and phrases help connect ideas and show the relationships between them. In a narrative, it is important to use transitions that show time. Common transitions include immediately, during, finally, next, meanwhile, as soon as, at the same time, during, and then.

Conclusion

The conclusion of a narrative should make it clear to readers that the story has come to a close. If the event you are writing about has an exciting or surprising finish, then that might serve as a suitable conclusion to your narrative. Another option is to end by offering some final comment on the event, such as “I hope I never witness another accident like that again.” If your introduction offered some personal reflection on the event, then ending with a comment about it will wrap things up nicely for your readers.

Think about what feeling or idea you want to leave readers with. Write a conclusion that will have that effect.
3 Revise

After drafting your narrative, put it aside for a while (a day, if possible) and then start work on revising it.

Evaluate Your Draft

The first thing you can do to make your narrative 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 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 or delete actions, details, and the like. You may also change words after thinking of better choices. See the Grammar & Style box on page 9 for guidelines on using action verbs. 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 narrative, and the Revised Student Draft shows what the narrative looks like after it’s been evaluated and marked up.

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<th>Strengthen</th>
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<td>Create interest by beginning with a personal reflection or dramatic action.</td>
</tr>
<tr>
<td>Does your narrative make clear early on what event is being described?</td>
<td>State or suggest in the introduction what the event is and who or what was involved.</td>
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<tr>
<td>Does the body of your narrative describe the actions that took place in a logical order?</td>
<td>Write about the actions of key people, and also describe other actions that took place. Discuss the actions in chronological order.</td>
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<tr>
<td>Does your narrative provide enough descriptive details to allow readers to visualize the event?</td>
<td>Use details that appeal to readers’ senses—things they would see, hear, smell, taste, and touch if they were there.</td>
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<tr>
<td>Does your narrative include dialogue?</td>
<td>Use the spoken words of the people involved. If you are writing about fictional people, create dialogue that makes them sound real.</td>
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<tr>
<td>Does the narrative include thoughts and feelings, both yours and those of the other people involved?</td>
<td>Try to tie people’s thoughts and feelings to the actions, details, and dialogue you have included.</td>
</tr>
<tr>
<td>Does the conclusion of your narrative bring the story to a close?</td>
<td>End dramatically with an exciting or a surprising action, or provide readers with a final comment on the event.</td>
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Original Student Draft

My friend and I were standing on the corner of First Street and Avenue C. We were waiting for the light to change so we could cross Avenue C. A car was on First facing us, waiting for the light. The light changed and I was about to move off the curb. The guy in the truck must have stepped on the gas because the truck came speeding through the intersection. Because the light changed, the car started to move forward. Just as it came into the intersection, the truck did too. The truck driver hit his brakes, and the wheels made a loud noise. The truck hit the car, sending it off the street and onto the sidewalk.

Revised Student Draft

There are moments in one's life that are frozen in time. For me, that day was Saturday, May 17, 2008. The sights and sounds of that early morning crash still reverberate in my mind.

My friend Raj and I were standing on the corner of First Street and Avenue C. We were waiting for the light to change so we could cross Avenue C. A silver sedan was on First facing us, waiting for the light. Out of the corner of my eye, I saw a big blue pickup truck coming down Avenue C.

The light changed and I was about to move step off the curb. Raj grabbed my arm and pulled me back. “Watch it, man!” he exclaimed.

The guy in the truck must have stepped on the gas because the truck came speeding through the intersection. Because the light changed, the silver sedan started to move forward slowly. Just as it rolled into the intersection, the truck did too. The truck driver hit his brakes, and the wheels made a loud noise screeched.

The truck hit slammed into the car on the driver’s side, sending knocking it off the street and onto the sidewalk. The passenger door of the sedan popped open. The driver’s side was totally smashed.

Chills ran up and down my back, and my palms began to sweat. I hope I never witness an accident like that again.
Grammar & Style: Action Verbs

Because narration relies so heavily on telling what happened, be sure to use strong, accurate action verbs.

Which verb in the following pair of sentences from the student draft shows the stronger, more accurate action and gives the better re-creation of the event?

The truck hit the car.
The truck slammed into the car.

Of course, slammed carries more force than hit. Similarly, verbs such as barreling and knocking are more vivid and thus help readers envision what happened in reading the narrative of the car accident.

Also think of the verbs you use in writing dialogue. Instead of using the verb said over and over again, try using verbs such as whispered, exclaimed, shouted, threatened, and so on to give readers a better idea of how something was said.

Exercise: For each of the following sentences, replace the existing verb or verbs (which have been italicized) with better action verbs. Consider what action verb or verbs will make the sentence stronger and more accurate.

1. “You cannot be serious!” Kyle said.

2. The boulder rolled down the side of the mountain and fell onto the bus.

3. After arguing with her father, Maggie went off to her room and shut the door behind her.

4. The young children laughed as they ran across the field.

5. “How could that have happened?” Katie asked after hearing the team had lost.

Now go back to your revision and look at each verb. See if you can replace it with a stronger, more accurate verb. Use your thesaurus or dictionary to find good choices.

Proofread Your Draft

After you have finished marking up your narrative, 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, as listed in the Writing Rubric on the below. Check off each item that applies to your narrative.

Writing Rubric

A successful narrative has these qualities:
- Begins by drawing in readers
- Makes clear the event that's being narrated
- Includes all of the event's important actions
- Describes the actions in the order in which they happened
- Gives descriptive details to help readers visualize the event
- Provides dialogue and thoughts and feelings where appropriate
- Brings the event to a close
- Uses strong, accurate action verbs
- Uses transition words
- Uses correct spelling, grammar, punctuation, and vocabulary

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

Writing Follow-Up

Publish and Present

- Give a dramatic reading of your narrative to your class or a group of peers. Think about how to use your voice to add drama or to focus on certain parts of the event. Make a recording of your reading.
- Make a sketch of the central or most dramatic action within the event. Include as many details from your written narrative as you can in the drawing.

Reflect

- What did you learn about yourself in writing this narrative? About others? About the world?
- What did you learn about writing in producing this narrative? What might be helpful in future writing projects?
EXPLANATORY WRITING

Explain Using Facts

Explanatory writing explains an idea, issue, or concept. For example, a science text that explains the nature of protons and neutrons uses explanatory writing. Similarly, a manual that explains how to maintain good health is explanatory, and so is an entry in an encyclopedia explaining Chinese culture.

Writers can explain using facts, reasons, details, and examples. This lesson focuses on explaining with facts.

A fact is something that’s known to be true or to have actually happened. The statement “Water freezes at 32 degrees Fahrenheit” is a fact; it can be proven true with a simple experiment. That “Water covers 70 percent of the earth’s surface” is also a fact; scientists have measured how much of the earth’s surface is land versus water. But the statement “Water is the most refreshing of all drinks” is not a fact. What is “most refreshing” will mean different things to different people. This statement is an opinion.

Learn from a Literary Model

Read the explanatory passage below, taken from the article “When It Comes to Pesticides, Birds Are Sitting Ducks,” on pages 154-156 of your textbook. Notice how the writer, Mary Deinlein, explains the main idea by using facts. Notice also how she clusters related facts in paragraphs and begins each paragraph with a topic sentence to make the explanation easy to follow and understand.

*from When It Comes to Pesticides, Birds Are Sitting Ducks,* by Mary Deinlein

Because of the ban on DDT and the tight restrictions placed on other organochlorines, a new arsenal of pesticides predominates today. Organophosphates and carbamates are now two of the most common classes of active ingredients found in pesticide products. Although organophosphate and carbamate compounds are not as persistent as the organochlorines, they are much more acutely toxic, which means that even very small amounts can cause severe poisoning.

It is estimated that of the roughly 672 million birds exposed annually to pesticides on U.S. agricultural lands, 10%—or 67 million—are killed. This staggering number is a conservative estimate that takes into account only birds that inhabit farmlands, and only birds killed outright by ingestion of pesticides. The full extent of bird fatalities due to pesticides is extremely difficult to determine because most deaths go undetected.

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Nevertheless, sobering numbers of dead birds have been documented. For example, in 1995, the pesticide monocrotophos, sprayed to kill grasshoppers, was responsible for the deaths of at least 20,000 Swainson’s Hawks in Argentina. Thanks to the efforts of the American Bird Conservancy and other organizations, Novartis (formerly Ciba-Geigy), a major manufacturer of monocrotophos, has recently agreed to phase out the production and sale of this pesticide.

Over 150 bird “die-offs,” involving as many as 700 birds in a single incident, have been attributed to diazonon, an organophosphate insecticide commonly used for lawn care. In 1990, diazonon was classified as a restricted ingredient, and banned for use on golf courses and turf farms, marking the first time regulatory action has been taken specifically on behalf of birds. However, in most states diazonon is still available over the counter for use on home lawns and parks. So, despite the restricted-use status, as much as 10 million pounds of diazonon are still used in the United States, primarily by home owners.

State the Point to Be Explained

In explanatory writing, the writer states the main idea early in the piece. Sometimes that idea is stated in the first sentence.

1. What is the main idea of Deinlein’s article?

Use Numbers to Express Facts

Numbers are effective in expressing facts because they convey sizes and amounts. In Deinlein’s model, using numbers helps readers understand how many birds die because of the use of pesticides.

2. Cite some numbers that show the extent of the pesticide problem.

Use Other Types of Facts

In addition to numbers, writers can use other types of factual information to explain. If an item of information can be documented—that is, proven or verified to be true—then it is a fact. Examples of this type of factual information include things that have happened (such as when pesticides first became a problem and what laws have been enacted to safeguard the public) and things that are generally known or accepted to be true (such as the impact of toxic waste on animals).
3. Identify two facts given in Deinlein's article that do not involve numbers.

__________________________________________

__________________________________________

__________________________________________

__________________________________________

Use Topic Sentences

To explain an issue effectively, the writing has to be clear. One way to ensure clarity is to use a topic sentence at the beginning of each paragraph. The topic sentence lets the reader know what the paragraph is about by stating its primary idea. After reading the topic sentence, the reader will better understand the supporting information in the sentences that follow.

4. Copy the topic sentences from paragraphs 2 and 3 in the model.

__________________________________________

__________________________________________

__________________________________________

__________________________________________

Your Assignment
Write a Report That Uses Facts to Explain

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 report.

Select an Issue, Idea, or Concept

What can you explain? Think about several issues or ideas in which you are interested, such as immigration, advertising, a particular disease, or a specific sport. List four topics you may choose to write about.

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

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Next conduct some research on these topics. As you do, try to focus on some small aspect of each topic. For example, “immigration” is a huge topic. A more limited and manageable topic would be “contributions of immigrants in U.S. history” or “how immigration laws have changed in recent years.” You could maybe even focus further on a particular historical contribution or a particular change in the laws, depending on how much information you can find.

Consider each topic and the information you have found on it. Write down the focused topic you will write about.

---

**State Your Purpose and Identify Your Audience**

The facts you choose to include will depend on your purpose and your audience. For example, one student decided to explain how immigrants throughout history have joined the military and helped defend the United States. Depending on how much the audience knows about this topic, the student may have to include some history about immigration and U.S. wars. What the audience knows and thinks about the contributions immigrants have made will also likely affect the information the student provides and how she proves her main idea.

In planning a piece about immigrants defending the United States, the student wrote this statement of purpose and audience:

> My purpose is to explain how immigrants have helped defend the United States to people who have no idea of the good that immigrants do.

Think about the purpose and audience for your own report. State both in a single sentence.

---

**Gather Your Information**

Before you write, gather information about your topic.

Start by identifying the facts you already know. The student planning to write about immigrants in the U.S. military knew that many Hispanic Americans today serve in the armed forces and that her own Hispanic American ancestors served in the past.

Write down some facts you know about your topic.
Next ask people who are familiar with the topic for facts they know. For instance, upon asking her relatives about family members’ past military experience, the student learned that one of her great uncles was wounded in World War II. Write down some facts you learn about your topic from talking to others.

Finally, learn even more facts about your topic by doing research on the Internet and in books, periodicals, and newspapers. Be sure to separate facts from opinions as you read. In researching immigrants’ participation in the U.S. military, the student learned these facts:

- In World War II, 250,000 to 500,000 Hispanic Americans served in the military.
- A unit from Puerto Rico received 110 Silver Stars for bravery in the Korean War.
- Eighty-four men from the same street in a small Illinois town served in three U.S. wars; eight of them died.

List the facts you uncover from research about your topic.

Organize Your Information

Now that you have gathered all these facts, consider how best to organize them in writing your explanatory report.

One way to organize your information is to group those pieces of information that are closely related. For instance, in a report on immigrants, the student decided to put the facts about immigrants serving in recent wars in one group, the facts about soldiers awarded for bravery in another group, and the facts about women military personnel in a third. These groups of facts would become the basis for different paragraphs in her report.

Cluster related facts into groups, organizing them using the chart on the next page. Label each group by jotting down the common element (such as “Soldiers awarded for bravery”).

Next consider the order in which the groups of facts should be presented. If each cluster represents a different time period, then it would make sense to put them in chronological order. Start with the oldest information and work up to the most recent information.
Another organizational approach is to order the clusters in terms of importance: usually, from least important (weakest information) to most important (strongest information). Build a case for the point you’re making, ending strong with your most convincing information.

If you believe that your audience doesn’t know much about your topic or may be opposed to it, begin with what they already know or believe and move on to new information. Again, think about building a case.

**State Your Main Idea**

Before you actually start writing, review your earlier statement of purpose and audience. Look at it against the information you have gathered and organized. What main idea are you going to prove in this report?

You should be able to state your main idea in a single sentence. In a report, this is called your **thesis statement**. For a report about the valuable contributions of U.S. immigrants, the student wrote this thesis statement:

Immigrants have served in the U.S. armed forces in a number of wars.

What is your thesis statement?
Draft

You have chosen your topic, identified your purpose and audience, gathered and organized your information, and stated your thesis. Now you are ready to draft your explanatory report.

In drafting your report, you take your information and put it into sentence and paragraph form. Focus your attention on clearly stating your thesis and proving it with the factual information you gathered. Also focus on using this three-part structure for your report: introduction, body, and conclusion.

Introduction

First, draft the introduction to your report. In doing so, keep two goals in mind: to get readers interested in your report and to state your thesis.

A good introduction gets readers interested by using some sort of “hook,” or attention-getter. You might begin with a question or statement that will make readers think about your topic or issue, or you might begin with a startling or telling fact—something about the topic or issue that will surprise or intrigue readers. You may have found this type of fact in gathering information for your report.

In a report about immigrants for an audience who has no idea of the contributions they have made, this statement would likely draw interest:

Immigrants have contributed to the greatness of the United States in many ways.

This statement would be followed up by identifying one of the “many ways”:

One way is in defending the country.

As with any type of report, your introduction should also state your main idea, or thesis. Let readers know right from the start what you are going to write about. For the immigrant report, the student stated this thesis:

Immigrants have served in the U.S. armed forces in a number of wars.

Body

Draft the body of your report following the organizational plan you created in the Prewrite stage. Look at your groups of facts and the order in which you decided to present them. The body of your report should include a paragraph for each fact group.

Begin each paragraph with a topic sentence that expresses the common element among the facts. For instance, for a paragraph that presents facts about how many immigrants participated in recent wars, the student wrote this topic sentence:

Records are available for more recent wars.

Make sure each topic sentence and paragraph clearly relates to your thesis statement. Add the facts from each group to explain and support the idea stated in the topic sentence.
Conclusion

Now think about how to end your report. As a writer, you want to leave your readers with a clear understanding of your message. To accomplish that, your conclusion needs to do two things: restate the thesis and provide a sense of closure or finality.

Restate your thesis to remind readers of the connection among all the facts you have stated in the body of your report. If you have organized your information well, that connection should be clear, but it’s still a good idea to restate it for emphasis in your final paragraph.

How can you provide closure? You might go back to the question, statement, or fact that you used in your introduction. Answer the question, reflect on the statement, or emphasize the startling or revealing nature of the fact. Your goal is to leave readers with the feeling that what you have said is important. In writing about immigrants serving in the armed forces, the student provided closure with a statement reminding the audience about the contributions immigrants have made in defending the country.

What do you want readers to realize or understand after reading your report? Write a conclusion that achieves your goal.

Revise

You have written a draft of your report, and now you are ready to make it better. Be sure to allow yourself time after drafting to revise.

Evaluate Your Draft

Begin the Revise stage by evaluating what you have written. Read over your draft to see where it might be a bit weak, either in the clarity of the writing or in the factual evidence that’s provided. To identify areas that need improvement, use the questions in column 1 of the Revision Checklist provided on the next page. 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 decide to delete some facts you gathered originally, or you may decide to do more research and add new facts. You may also modify the wording in your topic sentences to better suit your facts or otherwise improve the language of your draft. Focus especially on the language used in your introduction and conclusion. See the Grammar & Style box on page 21 for guidelines on using numbers in your writing.

Read through a printout of your draft, and mark your changes on the paper as you go. Think carefully about how you can make your report more clear and convincing.

Following the Revision Checklist, you will find the original version of an explanatory report using facts and a revision of that model.
Original Student Draft

Immigrants have contributed to the greatness of the United States in many ways. One way is in defending the country and other countries. Many have served in the U.S. armed forces in a number of wars.

Hispanic Americans served the United States as far back as the Revolutionary War and the Civil War. The contributions of individual Hispanics in these wars have been documented, but there are no records available about the large numbers of Hispanics who served in these wars. Records are available for more recent wars. Anywhere from 250,000 to 500,000 Hispanics served in the U.S. armed forces during World War II. Data were not kept on all Hispanics in the war effort, but it is certain that more than 53,000 Puerto Ricans served in that war. Many Mexican Americans were part of the National Guard units from Texas, New Mexico, Arizona, and California. In addition, approximately 200 Puerto Rican women served in the Women’s Army Corps. Carmen Contreras-Bozak was the first Hispanic woman to serve in the Women’s Army Corps as an interpreter. Sergeant Vincenta R. Torres from Arizona was among the first to serve overseas in Italy.

Many Hispanic Americans also served in the Korean War. The U.S. Army National Guard’s 65th Regimental Combat Team from Puerto Rico
won many awards in Korea, including 4 Distinguished Service Crosses and more than 100 Silver Stars. In July 1950, there were about 20,000 Hispanic Americans in the armed forces. Over the next 3 years, almost 148,000 Hispanics entered the military service of the United States. During the Korean War they served in the Army, Marine Corps, Air Force, navy, and coast guard.

The most dramatic contribution to the defense of the United States may have come from the small town of Silvis, Illinois. Second Street, which ran less than 2 blocks, sent 84 Mexican-American men to fight in World War II, the Korean War, and the Vietnam War. The two Sandoval families living on the block sent 13 men. 3 of them did not come back. In all, 8 valiant men from this tiny neighborhood died serving their country. In their honor, Second Street was renamed Hero Street.

Revised Student Draft

Immigrants have contributed to the greatness of the United States in many ways. One way is in defending the country and other countries. Its allies. Many Hispanic Americans, both immigrants and children of immigrants, have served in the U.S. armed forces in a number of wars.

Hispanic Americans served the United States as far back as the Revolutionary War and the Civil War. The contributions of individual Hispanics in these wars have been documented, but there are no records available about the large numbers of Hispanics who served in these wars.

Records are available, however, for more recent wars. Anywhere from 250,000 to 500,000 Hispanics served in the U.S. armed forces during World War II. Data were not kept on all Hispanics in the war effort, but it is certain that more than 53,000 Puerto Ricans served in that war. In addition, many Mexican Americans were part of the National Guard units from Texas, New Mexico, Arizona, and California.

Women have also played a role in defending the country. In addition, approximately two hundred Puerto Rican women served in the Women’s Army Corps. Carmen Contreras-Bozak was the first Hispanic woman to serve in the Women’s Army Corps as an interpreter. Sergeant Vincenta R. Torres from Arizona was among the first to serve overseas in Italy.

Many Hispanic Americans also served in the Korean War. The U.S. Army National Guard’s 65th Regimental Combat Team from Puerto Rico won many awards in Korea, including 4 four Distinguished Service Crosses and more than 100 one hundred Silver Stars. In July 1950, there were about 20,000 twenty thousand Hispanic Americans in the armed forces. Over the next 3 three years, almost 148,000 Hispanics entered the military service of the United States. During the Korean War, they served in the Army, Marine Corps, Air
Force, Navy, and Coast Guard.

The most dramatic contribution from Hispanic Americans to the defense of the United States may have come from the small town of Silvis, Illinois. This town’s Second Street, which ran less than two blocks, sent eighty-four Mexican-American men to fight in World War II, the Korean War, and the Vietnam War. The two Sandoval families living on the block sent thirteen men. Three of them did not come back. In all, eight valiant men from this tiny neighborhood died serving their country. In their honor, Second Street was renamed Hero Street.

These heroes are among the many examples of immigrants who have served in the armed forces. When people talk about the contributions of immigrants to the United States, they must not forget the sacrifices that Hispanic Americans have made in defense of freedom.

Grammar & Style: Numbers

When you use numbers in writing, follow these general guidelines:

- Use words to express numbers that can be written in one or two words; use numerals to express numbers that will take three or more words.
- Use one style or the other—all words or all numerals—to express related numbers.

Consider these examples:

We have three weeks to get ready for the big exams.
Each exam is worth two hundred points.
A score between 180 and 200 points is needed to earn an A.

Also use words for a number that begins a sentence:

One hundred fifteen students turned out for special exam-preparation classes.

Exercise: Circle the correct form of the number in each of the following sentences.

1. We made (6, six) attempts at cracking the code.

2. (125, One hundred twenty-five) students were selected.

3. Between (2,000, two thousand) and (2,500, two thousand five hundred) people attended the rally.

4. It should take (40, forty) or (45, forty-five) minutes to get there.

Now go back to your revised draft and look at each number. See if you used numerals and spellings appropriately. If not, make the changes needed.
Proofread Your Draft

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

Create Your Final Draft

Retype or rewrite the whole report, incorporating all the changes you marked in revising. Then check the accuracy of your changes by doing another final proofread.

Also reread your report and ask yourself if it meets the requirements for a quality explanatory report using facts, as listed in the Writing Rubric below. Check off each item that applies to your report.

WRITING RUBRIC

A successful explanatory report has these qualities:
- Opens with an attention-getting question, statement, or fact
- Clearly states the thesis, or main idea, in the introduction
- Has body paragraphs that are presented in a logical order
- Introduces the main idea of each paragraph in a topic sentence
- Uses verifiable facts to support the topic sentence
- Expresses numbers in the appropriate numeral and spelled-out forms
- Uses correct spelling, punctuation, grammar, and word usage
- Ends by restating the thesis and providing a sense of closure

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

Writing Follow-Up

Publish and Present

- Share your report with individuals who might hold a different view on the subject. Discuss your opposing views, or hold a debate in which each side presents a case for their perspective.
- Research the opposite view on your topic to see what the other side says. For example, find out what pesticide manufacturers say about the impact of their products on wildlife.

Reflect

- Find the name of an organization that is concerned with the issue you wrote about in your report. Make a phone call or write a letter to that organization and ask how you can support their cause.
- What information-gathering and writing techniques did you use in this assignment that you might use in others?
DESCRIPTIVE WRITING

Write an Extended Metaphor

Think about how often we explain or describe one thing by comparing it to another, as in “Your hands are as cold as ice” and “She blew in and out of here like a tornado.” In doing so, we use something that’s known or familiar to explain something that’s unknown or unfamiliar, connecting the two with the word like or as. This type of expression is called a simile.

We can also make this sort of comparison more directly by dropping the word like or as. For instance, we might say “He has a heart of stone.” In using this expression, we are suggesting that the person is cold, hard, and insensitive—like a stone is. Again, we’re describing one thing as if it were another, pointing out the likeness between the two. This type of expression is called a metaphor.

Some metaphors go on for much more than a word or phrase, making a point-by-point comparison of one thing with another. They are called extended metaphors.

Learn from a Literary Model

Read the poem “Metaphor,” by Eve Merriam, on page 233 of your textbook. As you read, note how Merriam describes morning in terms of something else—a sheet of paper. See how Merriam extends the metaphor by comparing the two items along several points.

Metaphor, by Eve Merriam

Morning is a new sheet of paper for you to write on.

Whatever you want to say, all day, until night folds it up and files it away.

The bright words and the dark words are gone until dawn and a new day to write on.

Identifies items to be compared and makes first point of comparison

Adds details about first point of comparison

Extends metaphor with another point of comparison
Recognize the Likeness in Two Unlike Things

Good poets have outstanding powers of imagination. They can see relationships between things that other people do not see and then share what they see through their writing.

1. To what does Merriam compare morning?

2. What does morning have in common with this object?

3. To what other objects might you compare morning?

Detail the Comparison

In a simple metaphor, the writer may suggest a comparison and let the reader fill in the details to make the connection. However, in an extended metaphor, the writer shows the reader a number of specific similarities between the two objects.

4. What specific similarity does Merriam point out in the second stanza?

5. What specific similarity does Merriam point out in the third stanza?

Select the Points of Comparison

Creating an extended metaphor is a bit like putting together an orchestra. Each instrument has to fit in with all the others to make harmonious music. You probably would not want a banjo in the violin section. So, too, in an extended metaphor, all the details have to be related and work together.

6. Look again at Merriam's "Metaphor." Does it include any details that aren't related to time of day or writing on paper? If so, what?
Your Assignment
Write an Extended Metaphor in Prose or Poetry

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 extended metaphor.

Select Two Unlike Things in Which You See Likenesses

To select two points of comparison for your metaphor, try the following:

1. Emotions: Consider various emotions, such as fear, anticipation, joy, and jealousy. To what might you compare one of these emotions in a way that would accurately describe it? For example, you might write, “Jealousy is a parasite gnawing at your insides.”

2. Common activities: Think about activities you are familiar with, such as writing, dancing, going to the dentist, spending time with a good friend, and going to a new school. To what might you compare one of these activities? For example, perhaps you could describe your experience going to a new school like this: “A new student is a ball in a pinball machine.”

3. Familiar objects: Consider familiar, everyday objects and what they mean in your life: a cell phone, a piece of clothing, a number 2 pencil. Think of what you can use to describe the meaning or usefulness of this object. For example, you might feel that learning to drive will be “a ticket to freedom.”

List four pairs of dissimilar things that you might compare.

Consider each pair, and circle the one you most want to write about. To make that decision, ask the following questions about each pair:
• Can I write a sentence that states the connection between these two items?
• Can I come up with enough specific similarities to extend the comparison?
• Will the comparison I’m making be clear to readers?

State Your Purpose and Identify Your Audience

The comparison you create and the specifics you include will depend on your purpose and audience. One student decided to write about her first day in a new school. If she were writing for her journal, she would probably use different details and express different ideas than if she were writing for her school literary magazine.
Similarly, how she would describe that first day for her parents would be different from how she would describe it for a good friend.

Think about what you want to achieve in writing for your selected audience. For example, the student writing about going to a new school decided to share her experiences with a friend. She wrote this statement of purpose and audience:

My purpose is to get my friend to laugh when he reads my e-mail comparing me walking through my new school to being a ball in a pinball machine.

Think about your purpose and audience. What effect do you want your comparison to have? In a single sentence, explain your purpose, identify your audience, and state the two components of your comparison.

Gather Your Information

Before you write, gather information on the topic. In planning to write an extended metaphor, you want to discover as many similarities as possible between the two things you are comparing.

Begin by making two lists, side by side, on a piece of paper. Label each list with the name of one of your chosen items. Below each label, brainstorm a list of details about this item’s appearance, function, and anything else that will illustrate its unique qualities. If you are describing an event, for instance, jot down notes on what you saw and experienced, including sounds, smells, and feelings. The more details you include in your lists, the more specific you can make your extended metaphor.

The student comparing the first day at a new school to being a ball in a pinball machine created the lists shown below.

Brainstorming Lists

<table>
<thead>
<tr>
<th>New Student on First Day of School</th>
<th>Ball in a Pinball Machine</th>
</tr>
</thead>
<tbody>
<tr>
<td>New clothes—trying to look my best</td>
<td>Shot out into game—no control</td>
</tr>
<tr>
<td>Immediately lost in a maze of hallways</td>
<td>Solitary ball in energetic/crazy environment</td>
</tr>
<tr>
<td>Confused and overwhelmed by large crowds</td>
<td>Sent from one end of the game to the other, back and forth</td>
</tr>
<tr>
<td>Pushed from side to side by groups of students</td>
<td>Loud—lots of bells and whistles</td>
</tr>
<tr>
<td>No one helped me—I couldn’t figure out where my classes were</td>
<td>Passages/lanes/ramps for ball to go through</td>
</tr>
<tr>
<td>Chaotic—lots of commotion</td>
<td>Flashing lights and bright colors</td>
</tr>
<tr>
<td>Loud—bell kept ringing, kids were yelling and laughing</td>
<td>Point is to not get knocked out</td>
</tr>
<tr>
<td>Smelled bad—combination of gym socks and too much perfume</td>
<td>Bumpers, flippers, and holes to avoid</td>
</tr>
<tr>
<td>I was intimidated, alone, had no control</td>
<td>Stress of trying to keep ball in play</td>
</tr>
<tr>
<td>Everyone was rushing around</td>
<td></td>
</tr>
</tbody>
</table>
Select Your Points of Comparison

After you have come up with two lists of eight to ten items each, go through the lists and look for descriptions that are similar or closely related. Draw lines connecting similar descriptions across lists, if that will help.

The student writing about going to a new school identified these similarities:

- School hallways / Lanes of pinball machine
- Alone
- School noises and bells / Game noises and bells
- Being pushed / Bumped around
- Chaos, people / Flashing lights
- Noisy / Crowded
- No control
- Overwhelming

Be sure that in selecting points of comparison, you select details that relate to one another and support the main point of your comparison. Delete from your list any details that aren't related or that don't support your comparison.

Organize Your Information

Now that you have identified specific ways in which your two items are alike, organize that information to prepare for writing your extended metaphor. To do so, think about the order in which you will present the details you have selected. Specifically, think about what order will most clearly show the comparison you are making.

In writing about the first day in a new school, the student decided to organize the information to follow her own movements as she first entered the school, walked down the hallway, and so on. She also decided to add details about what she saw, heard, and felt with each movement.

Look at your own list of points of comparison. Decide in which order they should appear to best make your comparison. Number the points 1, 2, 3, and so on to create an organizational plan for writing.

2 Draft

In the Prewrite stage, you identified two things to compare, stated your purpose and identified your audience, brainstormed and then selected points of comparison, and organized that information. As you get ready to write your extended metaphor, consider whether you want to write in poetry or prose form.

Writing a Poem

If you write your extended metaphor as a poem, like the one by Eve Merriam at the start of this lesson, you don't have to make the language rhyme unless you want to. But you should structure your poem in stanzas, which are the paragraph-type units in poetry.

What else should you think about in terms of structure? Obviously, a poem isn't structured like an essay or a report, with a definite introduction, body, and conclusion. But like any piece of writing, a poem should have a beginning, middle, and end. In drafting your extended metaphor as a poem, follow this structure:
• Identify the two elements of comparison in the first stanza.
• Present a different point of comparison in each subsequent stanza. Follow the order you decided on earlier. Try to write at least three such stanzas, making three points of comparison.
• In the last stanza, close with your strongest point of similarity or repeat the main point of the comparison from the first stanza but in slightly different words.

Writing in Prose

If you write your extended metaphor in prose form, follow the three-part format of an essay:

• **Introduction:** Begin by writing an introduction in which you identify the two main elements of your comparison. Make clear to readers what you are comparing in this first paragraph.

• **Body:** Discuss your specific points of comparison in a series of paragraphs, one point per paragraph. Follow the organizational plan you created earlier. For each paragraph, state the point of comparison in a topic sentence and then add details to support that point. Write at least three body paragraphs, making three points of comparison.

• **Conclusion:** Close with a paragraph that reinforces the similarity of the two items you are comparing. You can do that by restating in slightly different words what you wrote in the introduction. Also try to leave readers with some sense of closure. Review your statement of purpose and audience. What feeling or thought do you want readers to come away with?

Other Guidelines for Drafting

Whether you write a poem or prose, new details and points of comparison may come to mind as you draft. Determine how this new information should fit within your existing organizational plan. New details—for instance, descriptions of sounds or smells—can probably be added within what you have already written. But if you have thought of an entirely new point of comparison, create a new stanza or paragraph.

You might also omit points of comparison that you had planned on earlier. Perhaps you have realized in drafting that one point doesn’t relate to the others or isn’t really relevant to your comparison. You may even change the format of your extended metaphor from poem to prose or from prose to poem.

3 Revise

After you have drafted your extended metaphor, your next step is to revise it. If you have time, wait a day or so and then come back to your draft. You will look at it more objectively and revise it more effectively after some time away from it.

Evaluate Your Draft

Begin the Revise stage by evaluating your extended metaphor. Read over your draft to see where it might be a bit weak, either in terms of organization or clarity. Use the questions in column 1 of the following Revision Checklist to identify areas that need improvement. 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 both specific details and broader points of comparison. Be sure all the information fits together to support the main comparison. You may also change the words you use after thinking of better choices. See the Grammar & Style box on page 31 for guidelines on using connotative words.

It’s best to mark all these changes on a printout of your draft using a pencil. Working on paper will help you read through your draft carefully and identify what needs improvement.

Review the two drafts that follow the Revision Checklist. The Original Student Draft shows the writer’s first draft of an extended metaphor written in prose form, and the Revised Student Draft shows what the metaphor 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 first stanza or paragraph of your draft identify the two items to be compared?</td>
<td>Clearly state the two items you are comparing at the beginning of the piece.</td>
</tr>
<tr>
<td>Does the draft make a point-by-point comparison of the two items in a series of three or more stanzas or paragraphs?</td>
<td>Review your organizational plan and the points you selected for comparison. Create new stanzas or paragraphs or revise the existing ones so that each addresses one point of comparison.</td>
</tr>
<tr>
<td>Do all the points of comparison relate to one another and support the main comparison?</td>
<td>Remove any points that don’t fit the comparison, and add others as needed.</td>
</tr>
<tr>
<td>Does the last stanza or paragraph restate the items being compared and perhaps offer some closing comment?</td>
<td>Add or revise a closing paragraph that restates the comparison in slightly different terms than used in the opening and that leaves readers with some final thought or feeling.</td>
</tr>
</tbody>
</table>

### Original Student Draft

No sooner had I walked into school than “Wham!” I was sent into a large group of students moving down the hall.

I was propelled up and down the hallway, knocking between groups of students who didn’t notice me at all. The students filled the hallway with laughter and shouting, and I was overwhelmed by the amount of noise they made. I felt out of control and soon I stopped struggling and let the crowd move me through the school. The school bell rang, telling me that I had to find my classroom. As I tried to
look for room numbers, I was sent past bright rooms and connecting hallways. For a moment I thought I would never find my room than suddenly I found myself in a quiet, uncrowded corridor. I followed it, hoping I was coming to the end of my search. I came to the end of the hall, and “Wham!” I was back where I started and once again found myself bouncing between groups of students.

Like a fish swimming upstream, I was tired even before my day began.

Revised Student Draft

When I entered my new school for the first time, I was a ball in a pinball machine. No sooner had I walked into the building than “Wham!” I was sent launched into a large group of students moving quickly down the hall.

I was propelled up and down the hallway, knocking between groups clumps of students who didn’t notice me at all. The students filled the hallway with laughter and shouting, and I was overwhelmed by the amount of noise they made. I felt out of control. and soon

¶Soon, I stopped struggling and let the crowd move me through the school. Above me, the school bell rang, was ringing, telling me that I had to find my classroom. As I tried to look for room numbers, I was sent past bright rooms and connecting hallways. For a moment, I thought I would never find my room. than Then suddenly, I found myself in a quiet, uncrowded corridor. I followed it, hoping I was coming to the end of my search.

¶I came to the end of the hall, and “Wham!” I was back where I started. and once again, I found myself bouncing between groups of students.

Like a fish swimming upstream, Although I was tired even before my day began, I understood that all I needed was practice. Soon I’d be making my way through the halls like a professional.

Proofread Your Draft

After you have finished marking up your extended metaphor, proofread it to check your spelling, punctuation, and grammar for errors. You may have noticed these kinds of errors already in evaluating your draft, but look specifically for them in a separate round of proofreading.
**Grammar & Style: Connotative Words**

Words actually have two types or levels of meaning. The literal meaning of a word, which is the one found in the dictionary, is called its **denotation**. Many words also suggest some additional meaning, implying more than what the dictionary says they mean. The suggested meaning of a word is called its **connotation**.

Think about the meanings of the words *house* and *home*. If you looked up each word in the dictionary, the definitions (or denotations) would be nearly the same, both describing “a structure in which to live.” Now think about what each word suggests or implies—its connotation. The word *home* brings to mind images of comfort and belonging and family, which the word *house* simply does not. *Home* is a more strongly connotative word than *house*.

Choosing words that have powerful connotations makes writing more vivid and clear. For an illustration, look again at the poem at the start of this lesson. In the last stanza, Merriam writes of “bright words” and “dark words.” She could have used the adjectives *pleasant* and *unpleasant*, but they would not have had the suggestive power of *bright* and *dark*. *Bright* suggests not only *pleasant* but also *lighthearted* and *spirited*. *Dark* suggests not only *unpleasant* but also *moody* and *mysterious*.

**Exercise:** Each of the numbered words below is followed by two words that have similar denotative meanings but different connotative meanings. On the line after each word, jot down some of its connotations. What does this word suggest or imply beyond its literal meaning or denotation?

1. **nervous**
   - timid
   - jittery

2. **want**
   - demand
   - hope for

Now go back to your revision and look at your word choices. What words can you replace with words that have stronger connotations? Use your dictionary and thesaurus to help you find alternatives.

**Create Your Final Draft**

Produce a final draft of your extended metaphor, incorporating all the changes you made in revising. Then check the accuracy of your revising by doing another final proofread. Also ask yourself if your work meets all of the requirements of a quality extended metaphor, as given in the Writing Rubric below. Check off each item that applies to your metaphor.
WRITING RUBRIC

A successful extended metaphor has these qualities:
- Reveals a similarity between two basically dissimilar things
- States the main comparison in the first stanza or paragraph
- Extends the comparison point by point over the course of at least three stanzas or paragraphs
- Provides only points of comparison that relate to one another and that support the main comparison
- Uses words with strong connotations
- Uses correct spelling, grammar, punctuation, and vocabulary

Did you check off each item? If not, consider making additional changes to your extended metaphor.

Writing Follow-Up

Publish and Present

- Exchange papers among a small group of classmates, and discuss how each person arrived at his or her comparison. Vote on whose comparison is the most effective.
- Collect some or all of the extended metaphors in a small leaflet to share with other students in your school or to take home.

Reflect

- Having tried your hand at writing an extended metaphor, comment on the skill shown by Eve Merriam in her poem “Metaphor.”
- People sometimes say “Life is not what it seems.” How does that thought apply to metaphors?
DESCRIPTIVE WRITING

Write Stage Directions

Descriptive writing creates an image, or mental picture, of an object, place, or event. The writer creates that image by giving details of what the object, place, or event looks like—details of sight. Depending on what’s being described, the writer may also provide details of the other senses—sound, smell, touch, and taste.

Stage directions are a unique form of descriptive writing. In creating stage directions, the playwright tells the director of the play what the scene set on stage should look like. For the most part, the playwright provides visual details: descriptions of color, number, size, position, light, and so on. The playwright may also include details of sound, such as background music, traffic noise, or the tap-tap-tap of someone typing at a computer keyboard. On rare occasions, the playwright might even include some details of smell.

Even though you may never write a play, knowing how to write stage directions will sharpen your ability to describe for any number of purposes. For instance, you may need to describe the school gym to help plan its setup for a rally or a dance. You may want to describe a place that you visited. Perhaps you want to redecorate your bedroom and need to describe your vision to your parents. The skills you develop in writing stage directions will be useful in each of these situations, as well as many others.

Learn from a Literary Model

The stage directions below are from The Devil and Daniel Webster, the dramatization of a short story by Stephen Vincent Benét, which is on pages E230–E247 in Passport. As you read, note how Benét establishes the overall atmosphere of the room, the details of the scene, and the placement of every item in the set.

from The Devil and Daniel Webster, by Stephen Vincent Benét

The scene is the main room of a New Hampshire farmhouse in 1841, a big comfortable room that hasn’t yet developed the stuffiness of a front parlor. A door, right, leads to the kitchen—a door, left, to the outside. There is a fireplace, right. Windows, in center, show a glimpse of summer landscape. Most of the furniture has been cleared away for the dance which follows the wedding of Jabez and Mary Stone, but there is a settee or bench by the fireplace, a table, left, with some wedding presents upon it, at least three chairs by the table, and a cider barrel on which the Fiddler sits, in front of the table. Near the table, against the sidewall, there is a cupboard where there are glasses and a jug. There is a clock.
Create an Atmosphere

In providing stage directions, the writer conveys the atmosphere of the place, which is the general feeling it has. When the curtain opens on the play, the audience should sense that atmosphere and be put in a particular mood. For instance, if the play tells a tale of horror, a set showing a dark, eerie castle might immediately send shivers up the spines of the audience and put them in the right mood for what’s to come.

1. What description in Benét’s stage directions convey the overall atmosphere of the set?

Select the Details

A stage is limited in what it can portray, so the playwright has to be selective about what to include in the set. The items the playwright chooses should work together to help convey the atmosphere he or she is trying to create.

2. What specific items in Benét’s description of the set add to the comfortable atmosphere?

Arrange the Details

In creating stage directions, the playwright instructs the director on where to position things in the set. Providing these instructions prevents overcrowding on the set; given the limited space available on stage, it’s important to have the necessary items but no more than that. In addition, certain items in the set may be critical to the action and need to be in certain positions. The stage directions will specify these placement details.

3. Give three examples of how Benét’s stage directions describe the positions of certain items, whether by themselves or in relation to other items on the set.

Leave Some Choices and Decisions for the Director

The playwright should make some of the stage directions general or even optional, leaving certain choices or decisions to the director.

4. Why might Benét have allowed for either a settee or a bench in his stage directions?
5. Why might Benét have simply written “There is a clock,” without telling what kind of clock or exactly where it is?

---

**Your Assignment**

**Write Stage Directions for a Specific Setting**

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 stage directions.

**Select a Setting**

How can you choose a setting for which to write stage directions? Consider these approaches:

1. Assume you are adapting a short story for the stage, as Stephen Vincent Benét did with “The Devil and Daniel Webster.” Choose a story and then one scene from it; write stage directions for that dramatized scene.

2. Assume you are writing stage directions for a television show or movie. Choose a show or movie you know well, and write stage directions for one scene from it.

3. Assume you are writing a one-act play about an event you are familiar with, and write stage directions for that setting. Consider an event such as a school dance or birthday celebration (before, during, or after), a meeting in the principal’s office (including the principal, a student, and the student’s parents), or a visit to someone in the hospital (the lobby, a waiting room, or a patient’s room).

List four settings for which you might write stage directions.

Consider each setting, and then circle the one you most want to describe in your stage directions. Think about these questions in making your selection:

- Do you have a sense of the general atmosphere of the setting—the mood you want to create?
- Can you provide enough sensory details to clearly portray the setting, particularly visual details?
- Can you explain where certain items should be placed or which items should appear together?
State Your Purpose and Identify Your Audience

Part of your purpose in writing stage directions is to indicate the atmosphere you would like the set to create, or the mood you want the audience to feel as the curtain rises. The atmosphere you create, as well as the details you use to create it, will depend on your ultimate audience, or the people who will see the play. For instance, one student decided to write the stage directions for a scene in a play in which a birthday celebration takes place. She thought about how different the party scene would be for, say, a play intended for preschool children, teens, or adults.

At the same time, your immediate audience is the play’s director. Your directions must help the director stage the play without restricting him or her too much.

Think about the setting you chose to write about. You should be able to state your purpose and identify your audience (both your director and ultimate audience) in a sentence or two. You should also describe in general terms the set for your play. For example, the student writing about the birthday party wrote this general description of purpose:

My stage directions will create a set for a play in which a birthday party will take place.

You should also be able to describe your audiences, both ultimate and immediate. The same student wrote this statement about her audiences:

The ultimate audience of this play will be people my age. The immediate audience will be the director, who is another student.

State your purpose and identify your audience in a few sentences.

Determine the Setting and Atmosphere

Indicate the setting, such as a castle, gymnasium, or office. Also describe the general atmosphere of the scene. The student writing about a birthday party scene, for example, wrote this description of the setting and atmosphere:

The setting is a family room in a modern-day home. The set should convey a festive, partylike atmosphere.

Write another sentence or two to describe the setting and general atmosphere of your scene.
Select Items for the Set

Make a list of the details that are important in clearly describing the set. Include both features of the setting (such as the front door and windows of a room) and the items within the setting, large and small (such as a sofa and table as well as what’s on the sofa and table, if those things are important).

Organize Your Information

Using the details you listed, draw a sketch of what the set might look like. Begin with the general dimensions and layouts of the set. Keep in mind that the front of the set must remain open, as the set will be created on a stage. The audience will view the set from the front.

Next, place the items within the set. Think about what items should appear where and especially what items should appear together. Also think about how the audience will view the set and what items you want to make sure they can clearly see.

Your sketch need not be artful. Draw and label simple boxes and circles to create a good picture of your set. Clarifying the number and positions of items is more important than representing them in visual detail in your sketch.

The student writing stage directions for a drama about having a birthday party drew the sketch shown below. She started with the dimensions of the room (actually, the stage), which would be sixteen by twelve feet, and then determined where to place the necessary items within it.
2 Draft

You have selected a setting, identified your purpose and audience, and gathered information about the setting. You have also determined the atmosphere and selected the details that will convey that atmosphere. Finally, you have drawn a rough sketch of the set, portraying its dimensions and layout and positioning objects within it. Now you are ready to draft your stage directions.

In drafting, you take the information you have gathered and write it in sentence and paragraph form. As you write, new details may come to mind; for instance, you may want to add or reposition objects. That’s fine. For the most part, however, you should follow the plan you made in the Prewrite stage.

Stage directions have an introduction, body, and conclusion, just like most other types of writing. Begin with the introduction.

Introduction

The most important element in any stage directions is the atmosphere that the set should project. So in drafting your stage directions, begin by carefully describing the general atmosphere you want to create. What mood do you want your audience to feel when the curtain rises?

For example, the student writing stage directions for a birthday party scene described this atmosphere:

The curtain opens on a family room in a modern-day home. The room is all ready for a birthday party.

Look at the sentences you wrote earlier describing the setting and atmosphere. Revise them to create an introduction, beginning with the words “The curtain opens on...”

Body

Next, draft the body, which will present the details about the set. Using your sketch as a guide, describe the details, moving from right to left or left to right across the set. If your set has a clearly dominant detail, perhaps describe it first and then write about the other items.

The student describing the family room setting of a party wrote this sentence:

A door in the center of the set is the main entrance to the home.

In moving from detail to detail, be sure to use words that identify position, such as next to, in front of, and right and left. The student writing about the birthday party decided to add a homemade sign about the birthday hanging “on the wall.” She also positioned an ice chest full of soda “under the table.”

Also add descriptive words to make your directions as clear and helpful as possible. For example, instead of describing just “a window,” tell what kind or size of window. The student writing stage directions for the birthday party scene described “a large picture window on each side of the door” and added that “Matching drapes cover the two windows.” Instead of describing “a chair,” this student described “an overstuffed chair” and “a few folding chairs...placed randomly about the room.”
Don't go overboard, however, and add information that's not important or that may limit the choices of the director in staging the play. You should make all the critical choices—the decisions that are necessary to ensure creating the right atmosphere for the set. And in leaving some decisions to the director, make sure you provide enough information for him or her to make good choices about selecting or positioning items.

Draft the body of your stage directions, using your sketch as a guide. Include the positions of items and descriptions of them to create as complete a picture of the set as you can.

**Conclusion**

The conclusion to your stage directions should bring your description to a close and make it clear that the set you have described is complete. You can end your stage directions by describing an interesting or important element in the set. If you are describing the set for a birthday party, perhaps end with the place in the set where the action will start, such as a stack of CDs on a table.

Another option is to repeat in different words what the overall atmosphere should be. The student writing about the party ended with this sentence:

Everything in the room should suggest a birthday celebration is about to happen.

Write a brief conclusion to your stage directions.

3 **Revise**

After completing your draft, put it aside for a day or so, if you have time. Taking a break will help you be more objective in revising it.

**Evaluate Your Draft**

Begin the Revise stage by evaluating your draft. Read it over as if someone else had written it, and see if you can follow the directions easily. Use the questions in column 1 of the Revision Checklist to identify areas for improvement. Then based on your evaluation, revise the draft. Use the suggestions in column 2 to strengthen any areas of weakness.

In revising your draft, you may add or delete details, or you may change the positioning of certain items within the set. You may also change the words you use, if you find better alternatives for the ones you used in the Prewrite stage. See the Grammar & Style box on page 41, which discusses the use of vivid adjectives.

Read a printout of your draft carefully, and use a pencil to mark your changes. That way, you can think about your writing and easily make or reverse changes, as needed.

Review the two drafts that follow the Revision Checklist. The Original Student Draft shows the writer’s first draft of her stage directions, and the Revised Student Draft shows what the stage directions look like after they have been evaluated and marked up.
Original Student Draft

The curtain opens on a family room in a modern-day home. The room is all ready for a birthday party. A door in the center of the set is the main entrance to the home. There is a large picture window on each side of the door. Matching drapes cover the two windows. There is a television set and a large sofa with a table and lamp on one side. One overstuffed chair and a few folding chairs are placed randomly about the room. A large table is covered with bowls filled with chips, candies, and other snacks. Under the table is an ice chest with ice cubes and soda cans visible. On the wall is a homemade sign with the words “Happy Birthday, Taylor!” painted on it. A CD player and stacks of CDs rest on a small card table brought into the room just for the party. Behind the card table is a door that leads to the kitchen. Everything in the room should suggest a birthday celebration is about to happen.

Revised Student Draft

The curtain opens on a family room in a modest, modern-day home. Loud indistinguishable music can be heard. The atmosphere is festive, as the room is all ready for a birthday party. A large door on the back wall in the center of the set is the main entrance to the home. There is a large picture window on each side of the door. Matching drapes, tightly closed, cover the two windows. There is a television set and (not a flat screen) stands to the left of the door. Facing the TV is a large sofa with a table and lamp on one side. One overstuffed chair and a few folding chairs are placed randomly about

**REVISION CHECKLIST**

<table>
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<tr>
<th>Evaluate</th>
<th>Strengthen</th>
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<tr>
<td>Does the introduction clearly identify the setting of the play?</td>
<td>State up front what the set is to depict, such as “the family room of a modern-day home.”</td>
</tr>
<tr>
<td>Is the general atmosphere to be created evident from the start?</td>
<td>Make it clear what atmosphere the set should convey, such as “scary,” “somber,” or “festive.”</td>
</tr>
<tr>
<td>Does each item identified help to create the atmosphere?</td>
<td>Eliminate items that disrupt the atmosphere; for example, loud music might not fit in if you are trying to create a somber atmosphere in a hospital room.</td>
</tr>
<tr>
<td>Do the directions tell where each item should be placed on the stage, as well as in what relation to other items?</td>
<td>Using your sketch as a guide and position words such as left and right, be sure directions tell where items are to be placed.</td>
</tr>
<tr>
<td>Have you left any choices up to the director? In each case, will it be easy for the director to make a good choice?</td>
<td>Make all the critical choices. For those you leave to the director, provide the information needed for him or her to make good choices.</td>
</tr>
</tbody>
</table>
the room. A large table, in the center of the right side of the room, is covered with bowls and plates filled with chips, candies, and other snacks. Under the table is an ice chest with ice cubes and soda cans visible. On the wall to the right of the table is a homemade sign with the words “Happy 17th Birthday, Taylor!” painted on it in a rainbow of colors. To the front of the set, on the right side, a CD player and stacks of CDs rest on a small card table brought into the room just for the party. Behind the card, on the side wall, is a swinging door that leads to the kitchen. Everything in the set should suggest that a birthday celebration is about to happen.

Grammar & Style: Vivid Adjectives

Recall that adjectives are words that modify, or describe, nouns. As shown below, common adjectives include words that indicate size, shape, color, and texture.

In writing a description, replacing a common or general adjective with a more vivid or precise one can make a vague mental image clear. Consider the differences among the words in the following groups:

- **Size**
  - large, immense, huge, sizable
  - small, tiny, miniature, pocket-sized

- **Shape**
  - square, rectangular, circular, oval

- **Color**
  - red, rose, burgundy, crimson

- **Texture**
  - silken, coarse, smooth, jagged

As you can see, several adjectives can have the same general meaning yet subtle specific differences. Consider the difference, for instance, between referring to someone as large versus huge. Choosing the adjective that best suits your purpose can clarify the image and increase the descriptive power of your writing.

**Exercise:** Using your dictionary and thesaurus, find two other vivid adjectives to replace each of the following general adjectives.

1. **scary**
   - ____________________________  ____________________________
2. **comfortable**
   - ____________________________  ____________________________
3. **expensive**
   - ____________________________  ____________________________
4. **old**
   - ____________________________  ____________________________

Now go back to your revision and look at each adjective. See if you can replace it with a more vivid adjective that describes more accurately and that adds more effectively to the atmosphere.
Proofread Your Draft

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

Create Your Final Draft

Retype or rewrite your stage directions, incorporating all the changes you marked in the Revise stage. Then check the accuracy of your changes by doing another final proofread.

Also reread the stage directions and ask yourself if they meet the requirements for quality stage directions, as listed in the Writing Rubric below. Check off each item that applies to your stage directions.

WRITING RUBRIC

A successful set of stage directions has these qualities:
- Identifies the type of setting clearly in the introduction
- Describes the general atmosphere of the setting at the start
- Specifies items and objects that should be included in the set
- Presents those items in an order that can be followed easily
- Tells where each item is to be placed in the set and in relation to other items
- Presents the information in a manner the director can follow
- Uses vivid adjectives in describing the items and atmosphere
- Uses correct spelling, grammar, punctuation, and vocabulary

Did you check off each item? If not, consider making additional changes to your stage directions.

Writing Follow-Up

Publish and Present

- Exchange stage directions with a classmate. Have him or her draw a sketch of the set based on your description of it, and you do the same with his or her description. Share your sketches with one another, and talk about how effectively your written stage directions describe the set.

Reflect

- What did you learn about good descriptive writing in completing this assignment? How might you use what you learned in other assignments?
- Set design is a very rewarding career for people who like to be around the theater but don't want to be on stage. On the Internet or in your library, read about set design. What different jobs are included in the general field of set design? What are the requirements and qualifications for these jobs?
ARGUMENTATIVE WRITING

Write a Persuasive Speech

Success in school, work, and other parts of life often requires an ability to convince others to think or act in a certain way. The situation may be personal, such as when one friend tries to warn another of a potential problem. Or the situation may be in a large forum, such as when trying to convince classmates to vote for you for class office. In each type of situation, preparing in advance what you are going to say is key to persuading others to do as you tell them.

A persuasive speech is a speech used to convince the audience to side with an opinion and adopt a plan. The speaker tries to persuade the audience to believe something, do something, or change their behavior. A persuasive speech uses research to support an opinion.

Learn from a Literary Model

Read the speech below from Part Two of The Odyssey, by Homer, on pages 503–519 of your textbook. Note how Circe, the speaker, tries to warn Odysseus of the danger that awaits him and tells him how to avert a tragedy. Consider how successfully Circe persuades Odysseus.

from Part Two of The Odyssey, by Homer, translated by Robert Fitzgerald

“Listen with care
to this, now, and a god will arm your mind.
Square in your ship’s path are Sirens, crying
beauty to bewitch men coasting by;
woe to the innocent who hears that sound!
He will not see his lady nor his children
in joy, crowding about him, home from sea;
the Sirens will sing his mind away
on their sweet meadow lolling. There are bones
of dead men rotting in a pile beside them
and flayed skins shrivel around the spot.

Steer wide;
keep well to seaward; plug your oarsmen’s ears
with beeswax kneaded soft; none of the rest
should hear that song.

But if you wish to listen,
let the men tie you in the lugger, hand
and foot, back to the mast, lashed to the mast,
so you may hear those harpies’ thrilling voices;
shout as you will, begging to be untied,
your crew must only twist more line around you
and keep their stroke up, till the singers fade....”

Sets cautionary tone
Identifies issue quickly
Details consequences of being caught in Sirens’ grasp
Uses graphic images to stress seriousness of consequences
Tells how to avoid danger
Offers alternative actions if temptation is too strong
Set a Tone

Tone is the emotional attitude toward the reader or toward the subject implied by a literary work. The tone can be playful or serious, friendly or angry, and so on. In argumentative writing, a serious tone should be established at the start to let readers know of the writer’s intent.

1. The speaker has to make the listener aware of the danger quickly, setting a cautionary tone. What words at the beginning of Circe’s speech indicate that her message is to be taken seriously?

Identify the Issue

A good argumentative piece also identifies the issue at the start so readers are aware of the topic and the author’s view of it.

2. The speaker identifies the issue—the danger posed by the Sirens—early in her speech. What words identify this issue?

Specify the Consequences

To convince listeners not to do something often requires telling them what the consequences will be if they do not listen to the warning. To specify the consequences is to present the likely outcome if the issue is not resolved or halted.

3. What consequences does Circe mention to Odysseus?

Create Graphic Images

The speaker does not rely on simply telling about the consequences. To be more convincing, she creates images that bring to mind disturbing mental pictures of the consequences. Creating graphic images enhances the spoken message and helps convince the audience.

4. What graphic images stress the seriousness of the situation?
Understand the Audience

To be convincing, the speaker must know the listener and how he or she will react to the message. The speaker must choose words and images that will be meaningful to the listener.

5. After warning Odysseus about the consequences of listening to the Sirens, Circe offers him an alternative. What is it? What does providing this alternative show about Circe’s understanding of Odysseus?

Your Assignment

Write a Persuasive Speech

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 speech.

Select a Topic to Write About

Keep in mind that the best topics for persuasive speeches offer a mix of emotional argument, appealing to the hearts of listeners, and logical argument, appealing to the minds of listeners. Here are some approaches to selecting a topic that you believe in and that you would like to convince others to believe in, as well:

- Consider things that are important to you, such as the environment, tolerance of others, physical fitness, and fairness.
- Identify issues or dangers that others should be aware of and act on, such as the danger of smoking, drinking, taking drugs, and participating in unsupervised chat rooms.
- Assume that you are an elected official and want to convince your constituents (the people you represent) to take a certain action. For example, you might be the president of your class or of the country; you might be a military leader speaking to the troops; or you might be the coach speaking to the team before the big game.
- Consider an individual or group that you want to warn about something. For instance, you may have advice for a younger brother or sister, a friend, or members of a club or group to which you belong.
- Assume you are writing a public service announcement to be aired over television in an attempt to keep teenagers from a particular danger.

List four topics you might use for your speech.

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<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
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Ask these questions about each of the topics you have listed:
- How strongly do you feel about this topic?
- Would you feel confident in expressing your emotions in a speech?
- What topic do you know well enough to discuss in a speech?
- Would you be able to provide facts, statistics, expert opinions, or personal experience to support your topic?
- Are you familiar enough with the opposing viewpoints to your topic to adequately address these counterarguments and dismiss them?

After considering these questions, select your topic and write it on the line below.

State Your Purpose and Identify Your Audience

The arguments you use will vary depending on who your audience is and what your purpose is. For example, one student thought about writing a persuasive speech about the importance of being physically fit. If the student were speaking about physical fitness to adults, he might use one set of arguments. If he were writing on the same topic for teenagers, he would likely use a different set of arguments. If the student were writing to inform, he may take a different approach from the one he would use when trying to persuade.

The student writing about physical fitness wrote this statement of purpose and audience:

I want to convince my classmates that being physically fit will benefit all areas of their lives.

Write a sentence in which you identify your purpose and audience.

State Your Thesis

A good speech has one major idea to convey. Everything else in the speech helps to develop and convey that idea. Writing down that idea in a sentence will guide you as you construct the speech. This sentence is called the thesis statement.

The student writing about the importance of physical fitness wrote this thesis statement:

Teenagers need to understand the importance of achieving and maintaining physical fitness and its relationship to their overall well-being.

Write a sentence stating your thesis for your persuasive speech.
State Your Supporting Reasons

After determining your thesis, you need to generate a minimum of three reasons that support your position or stance. Reasons in a persuasive speech answer the question Why?

For example, on the topic of teenagers and physical fitness, the student asked himself the question, Why do teenagers need to keep physically fit? The answers to this question are your reasons, which will build the framework of your persuasive speech.

On the lines below, record three reasons that support your topic.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Analyze Your Audience

Knowing your audience is always important, and that is especially true when your purpose is to persuade. You must understand the audience to be able to anticipate how they will react to what you are saying and what it will take to convince them. Just as Circe knew that Odysseus would not easily avoid the temptation of the Sirens, you have to think of your audience’s objections and address those in the speech.

For example, in trying to persuade teenagers to get physically fit, the student anticipated their saying “Exercise is boring” and planned to show them that it does not have to be.

Describe your audience in terms of their likely understanding or view of your topic, and explain how you can address that in planning your speech.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Set the Tone

Decide what tone will be most effective for your speech. Since you are trying to convince people of something, your tone will probably be serious. Avoid being overly somber, however, because no one will want to listen to a doom-and-gloom speech.

In speaking to teenagers about physical fitness, for example, the student decided to create a tone that was serious yet mixed with some humor and encouragement. He wanted to make certain not to alienate the audience.

Provide one or two adjectives that describe the tone you plan on creating in your speech.

________________________________________________________________________
Gather Your Information

Use an Internet search, books, magazine and newspaper articles, and your own knowledge to collect information on your topic. Use the reasons that you recorded earlier to guide your research, because you are looking for pieces of evidence that will support each reason.

As you gather information, use a graphic organizer such as the Reason Support Chart shown below to record the information that supports each of your reasons. If, during your research, you uncover a reason that you had not thought of before, add this category to your chart. You will also want to add a category to your chart that mentions the counterarguments (arguments opposite of yours) that your audience might present. Be sure to jot down any evidence that you uncover that specifically refutes these counterarguments.

When conducting your research, remember to choose credible sources. The student writing on teen fitness decided to review materials produced by medical and nutritional organizations on that topic and to view their discussions on that topic by visiting their websites. These sources provided valuable facts, statistics, and expert opinions—for example, “The American Heart Association says that raising your heart rate just twenty minutes a day for three days a week is all you need.” Similar sources provided information on the reasons teens are not physically fit, the consequences of not being in shape, and ways of getting into shape.

Keep in mind that quotations from experts in the field can be very persuasive to an audience. Be sure to cite the person’s credentials (title, position, and place of employment) in your notes. Providing readers with these credentials clearly shows that the person has the knowledge and experience to be considered an expert on the issue.

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<th>Reason Support Chart</th>
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<td><strong>Reason 1</strong></td>
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<td><strong>Reason 2</strong></td>
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<td><strong>Reason 3</strong></td>
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<td><strong>Reason 4</strong></td>
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<tr>
<td><strong>Counterarguments</strong></td>
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<tr>
<td><strong>Other Reasons</strong></td>
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</tbody>
</table>
Organize Your Information

Now that you have gathered all of this information, consider how best to present it in your speech. In a persuasive speech, you typically want to provide your weakest reason first and to present your best or strongest reason last. This way, you build a case for your opinion, leading your audience to your viewpoint. Also think about where and how you plan to address the counterarguments.

2 Draft

You have identified your topic, purpose, and audience, as well as the tone you want to use. You have written a thesis statement to guide your work. You have also collected and organized information to support the reasons for your argument and to persuade your audience. Now you are ready to write the first draft of your speech.

In writing your speech, use this three-part structure: introduction, body, and conclusion.

Introduction

When giving a speech, it’s important to get the audience’s attention as quickly as possible. With that in mind, plan the introduction carefully. Here are a number of techniques the student writing about physical fitness considered to create an attention-grabbing introduction:

- **Appeal to special interests.** For an audience made up of athletes, say something about the importance of physical fitness to athletic performance. For an audience of computer buffs, mention the relationships among inactivity, snacking, and computer use. For an audience of overweight teenagers, start with “One thing we all have in common is a love for food.”

- **Make a surprising or startling statement.** A surprising statement like this will get listeners’ attention: “According to a recent study, one of three American teenagers is so out of shape that a simple activity such as stair climbing leaves them out of breath.”

- **Ask a question.** A question brings the audience directly into the speech, making them active participants, rather than passive listeners—for example, “Do you think you are in better or worse shape than your parents were when they were your age?”

- **Use an anecdote.** An anecdote is a brief narration of an event, or informal story. People like to hear stories, so beginning with one will grab their attention: “When I was walking up the stairs today, I heard a funny sound. I was wheezing. I was having trouble catching my breath.”

Try several of these approaches in writing an introduction for your speech. Decide which one you think is the best fit for your subject and audience.

After you have “hooked” your audience, be sure to state your thesis in your introduction. Let readers know the topic of your speech and your perspective on it.

Body

In drafting the body of your speech, take the information you have gathered and organized and write it in sentence and paragraph form. Your reasons will become the topic sentences of your paragraphs. Allow one paragraph for each reason, and be sure to have at least three reasons or body paragraphs.
As you are drafting the speech, you might find areas that need additional information to support your argument or to meet the objections of the audience. If so, do a little more research. If you decide not to use all the information you have gathered, that’s fine, too. Your goal is to ensure that all the information in your speech relates directly back to prove or support your thesis.

In organizing the information for the body of your speech, consider the flow of information that will be most convincing for your audience. For example, if you know your audience will be hard to convince, you may give them a number of hard-hitting facts. Then you might relate those facts to your audience. The student writing about the importance of physical fitness felt that people would listen when they heard that overweight teens become overweight adults who die earlier deaths. He considered what graphic images he might offer to help the audience visualize these teens and recognize the hazards they face.

As you are writing, remember that writing a speech is different from writing an essay or report. To make your oral presentation effective, try to use one or more of these key rhetorical devices to help your audience engage their listening skills: repetition of ideas, parallel construction, and rhetorical questions. (See the Literary Terms Handbook at the back of your student textbook for definitions and examples of these devices.)

Conclusion

Your conclusion is the last thing your audience will hear, so make it powerful. For example, in speaking about physical fitness, the student thought about reminding the audience of the consequences of not being fit. He also considered closing with some encouraging statement or suggested recommendation or solution to motivate the audience to start to shape up:

If a healthier, happier life sounds good to you, begin exercising today.

3 Revise

You have written a draft of your speech and now you are ready to make it better. If you have time, leave your draft for a day or two and then come back to it. This will help you be more objective and make a more meaningful revision.

Evaluate Your Draft

Begin the Revise stage by evaluating what you have written. Read over your draft to see where you can strengthen it. Imagine how your intended audience will react to it. Use the questions in column 1 of the Revision Checklist to identify areas needing improvement. Then based on your evaluation, revise the draft. Where it may be lacking, use the suggestions in column 2 to make it stronger.

In revising your draft, you may decide to delete some facts you gathered originally, or you may decide to do more research and add new information. You may also modify the wording to better suit your information or otherwise improve the language of your draft. Focus especially on the language used in your introduction and conclusion and your use of rhetorical devices such as parallelism, repetition, and rhetorical questions. Also see the Grammar & Style box on page 53 for guidelines on how to use short sentences effectively.
Read through a printout of your draft, and mark your changes on the paper as you go. Think carefully about how you can make your speech more clear and convincing. Make whatever changes are necessary in pencil.

Review the two drafts that follow the Revision Checklist. The Original Student Draft shows the writer’s first draft of a persuasive speech, and the Revised Student Draft shows what the speech 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 speech have an attention-grabbing introduction?</td>
<td>Review the techniques described, and choose the one that will best engage the audience from the start.</td>
</tr>
<tr>
<td>Does the speech present the thesis statement and set the appropriate tone?</td>
<td>State the thesis, or the main idea, and set the tone in the first few lines of the speech.</td>
</tr>
<tr>
<td>Does the speech offer solid reasons and accompanying evidence that support the issue?</td>
<td>Provide several solid reasons and pieces of evidence that clearly support the issue.</td>
</tr>
<tr>
<td>Does the speech address anticipated counterarguments?</td>
<td>Refute counterarguments with evidence.</td>
</tr>
<tr>
<td>Does the speech use graphic images?</td>
<td>Create mental pictures to stress the urgency and seriousness of the issue.</td>
</tr>
<tr>
<td>Does the speech show an awareness of who the audience is and tailor its message to that audience?</td>
<td>Use images, ideas, facts, and other information that addresses the attitudes of people in the audience.</td>
</tr>
</tbody>
</table>

### Original Student Draft

Studies have shown today’s kids are in worse physical shape than teenagers twenty years ago. And overweight kids turn into overweight adults, which means more sickness and the likelihood of an earlier death. Teenagers need to understand the importance of achieving and maintaining physical fitness and its relationship to their overall well-being.

Why are kids so overweight? One of the chief reasons is television. Every time you sit in front of the TV, your metabolism slows, so you are not burning up any calories. And if you are munching on snacks while in front of the TV, the calories and fat can build up even more quickly. If you are like many teenagers, you spend thirty hours a week watching TV. So it’s no wonder your weight can increase in what seems like no time at all.

You can do something about it. Exercise! Some people say exercise is boring—doing the same thing day after day. But you don’t have to do the same thing. You can change your exercise every day. There’s running, in-line skating, cycling, swimming, jumping rope, or just plain walking. And you don’t have to spend hours at a time. Raising your heart rate just twenty minutes a day for three or more days a week is all you need.
you don’t have to exert yourself. Just get that heart rate up a little, and you’ll be doing so much good for yourself. Take a short walk with a friend or your dog, and you’ll see results. Or walk alone and plan your weekend or a homework assignment.

A little aerobic exercise will go a long way to making you healthier. You’ll feel more energetic and happier.

If a healthier, happier life sounds good to you, begin exercising today.

Revised Student Draft

Do you think you are in better or worse shape than your parents were when they were your age? Studies have shown today’s kids are in worse physical shape than teenagers twenty years ago. And overweight kids turn into overweight adults, which means more sickness—such as heart disease, diabetes, gout, and arthritis—and the likelihood of an earlier death. Teenagers need to understand the importance of achieving and maintaining physical fitness and its relationship to their overall well-being.

Why are kids so overweight? One of the chief reasons is television. Every time you sit sprawl in front of the TV, your metabolism slows to a crawl, so you are not burning up any calories. And if you are munching on snacks such as chips and dip while lounging in front of the TV, the calories and fat can build up even more quickly. If you are like many teenagers, you spend thirty hours a week watching TV. That’s more than one full day of every week your body is just vegetating, doing nothing. That’s more than fifty-two days a year. So it’s no wonder your weight can increase the bulges build and spread in what seems like no time at all.

You can do something about it. Exercise! Some people say exercise is I know what you are thinking—boring—doing the same thing day after day. But you don’t have to do the same thing. You can change your exercise every day. There’s running, in-line skating, cycling, swimming, jumping rope, or just plain walking. And you don’t have to spend hours at a time. The American Heart Association says raising your heart rate just twenty minutes a day for three or more days a week is all you need.

And you don’t have to exert yourself wear yourself out. Just get that heart rate up a little, and you’ll be doing so much good for yourself. Take a short walk with a friend or your dog, and you’ll see results. Or walk alone and plan your weekend or a homework assignment.

A little aerobic exercise will go a long way to making you healthier. You’ll feel more energetic and happier. Studies from the Teen Council on Fitness have shown that teens who exercise feel less stressed out and are more upbeat about themselves and their lives.

If a healthier, happier life sounds good to you, begin exercising today. Don’t wait until it’s too late.
Grammar & Style: Short Sentences

When people read, they go as quickly or as slowly as needed to understand the content. When they listen to a speech, however, they must keep pace with the speaker. To help an audience keep pace, a speaker can do two things: speak more slowly and use short sentences.

The benefit of speaking slowly is obvious: The audience can hear and process the information at a manageable pace. Anyone who tends to speak quickly should focus on slowing down and pausing from time to time when giving a speech.

But what are the benefits of using short sentences? Short sentences contain fewer ideas than long ones. Thus, it’s easier for the audience to grasp the message when it’s given in short sentences. In addition, short sentences emphasize ideas by forcing listeners to absorb what they have just heard.

Notice how much easier it is to grasp the ideas in the following example when it’s divided into short sentences. Note, too, how each idea receives greater emphasis when put in separate sentences:

**Long Sentence:** If a healthier, happier life sounds good to you, then begin exercising today, and don’t wait until it’s too late.

**Short Sentences:** Does a healthier, happier life sound good to you? Then begin exercising today. Don’t wait until it’s too late.

Also keep in mind that a good speaker, as well as a good writer, varies the lengths of sentences. Don’t make the mistake of using all short sentences. Include a longer one now and then to vary the pace.

**Exercise:** Break each of the following long sentences into two short sentences. Be sure to use conjunctions and punctuation correctly. You may restructure the sentence as needed.

1. You don’t have to do the same exercise every day because there are dozens of different ways to exercise, and many of them are fun.

   **Exercise:**

   1. You don’t have to do the same exercise every day because there are dozens of different ways to exercise, and many of them are fun.

2. If you are like most teenagers, you spend thirty hours a week watching TV, which is more than one full day of every week that your body is just vegetating and doing nothing.

   **Exercise:**

   2. If you are like most teenagers, you spend thirty hours a week watching TV, which is more than one full day of every week that your body is just vegetating and doing nothing.

3. To those of you who say I don’t have to worry about weight because I’m young, I will say that the longer you maintain a certain lifestyle, the tougher it will be to change.

   **Exercise:**

   3. To those of you who say I don’t have to worry about weight because I’m young, I will say that the longer you maintain a certain lifestyle, the tougher it will be to change.

Now go back to your revision and review your draft for long sentences. Try shortening those sentences to make ideas clearer and more emphatic.
Proofread Your Draft

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

Create Your Final Draft

Retype or rewrite the whole speech, incorporating all the changes you marked in revising. Then check the accuracy of your changes by doing another final proofread.

Also reread your speech and ask yourself if it meets the requirements for a quality speech, as listed in the Writing Rubric below. Check off each item that applies to your speech.

WRITING RUBRIC

A successful persuasive speech has these qualities:
- Has an attention-grabbing introduction
- States the thesis and sets the tone in the introduction
- Uses reasons and accompanying evidence to support the position taken
- Uses graphic images to help the audience visualize what’s being discussed
- Shows an understanding of the audience and tailors the message to the audience’s interests and attitudes
- Has a conclusion the audience will remember
- Uses short sentences for variety, clarity, and emphasis
- Uses correct spelling, grammar, punctuation, and vocabulary

Did you check off each item? If not, consider making additional changes to your persuasive speech.

Writing Follow-Up

Publish and Present

- Submit the final written draft of your speech as a letter to the editor of your school or local newspaper.
- Rehearse your speech, and deliver it out loud to your class.
- Create a poster promoting the main idea in your speech. On it, draw a picture and add a quotation from your speech.

Reflect

- Many people make careers out of writing speeches for others, such as elected officials and business executives. Research speechwriting as a career, determining what work it involves and what skills and education it requires.
- Contact an organization that is involved in the topic of your speech, and see how you can help the cause.
A writer’s purpose, or his or her aim or goal, typically follows one of the four modes, or types, of writing: narrative, or writing that tells a story; descriptive, or writing that portrays a person, place, object, or event; informative/explanatory, or writing that informs or explains; and argumentative, or writing that convinces people to accept a position and respond in some way.

Sometimes, a writer uses several modes all in one piece. That’s what you will be doing for this assignment. That is, you will use narration, description, and exposition to portray a world of your own creation.

When authors write science fiction stories and filmmakers develop animated films, they are portraying a world of their own creation. Think back on some of the stories you heard as a child, such as *The Lion, the Witch, and the Wardrobe*—worlds and happenings that are pure figments of writers’ imaginations. Think of the television shows children watch today in which unreal characters inhabit unreal places to entertain and often teach. Video games, too, usually have their own universes with their own laws, conditions, and types of inhabitants.

**Learn from a Literary Model**

Read the excerpt below from the short story “Harrison Bergeron,” by Kurt Vonnegut, on pages E336–E341 in Passport. As you read, note how Vonnegut creates a world and the conditions in which inhabitants live. Note, too, how he blends narration, description, and exposition to create this fictional world.

*from Harrison Bergeron, by Kurt Vonnegut*

The year was 2081, and everybody was finally equal. They weren’t only equal before God and the law. They were equal every which way. Nobody was smarter than anybody else. Nobody was better looking than anybody else. Nobody was stronger or quicker than anybody else. All this equality was due to the 211th, 212th, and 213th Amendments to the Constitution, and to the unceasing vigilance of agents of the United States Handicapper General.

Some things about living still weren’t quite right, though. April, for instance, still drove people crazy by not being springtime. And it was in that clammy month that the H-G men took George and Hazel Bergeron’s fourteen-year-old son, Harrison, away.

It was tragic all right, but George and Hazel couldn’t think about it very hard. Hazel had a perfectly average intelligence, which meant she couldn’t think about anything except in short bursts. And George, while his intelligence was way above normal, had a little mental handicap radio in his ear. He was required by law to wear it at all times. It was tuned to a
government transmitter. Every twenty seconds or so, the transmitter would send out some sharp noise to keep people like George from taking unfair advantage of their brains.

George and Hazel were watching television. There were tears on Hazel's cheeks, but she'd forgotten for the moment what they were about.

On the television screen were ballerinas.

A buzzer sounded in George's head. His thoughts fled in panic, like bandits from a burglar alarm.

“That was a real pretty dance, that dance they just did,” said Hazel.

“Huh?” said George.

“That dance—it was nice,” said Hazel.

“Yup,” said George. He tried to think a little about the ballerinas. They weren’t really very good—no better than anybody else would have been, anyway. They were burdened with sashweights and bags of birdshot, and their faces were masked, so that no one, seeing a free and graceful gesture or a pretty face, would feel like something the cat drug in. George was toying with the vague notion that maybe dancers shouldn’t be handicapped. But he didn’t get very far with it before another noise in his ear radio scattered his thoughts.

Identify the World

It’s important to let the reader know early on what kind of world is being portrayed and what things are like in this world. At the very beginning of “Harrison Bergeron,” Vonnegut lets us know that the story takes place at a time in the distant future, and he tells us the primary characteristic of the people he is focusing on.

1. When does the story take place, and what is the primary characteristic of the people in the story?

Explain Key Concepts

Even though writers often refrain from telling and instead have readers interpret meaning from the events, they sometimes do explain key concepts. In the first paragraph, Vonnegut explains the concept of equality in this universe and how it came about.

2. What sentence or sentences explain the concept of equality? What brought about this equality?
**Explain with Examples**

Using examples is an effective way of explaining, especially when explaining something that’s unknown, such as a fictional world. Vonnegut explains with examples the notion that some things “weren’t quite right.”

3. What does Vonnegut give as an example of one of the things that “weren’t quite right”?

---

**Describe with Details**

In creating an unknown world, the writer often has to describe not only things and places but concepts, as well.

4. How does Vonnegut describe the concept of average intelligence? Who has average intelligence?

---

5. Vonnegut describes George as having “way above normal” intelligence and thus having to wear “a little mental handicap radio.” What does this radio do, and what is its purpose?

---

6. Vonnegut writes that the ballerinas “weren’t really very good—no better than anybody else would have been, anyway.” Why aren’t they very good? What details does Vonnegut use to describe the ballerinas? How is the treatment of the ballerinas similar to George’s having to wear the radio transmitter?

---

**Narrate an Incident**

Narration can be an effective tool in creating a fictional world. That is, you can narrate an incident that conveys the type of world and the nature of the living conditions there.

7. How does the narration of Hazel and George watching television convey their world and its living conditions?
Your Assignment
Create a Fictional World

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 the piece.

Decide on a World

You have complete freedom in this assignment to create a world of your own imagination. It can be set in the past, present, or future. It can be a world that looks something like our own, except for a few major differences, or it can be totally foreign. It can be pleasant or menacing. Your world can be populated or not, with humans, nonhumans, a mix—any kind of creatures you want.

Here are some additional suggestions for deciding on a world to create:

1. Create a world with a dreamlike quality, such as a landscape made of butter, doors that continually open and close, faces that appear and disappear, and so on.
2. Think of the technology available today and what it might lead to fifty years from now. How, for example, might cell phones change life? How might school be different?
3. Create a world for a video game. If you’ve played video games, you may have said, “They should have…” Here is your chance to make the video game you want.

Jot down four worlds you might create.

Think about each world you have listed, and consider which one you would have the most fun creating. Which one do you know best?

Write down the world you will create in this assignment.

Identify the Main Aspect of This World

In creating your world, single out one aspect, as Vonnegut did in singling out the equality of the people in his world. Consider what one aspect will control or determine events in your world.

For example, one student decided to create a world about a future school. She wrote this statement identifying the main aspect of her world:

In the world of the future school, everything is perfect.

Write a sentence identifying the main aspect of your world.
State Your Purpose and Identify Your Audience

Your purpose for creating this world and the audience you intend it for will influence everything you write. For example, if you are creating a dream world just for fun to share with classmates, then you might write in one way. If you want to get a video game publisher interested in buying your new game, then you will have to write to convince that buyer. Think about whom you will be writing for and how that will affect the way you write.

The student writing about the school of the future wrote this statement of purpose and audience:

My purpose is to create a school of the future and share it with my friends.

State your purpose and identify your audience in a sentence.

Gather Your Information

Start jotting down information about the world you are creating. Include information such as the year, the location, the environment, the inhabitants, the nature of the living conditions, and anything unique or important to your world. If you can, think of an incident you can narrate that conveys something important about the world or its inhabitants.

The student creating a school of the future recorded her notes on the chart below. Create a similar chart of your own, and then record your notes about your fictional world.

World Planning Chart

Subject: School of the future
Special aspect: Everything is perfect

<table>
<thead>
<tr>
<th>Year</th>
<th>2055</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>A school located on a beach</td>
</tr>
</tbody>
</table>
| Environment| Perfect weather every day  
              Perfect in every way  
              Open-air school building  
              Very advanced technologically |
| Inhabitants| High school kids, totally free |
| Living conditions | No teachers, tests, or pressures |
| Incident   | Kids leave class when surf’s up |
| Aspects to explain | Why no tests or pressures  
                               How teaching takes place |
Organize Your Information

If you followed the guidelines provided to gather your information, it is probably already organized into related groupings. But in writing the piece, you may want to split up some of those groupings.

For example, in writing about the school of the future, the student may want to spread out details of the environment, rather than give them all together. She may not want to write all of the details of the environment together but instead put some, such as the advanced technology information, elsewhere—perhaps with the nature of the living conditions.

Number the items of information in the order in which you will present them. It is probably best, however, to begin with the time, location, and main aspect of the world.

Draft

You have determined the world you will create, stated your purpose, and identified your audience. You have highlighted the major aspect of this world. You have gathered information about the world, including the time, place, inhabitants, and nature of living there. Now you are ready to draft the piece.

In drafting, you take the information you gathered in the Prewrite stage and write it in sentence and paragraph form. Focus on conveying through narration, description, and exposition what this world is like. Work with this three-part structure: introduction, body, and conclusion.

Introduction

Write the first paragraph, identifying the time, the world, and the key aspect of this world and its inhabitants. You may decide to modify the statement of the key aspect that you wrote in the Prewrite stage. Make sure your opening paragraph tells readers when and where the world exists and what key aspect defines it and all that happens there.

The student writing about the school of the future wrote this opening sentence:

It is a beautiful day, as every day is beautiful at Utopia High School in the year 2055.

Body

Following the order you planned in the Prewrite stage, write the body of the draft. For each body paragraph, write a topic sentence that states the main idea of the paragraph. Then support that main idea using description, explanation, and narration. Describe by providing details about various elements of the world, including its inhabitants and living conditions. Explain concepts where necessary. Use narration to relate actions that reveal key aspects of the world or its inhabitants.

Conclusion

Provide a conclusion or closing paragraph to your description of a dream world. It could be an action that ends the video game, such as “And that was the end of Zinfo.” It could be a personal statement, such as “I wish I could live in a place like
this.” It might be a statement that implies the writer’s attitude toward the place, such as “Never had the planet experienced such stupidity.” The closing should leave readers thinking along the lines of the writer.

3 Revise

If you can, set your work aside for at least a day and then come back and revise it. You will be able to look at your draft objectively and make meaningful changes.

Evaluate Your Draft

Read over your draft to see where it might be weak, either in the clarity of the writing or narration, description, or explanation you have given to convey your world to readers. Use the questions in column 1 of the Revision Checklist to identify areas that need improvement. 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 decide to delete some information you gathered originally, or you may decide to add something new. You may also modify the wording in your statement of the world’s main aspect. See the Grammar & Style box on page 64 for guidelines on implying ideas.

Read through a printout of your draft, and mark your changes on the paper as you go. Think carefully about how you can make your world more clear and convincing. Mark whatever changes are necessary in pencil.

Review the two drafts that follow the Revision Checklist. The Original Student Draft shows the writer’s first draft of a narrative, and the Revised Student Draft shows what the narrative 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 your draft identify the time and location of your world?</td>
<td>In your introduction, identify the world and its time.</td>
</tr>
<tr>
<td>Does the introduction let readers know the main aspect of life in this world?</td>
<td>Identify the main aspect of this world, such as perfection or equality.</td>
</tr>
<tr>
<td>Does each body paragraph have a topic sentence?</td>
<td>Make sure each new paragraph starts with a sentence that states the main idea of the paragraph.</td>
</tr>
<tr>
<td>Does each body paragraph provide information that clearly reveals the world and its inhabitants?</td>
<td>In the body section, describe the world and its inhabitants, explain points that need explanation, and narrate an incident that helps convey the world.</td>
</tr>
<tr>
<td>Are the body paragraphs in an order that readers can easily follow?</td>
<td>Put the paragraphs in the order that will best convey your world.</td>
</tr>
<tr>
<td>Does the conclusion leave readers thinking about an aspect of the imaginary world?</td>
<td>Close the piece with some definitive statement, opinion, or action.</td>
</tr>
</tbody>
</table>
Original Student Draft

It is a beautiful day, as every day is beautiful at Utopia High School in the year 2055. Seated on the dunes at Pleasant Beach, UHS overlooks the blue-green waters of the Majestic Ocean. Daytime temperature is 82 degrees, as it always is, and a soft breeze gently flows in from the ocean, cooling the open-air school, as it always does.

All “classes” are held in the outdoors. Students may come and go as they please, visit friends, grab a snack, or lie in the sun. If the surf is up, students grab their boards and head for the water.

When students want to learn something, they make a request on their hand-held computers and an expert in that field is right there on their screens, teaching Moonlight Barbecuing on the Beach, Hair Control 101, or a similar often-demanded course. Students can ask the expert questions online and get instant feedback. The instructors can see the work students are doing. They can offer suggestions, if called on to do so.

The school offers a number of sports. Almost everyone is on the surfing team, swimming team, or beach volleyball team. Track is offered, but students at UHS have never learned how to run.

Students have the right to choose whatever classes and teachers they want. Students don’t worry about tests, as there are none. Students don’t move from grade to grade, nor do they graduate. They just leave when they get bored.

Revised Student Draft

It is a beautiful day, as every day is beautiful at Utopia High School in the year 2055. Seated on the dunes at Pleasant Beach, UHS overlooks the blue-green waters of the Majestic Ocean. Daytime temperature is 82 degrees, as it always is, and a soft breeze gently flows in from the ocean, cooling the open-air school, as it always does. Life here at UHS is always perfect.

All “classes” are held in the outdoors—by the pools, on the patio, on the beach, or in the surf itself, with the cool waters caressing students’ legs and backs. Students may come and go as they please, visit friends, grab a snack, or lie in the sun. Suddenly, someone calls out in a controlled voice “Surf’s up!” and if-the-surf-is-up, students grab their boards and head for the water.

There are no teachers on the Utopia campus. When students want to learn something, they make a request on their hand-held computers, and an expert in that field is right there on their screens, teaching Moonlight Barbecuing on the Beach, Hair Control 101, or a similar often-demanded course. If materials such as a grill, hamburgers, and hot dogs are needed, programmed robots, called “teaching assistants,” deliver those immediately. Students can ask the expert questions online and get instant feedback.
The instructors can see the work students are doing. They can offer suggestions, if called on to do so, although that has never happened to date.

The school offers a number of sports. Almost everyone is on the surfing team, swimming team, or beach volleyball team. Track is offered but students at UHS have not learned how to run.

Utopia’s mission statement is “There are no rules, only rights to be enjoyed.” Students have the right to choose whatever classes and teachers they want. They don’t worry about tests as there are none. Parents and officials decided years ago that tests interfere with the fun of education. Students don’t move from grade to grade, nor do they graduate. They just leave when they get bored—which is usually after about six months.

Proofread Your Draft

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

Create Your Final Draft

Retype or rewrite the whole piece, incorporating all the changes you marked in revising. Then check the accuracy of your changes by doing another final proofread. Also reread your work and ask yourself if it meets the requirements for quality writing using narration, description, and exposition, as listed in the Writing Rubric below. Check off each item that applies to your writing.

A successful creation of an imaginary world using narration, description, and exposition has these qualities:

- Identifies the time, location, and main aspect of the world in the introduction
- Has body paragraphs that each begin with a topic sentence
- Has body paragraphs that describe the world and its inhabitants, explain points that need explanation, and narrate an incident that helps convey the world
- Presents information in an order that best conveys the world
- Comes to a logical or natural conclusion and closes with some definitive statement, opinion, or action
- Implies rather than states a point where subtlety is more effective
- Uses correct spelling, grammar, punctuation, and vocabulary

Did you check off each item? If not, consider making additional changes to your writing.
Grammar & Style: Implying Ideas

Sometimes, a writer has to come right out and state a point for his or her readers to understand it. But other times, being subtle is more effective. Implying ideas in ways that make readers find the meaning for themselves can be more effective.

For example, what is implied in the following sentence from the sample student draft?

[The instructors] can offer suggestions, if called on to do so, although that has never happened to date.

The last part of the sentence suggests that students never ask for help from instructors, although instructors are available to do so.

Consider another example. What is implied by this sentence from the student draft?

They just leave when they get bored—which is usually after about six months.

The implication here is that perfection is boring! Having and doing everything one wants is not necessarily fulfilling or interesting.

As you revise your draft, think about where it’s important to tell readers information directly. What points must readers grasp to understand your fictional world? Also think about what ideas you can imply, or lead readers to.

Exercise: Rewrite each of the following direct statements in a more subtle way, implying rather than stating the idea.

1. I think you need to try a new deodorant.
2. Mom, this meatloaf is really terrible.
3. Our team has little chance of winning this game.
4. You did such a poor job that you’ll have to do it over again.

Now go back to your revision and look for opportunities to present some direct statements in a more subtle manner.

Writing Follow-Up

Publish and Present

• Share your world with others in the class. Ask for feedback about how well readers understand your world, based on your description, explanation, and narration of it.
• Collect students’ “world” pieces into a single volume, giving it an appropriate name.
• Create a sketch of your world or some element of it, or create a collage of images from other sources that capture the world you have designed.

Reflect

• Research the backgrounds of people who create imaginary worlds, such as science fiction writers, filmmakers, and game creators. Learn how they go about doing what they do.
• List writing techniques you have learned through this assignment that you might use elsewhere.
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 experienced detective asked the suspect several questions.

(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.

**Examples:**

sentence fragment  The newspaper carrier.

(The fragment does not have a predicate. The group of words does not answer the question *What did the newspaper carrier do?*

sentence fragment  Flung the morning edition.

(The fragment does not have a subject. The group of words does not answer the question *Who flung the morning edition?*

sentence fragment  Onto the front porch.

(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  The newspaper carrier flung the morning edition onto the front porch.

**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. Reading the instruction manual now will prevent future problems.

_____  2. Will prevent tooth decay and cavities.

_____  3. Creative writing can be an enjoyable and meaningful way to express yourself.
4. As seen on television.
5. Scuba is a commonly used acronym.
6. A driving experience you will never forget.
7. In addition to the broccoli and cauliflower.
8. I forgot the keys!
9. Cleaned the kitchen after the party guests left.
10. Gina filleted the catfish with a sharp knife.

**EXERCISE 2**

**Understanding Sentences and Their Basic Parts**

Some of the following groups of words are missing a subject or predicate or both. On the lines provided, write 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**

Wearily down the road.
(subject and predicate missing; *The old mare trudged* wearily down the road.)

1. Was very hungry after school and band practice.

2. Candice slipped on the icy sidewalk.

3. Believed he had discovered the secret formula.

4. During a long, monotonous lecture.

5. Every Saturday Mr. Neet mowed his lawn and trimmed the hedges.

6. The frosty windowpane.

7. All along the winding brick road.
8. It can be a difficult situation to deal with.

9. Requiring a bucket of oats and half a bale of hay each day.

10. The afternoon held many wonderful surprises for Kate.

**EXERCISE 3**

**Using Complete Sentences in Your Writing**

Write a paragraph for an article in your student newspaper, in which you describe an issue at school that you want to see addressed, such as healthier food choices in the cafeteria or longer breaks between classes. Why is the issue a problem? What can be done to resolve the issue to the benefit of the student body? Make sure that each sentence in your paragraph contains a subject and a 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**
  Samantha is in the backyard trying to repair the lawnmower.

- An **interrogative sentence** asks a question. It ends with a question mark.
  
  **EXAMPLE**
  Will she be joining you for supper later tonight?

- 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.
  
  **EXAMPLES**
  (You) Please take a glass of lemonade to her.
  (You) Ask Samantha how much longer she will be working.
• An **exclamatory sentence** expresses strong feeling. It ends with an exclamation point.

**EXAMPLE**
Samantha is a wizard at fixing lawnmowers!

**EXERCISE 4**

**Identifying Different Kinds of Sentences in Literature**

Identify each of the ten numbered sentences in the passage as *declarative*, *interrogative*, *imperative*, or *exclamatory*. Write your answers on the corresponding lines below.

'But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say: "My hair grows so fast, Jim!"

'And then Della leaped up like a little singed cat and cried, "Oh, oh!"

'Jim had not yet seen his beautiful present. "She held it out to him eagerly upon her open palm. "The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.

'Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the watch a hundred times a day now. Give me your watch. I want to see how it looks on it."

*from “The Gift of the Magi,” page 82
O. Henry*

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

**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**
Did the neighbors return yet from their European vacation? (Change into a declarative sentence.)
(interrogative; declarative: The neighbors returned from their European vacation.)

1. Will Huck have time to paint the fence today? (Change into a declarative sentence.)
2. You finished the job already! (Change into an interrogative sentence.)

3. Apologize for your rude behavior. (Change into a declarative sentence.)

4. Joel can see how well constructed the house is. (Change into an imperative sentence.)

5. Where is the garter snake in the vegetable garden? (Change into an exclamatory sentence.)

6. He drew the window blinds and turned off the lights. (Change into an interrogative sentence.)

7. Burglars stole the valuable painting above the fireplace. (Change into an exclamatory sentence.)

8. I can't believe the chain broke! (Change into a declarative sentence.)

9. Hit the brakes! (Change into a declarative sentence.)

10. Mr. Jarvis sent the annoying children away. (Change into an interrogative sentence.)

**Exercise 6**

Using Different Kinds of Sentences in Your Writing

Create a fictional villain for a short story, and write a descriptive paragraph about him or her. Include features, such as physical traits and personality characteristics, as well as a description of the villain's one honorable trait. 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.
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 yellow-eyed owls sat quietly in the oak tree.
(subject) (predicate)

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

Example: Who sat quietly in the oak tree? the yellow-eyed owls (subject)

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

Example: What did the yellow-eyed owls do? sat quietly in the oak tree. (predicate)

Exercise 1

Identifying Subjects and Predicates in Literature

In each of the following sentences, draw a vertical line between the subject and predicate.

We leave the chairs, find the side stage door, and slip behind the curtains. Angels and shepherds are standing in dismayed clumps. The painted wood silhouettes of sheep and cattle look stupidly baffled. We see Adele, wide and flat-rumped in a red suit, and Norris, with his bald man’s ring of hair, standing with the principal nun, gesturing and gabbling excitedly. The wounded boy is nowhere to be seen. Wallacette is gone too.

from "Destiny," page 54
Louise Erdrich
EXERCISE 2

Understanding Subjects and Predicates

Write a sentence for each subject or predicate listed, adding the missing part and any other details to create a clear, complete sentence.

1. Called the restaurant to order take-out food

2. A small boy with a red cap

3. The solitary swing-set in the middle of the playground

4. Swatted the buzzing flies

5. Dropped off into the chasm

6. A singer who couldn't remember the lyrics

7. Collapsed in a heap of rubble

8. My uncle who had served in the Vietnam War

9. Each person sitting in this auditorium

10. The loud rumble echoing through the valley

EXERCISE 3

Using Subjects and Predicates in Your Writing

Write a brief memoir, for your school literary magazine, about a place that holds pleasant memories for you, such as a park, a grandparent’s house, or a vacation spot. Include details that describe the characteristics of the place, and explain why it holds good memories for you. Make sure each sentence includes a subject and predicate and creates a clear picture. Use your own sheet of paper for this exercise.
LESSON 3

Sentence Structure: 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**
- Three bears emerged from the forest.
- They spotted the campers and the hikers and decided to pay a visit.
- The three bears enjoyed eating the campers’ fish, sandwiches, and candy bars.

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

**Examples**
- Feeding bears is dangerous and unwise, *for* it creates larger problems in the long run.
- Our zoo is home to two panda bears; they were originally captured in Asia.

A **complex sentence** consists of one independent clause and one or more subordinate clauses. The subordinate clauses in the examples below are underlined.

**Examples**
- When you finish your report, remember to print it out on paper *that contains* 25 percent cotton fiber.
- Jim will water the lawn *after he returns home from the baseball game.*

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.

**Examples**
- Rabbits, *which like to nibble on the flowers,* often visit my garden early in the morning, or they wait until early evening *when the dog is inside the house.*
- Larry enthusiastically leaps out of bed each morning *after his alarm clock rings,* yet he often feels sleepy in the afternoon.
EXERCISE 1

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

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

1. Until that August the house had been occupied by an old Jewish couple. 2. Over the years I had become part of their family, without their knowing it, of course.
3. I had a view of their kitchen and their backyard, and though I could not hear what they said, I knew when they were arguing, when one of them was sick, and many other things. 4. I knew all this by watching them at mealtimes.
5. I could see their kitchen table, the sink, and the stove.
6. During good times, he sat at the table and read his newspapers while she fixed the meals.
7. If they argued, he would leave and the old woman would sit and stare at nothing for a long time.
8. When one of them was sick, the other would come and get things from the kitchen and carry them out on a tray.
9. The old man had died in June.
10. The last week of school I had not seen him at the table at all.

from “American History,” page 66
Judith Ortiz Cofer

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

EXERCISE 2

Understanding Sentence Structure

Write sentences containing the elements described in each of the directions 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 and one subordinate clause

8. complex sentence using one independent and two subordinate clauses

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

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

**Exercise 3**

**Using Different Sentence Structures in Your Writing**

Choose a climactic event that occurs in a novel or short story that you have recently read. Write a vivid description of this event, including characters, setting, and outcome. Ask a peer reader to read your description and try to identify the work of fiction in which it occurs. Use a variety of simple, compound, complex, and compound-complex sentences in your description of the event. Use your own sheet of paper for this exercise.
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 strutum pensundsworder sworded about the grunewald bools of Kilargo.

What nonsense noun is the subject of the sentence? What adjective modifies the word pensundsworder? 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 famous author wrote about the green hills of Africa.

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

<table>
<thead>
<tr>
<th>Parts 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>Apples, oranges, and potato chips were the only items on the list.</td>
</tr>
<tr>
<td>pronoun</td>
<td>A pronoun is used in place of a noun.</td>
<td>Fanny whispered to her friend as they waited for their new teacher.</td>
</tr>
<tr>
<td>verb</td>
<td>A verb expresses action or a state of being.</td>
<td>Playful fox cubs tumbled out of the den and chased one another across the field.</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>Tattered curtains hung in the dark windows of the gray, sagging house.</td>
</tr>
<tr>
<td>adverb</td>
<td>An adverb modifies a verb, an adjective, or another adverb.</td>
<td>Sharply turning to the left, the bicyclist nearly caused an accident.</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>During winter we often sit by the fireplace in the evening.</td>
</tr>
<tr>
<td>conjunction</td>
<td>A conjunction joins words or groups of words. Common conjunctions are and, but, for, nor, or, so, and yet.</td>
<td>Neither Grant nor Felix felt tired after two miles, so they ran another mile.</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>Wow! Did you see the dive he made from the high diving board?</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.

When he was two, if you laid him on his stomach, he began to try to move himself, straining terribly. The doctor said that with his weak heart this strain would probably kill him, but it didn't. Trembling, he'd push himself up, turning first red, then a soft purple, and finally collapse back onto the bed like an old worn-out doll. I can still see Mama watching him, her hand pressed tight across her mouth, her eyes wide and unblinking. But he learned to crawl (it was his third winter), and we brought him out of the front bedroom, putting him on the rug before the fireplace.

from “The Scarlet Ibis,” page E49
James Hurst

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

EXERCISE 2

Understanding the Parts of Speech

Use each word as its designated part of speech in a sentence.

EXAMPLES
along (preposition) Purple lilacs were blooming along the fence.
along (adverb) Will you bring along a bouquet of lilacs to the party?

1. someone (pronoun)
2. neither/nor (conjuction)

3. oh, no (interjection)

4. more (adverb)

5. frail (adjective)

6. review (noun); review (verb)

7. practice (noun); practice (verb)

8. over (preposition); over (adverb)

9. mystified (adjective); mystified (verb)

10. calm (noun); calm (adjective)

**EXERCISE 3**

**Using the Parts of Speech in Your Writing**

Imagine that you are seeing your town for the very first time, as a tourist. Write a paragraph for a postcard to send to friends back home. In the paragraph describe the town's location and some of the town's major features. 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    Stephan, editor, aunt, actor
places    homeland, Wrigley Field, St. Peter’s Basilica
ideas    prejudice, subtraction, boredom, plot, Romanticism
things    volleyball, song, trajectory, candle, Liberty Bell

<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>mother, garage, plan, flower</td>
</tr>
<tr>
<td>proper noun</td>
<td>names a specific person, place, or thing; begins with capital letter</td>
<td>John Adams; Washington DC; Monroe Doctrine</td>
</tr>
<tr>
<td>concrete noun</td>
<td>names a thing that can be touched, seen, heard, smelled, or tasted</td>
<td>ruler, mirror, giggle, speech, banana</td>
</tr>
<tr>
<td>abstract noun</td>
<td>names an idea, a theory, a concept, or a feeling</td>
<td>approval, philosophy, Marxism, faith</td>
</tr>
<tr>
<td>singular noun</td>
<td>names one person, place, idea, or thing</td>
<td>governor, tree, thought, shoe</td>
</tr>
<tr>
<td>plural noun</td>
<td>names more than one thing</td>
<td>governors, trees, thoughts, shoes</td>
</tr>
<tr>
<td>possessive noun</td>
<td>shows ownership or possession of things or qualities</td>
<td>Roger’s, Mrs. Pan’s, women’s, mass’s</td>
</tr>
<tr>
<td>compound noun</td>
<td>made up of two or more words</td>
<td>staircase, picnic table, brother-in-law</td>
</tr>
<tr>
<td>collective noun</td>
<td>names groups</td>
<td>staff, platoon, team</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

common nouns

any person    A guide will give us a tour of the museum.
any place     The park was crowded with holiday campers.
any thing     A key opened the old, rusty lock.
any idea      Her scheme to take over the company failed.

A proper noun names a specific person, place, or thing, and begins with a capital letter.
EXAMPLES

common nouns  reporter, bridge, state
proper nouns  Sarah Smith, Golden Gate Bridge, Michigan

EXERCISE 1

Identifying Common and Proper Nouns in Literature

Identify the underlined nouns in the passage below as either common or proper. Write common or proper above each noun.

Lili did not reply. Old Mrs. Pan had unknowingly touched upon a wound in her heart. No man had ever asked her to marry him. Yet above all else she would like to be married and to have children. She was a good social worker, and the head of the Children's Bureau sometimes told her that he would not know what to do without her and she must never leave them, for then there would be no one to serve the people in Chinatown.

from “The Good Deed,” page E28
Pearl S. Buck

EXERCISE 2

Understanding Common and Proper Nouns

For each common noun listed, write two proper nouns.

EXAMPLE
author (Edgar Allan Poe, Judith Ortiz Cofer)

1. journal ______________________________
6. family ______________________________
2. ballplayer ___________________________
7. fictional character ___________________
3. region _______________________________
8. ocean _______________________________
4. county ______________________________
9. island ______________________________
5. movie _______________________________
10. poet _______________________________

EXERCISE 3

Using Common and Proper Nouns in Your Writing

Write a paragraph to a pen pal, describing a place you would like to visit. Include some specific sites that interest you. Underline and label five common nouns and five proper nouns in your description. Notice how the use of proper nouns helps to make your description more specific. Use your own sheet of paper for this exercise.
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. Some nouns, such as rice and moose, have the same spelling in both the singular and the plural forms.

EXAMPLES

plural nouns

For most nouns, to form the plural add –s to the end of the word.

camel → camels

path → paths

tray → trays

If a noun ends in s, sh, ch, x, or z, add –es.

lass → lasses

tax → taxes

scratch → scratches

sash → sashes

blitz → blitzes

If a noun ends in o preceded by a consonant, add –es.

tornado → tornadoes

portico → porticoes

If a noun ends in y preceded by a consonant, change the y to i and add –es.

fairy → fairies

penny → pennies

For some nouns that end in f or fe, change the f to v and add –es or –s.

elf → elves

life → lives

EXERCISE 4

Identifying Singular and Plural Nouns in Literature

Underline the nouns in the following passage. Write above each noun whether it is singular or plural.

She longed to see the bright persimmon dotting the barren trees beside the thatched roofs, to see the fields of golden rice stretching to the mountains where only last fall she had gathered plump white mushrooms, and to see once more the maple trees lacing their flaming colors through the green pine.

from “Tears of Autumn,” page E39

Yoshiko Uchida
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. player ________________________
2. bush ________________________
3. tomato ________________________
4. echo ________________________
5. fairy ________________________
6. pharmacy ________________________
7. leaf ________________________
8. wife ________________________
9. wolf ________________________
10. noose ________________________
11. sopranoes ________________________
12. platitudes ________________________
13. reef ________________________
14. canarys ________________________
15. shelfs ________________________
16. partys ________________________
17. sheep ________________________
18. mooses ________________________

EXERCISE 6
Using Singular and Plural Nouns in Your Writing

Write a paragraph about the first day of summer vacation. Use at least five singular and five plural nouns.

-------------------------------------------------------------------------------------------------

-------------------------------------------------------------------------------------------------

-------------------------------------------------------------------------------------------------

-------------------------------------------------------------------------------------------------

-------------------------------------------------------------------------------------------------
LESSON 6

Possessive and Collective Nouns

Possessive 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 also be singular or plural. Both common nouns and proper nouns can be possessive in form.

**Examples**

**Common Nouns**

- The car's tires were rotated and balanced.
- The governors' meeting was held in the Samson Hotel.

**Proper Nouns**

- Doug's house needs a new roof and chimney.
- Japan's foreign policy has changed in the last thirty years.

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**

- William's recital will be rescheduled next week. (William + s = William's)
- Mrs. White's garden is overrun with weeds. (White + s = White'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**

- Women's formalwear is found on the third floor of the store. (Women + s = Women's)
- The cats' curiosity led them to investigate the barn. (cats + ' = cats')

**Exercise 1**

Identifying Possessive Nouns

Decide whether the underlined nouns in the following sentences are plural or possessive or both plural and possessive. Write your answers on the lines provided.

1. Mark Twain wrote many books during his lifetime. ____________________________
2. He is remembered today as one of America’s most important authors.

3. Some of his most important writings were drawn from his experience on the Mississippi River.

4. The Adventures of Tom Sawyer describes a mischievous boy’s antics.

5. Twain’s novel Adventures of Huckleberry Finn was banned, but is now considered a classic.

6. Tom and Huck are two very popular characters in American literature.

7. Some of Twain’s later works did not meet with readers’ approval.

8. The hard times Twain faced after 1890 are reflected in his later novels’ dark pessimism.

9. Few American writers are studied today as much as Mark Twain.

10. The famous author’s real name was Samuel Langhorne Clemens.

**Exercise 2**

**Understanding How to Form Possessive Nouns**

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

1. snake skin

2. father approval

3. men sportswear

4. ravens beaks

5. salamander feet

6. Alabama summers

7. Dr. Seuss books
8. fairy dust
9. lake waves
10. dog dish
11. Nicholas family
12. Chaucer writings
13. county residents
14. runners route
15. goats pen
16. lynx cave
17. oxen food
18. Daria father
19. elk field
20. automobiles exhaust

**EXERCISE 3**

**Correcting Possessive Nouns**

For each sentence write the correct possessive form of the underlined noun.

1. After Frances occupation of Vietnam ended, the country was divided in two.

2. In the years following the division, Americas involvement in Vietnam increased.


5. U.S. policymakers underestimated the Viet Congs resolve to resist foreign invaders.

6. After the U.S. soldiers withdrawal, South Vietnam had little defense left.
7. The **Communists** takeover of Vietnam was complete in 1975.

7. The **country** total losses from the war were very high.

9. Thousands fled Vietnam, but many of the **refugees** boats were not seaworthy.

10. **Americans** attitudes about involvement in foreign wars changed after the defeat in Vietnam.

**Collective Nouns**

Collective nouns name groups—such as *team, class,* and *family*—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 **council** needs a new policy on urban growth.
- The **team** meets in the locker room before practice.

**Plural**
- The **council** will present their proposals at Tuesday’s meeting.
- The **team** practice their positions and plays.

**Exercise 4**

Identifying Collective Nouns

Underline the five collective nouns in the following paragraph.

My platoon was assigned to guard the stone bridge south of the village. Last night it sounded like the whole German army might be marching in our direction.

A squad of our best troops probed the enemy position just before daybreak. They reported that a battalion of their soldiers was camped across the river. Fortunately, we had a battery of howitzers to support our position.
EXERCISE 5

Understanding Collective Noun-Verb Agreement

Circle the collective noun in each of the following sentences. Then underline the correct form of the verb in parentheses.

1. The legislature (votes, vote) on the environmental bill today.
2. The king’s armada (carries, carry) several thousand soldiers to attack the island.
3. A troop of scouts (presents, present) their various arguments against the proposal.
4. Before the class (takes, take) their seats, they turn in their assignments.
5. A pack of wolves (lurks, lurk) in the dark forest.
6. The staff (disapproves, disapprove) of your prank with the flagpole.
7. The union (reads, read) their different speeches to the townspeople.
8. After hearing the motorboat, the school of fish (swims, swim) away from the noise.
9. A flotilla (patrols, patrol) the coast each evening.
10. The band (disagrees, disagree) with each other about whether to tour this fall.

EXERCISE 6

Using Collective Nouns in Your Writing

Write a paragraph to be shared with classmates about one of the following groups: flock, herd, school, litter, or an animal group of your own choosing. Describe the group and its common behaviors. Use the collective noun as a plural noun twice and as a singular noun twice.
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. The following examples show the same sentence written without and with pronouns.

**Examples**

**without pronouns**

Carrie rolled up Carrie’s sleeping bag and folded Carrie’s pup tent and packed the sleeping bag and the pup tent into the minivan.

**with pronouns**

Carrie rolled up **her** sleeping bag and folded **her** pup tent and packed **them** into the minivan.

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, plural, or 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 <em>-self</em> and <em>-selves</em> to other pronoun forms</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 eighteen pronouns in the following passage.

She heard now her daughter-in-law's voice, “Mother, this is a friend. She is Miss Lili Yang. She has come to see you.” Old Mrs. Pan remembered her manners.

She tried to rise but Lili took her hands and begged her to keep seated.

“You must not rise to one so much younger,” she exclaimed.

Old Mrs. Pan lifted her head. “You speak such good Chinese!”

“I was taught by my parents,” Lili said. She sat down on a chair near the old lady.

from “The Good Deed,” page E26
Pearl S. Buck

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. Pearl S. Buck was born in West Virginia in 1892. When Pearl S. Buck was five months old, Pearl S. Buck’s parents moved to China, where Pearl S. Buck spent Pearl S. Buck’s youth.

2. In the short story “The Good Deed,” Mr. Pan is worried about Mr. Pan’s mother. Mr. Pan’s mother is elderly and homesick for China.

3. Mr. Pan and Mr. Pan’s wife live in New York City. Mr. Pan and Mr. Pan’s wife have four small children.
4. Mrs. Pan grew up in a village in China. New York City, with New York City's population of millions, is vastly different from Mrs. Pan's ancestral village.

5. Tina and I read “The Good Deed” in class. Tina and I asked Ms. Wilson why Mrs. Pan is shocked that American society allows both women and men to remain unmarried if women and men choose.

6. Students discussed students' feelings about different marriage customs presented in the story. Some of the students did not like the idea of arranged marriages.

7. Mrs. Pan wants to find a husband for Mrs. Pan's young friend, Lili. Lili is surprised because Lili expected to comfort Mrs. Pan and instead Mrs. Pan comforts Lili.

8. The courtship between Lili and James is arranged by Mrs. Pan. The courtship is a blending of Chinese and American customs.

9. Ms. Wilson asked Tina, “What resources could Tina use to try to find a spouse in today's society?”

10. Eventually, Mrs. Pan begins to accept that Mrs. Pan must try to make a new life in America.
EXERCISE 3

Using Pronouns in Your Writing

Write a paragraph to a pen pal about a custom or tradition that is important in your family. Describe its significance and the role different family members have in the tradition. 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 Linda? Maria thought she saw her in the garden.  
(Linda is the antecedent of her. Maria is the antecedent of she.)

The backyard fence is rather old, and it needs painting.  
(Fence 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: Robert Frost wrote many poems. “Stopping by Woods on a Snowy Evening” is perhaps his most well-known poem.

plural: The visiting poets were asked if they would give a reading on Saturday night.

gender
masculine: Robert Frost was born in California, but he was raised in Massachusetts and New Hampshire.

feminine: Toni Morrison begins her writing day before dawn.

neutral: The poem is titled “Birches,” and it is one of my favorites.

Singular pronouns are used with some nouns that are plural in form but singular in meaning, such as economics, electronics, gymnastics, linguistics, mathematics, measles, news, and physics.
EXAMPLES
My younger brother has the **measles**. I hope I don’t catch **it**.
Would you like to try **gymnastics**? **It** is excellent exercise.

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
I can’t find my **eyeglasses**. Have you seen **them**?
The **pants** fit you well, but **they** need hemming.

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

EXAMPLES
**Marie**, who has always enjoyed her rural life, has surprisingly decided to move to the city. (**Who** is singular because it refers to the singular noun **Marie**. Her is used to agree with who.)

**All who** wish to vote by absentee ballot should complete their ballots and mail **them** to the county clerk’s office. (**Who** is plural because it refers to the plural pronoun **All**. Their is used to agree with who. Them is used to agree with **ballots**.)

**E X E R C I S E  4**

**Identifying Pronouns and Antecedents**

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

1. Pythagoras was a Greek astronomer; in the sixth century BCE, he proposed the idea that the earth is round.

2. Astronomy is a fascinating science. It is the science of all celestial bodies in the universe.

3. Astronomers study celestial bodies, including their origin, evolution, motion, distance, and composition.

4. When comets orbit the sun, they develop long luminous tails.

5. The nucleus of a comet is made up of carbon dust; it is sometimes compared to a dirty snowball.

6. Callie’s aunt enjoys looking at the night stars. She gazes at them through a powerful telescope.

7. The telescope, which is kept in its own special corner, is my aunt’s prized possession.

8. Maybe the students will visit the planetarium, where they can see images of the constellations.
9. Callie treasures her aunt’s knowledge about the stars.

10. Callie looked through the binoculars, but they were not powerful enough to magnify the stars much.

**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. All who want to go on a field trip to the planetarium should raise 
   ____________________________ hands.

2. The stargazers hope that ____________________________ will see a comet or shooting star.

3. Listen to Skywindow; ____________________________ is a weekly radio show about astronomy.

4. Henry is saving ____________________________ money because ____________________________ wants to buy a telescope.

5. Henry, Callie, and I watched the sky last night, and ____________________________ saw the star Sirius.

6. Sirius gets ____________________________ name from the Greek Seirios, which means “burning” or “glowing.”

7. Henry, who likes to show off what ____________________________ knows about the stars, prefers to call Sirius by its common name, the Dog Star.

8. Did Callie finish ____________________________ science homework?
9. Tonight, Henry, Callie, and I will work on ______________________ map of the night sky.

10. Callie’s aunt had promised to help, but ______________________ won’t be able to come tonight.

EXERCISE 6

Using Pronouns and Antecedents in Your Writing

For your classmates, write a paragraph about the planet you would most like to visit. Describe such things as the planet’s features and position in the universe. Also tell who would accompany you on your trip and what you hope to accomplish by visiting the planet. 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.
LESSON 8

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.

Personal Pronouns

<table>
<thead>
<tr>
<th></th>
<th>Nominative Case</th>
<th>Objective Case</th>
<th>Possessive Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>first person</td>
<td>I</td>
<td>me</td>
<td>my, mine</td>
</tr>
<tr>
<td>second person</td>
<td>you</td>
<td>you</td>
<td>your, yours</td>
</tr>
<tr>
<td>third person</td>
<td>he, she, it</td>
<td>him, her, it</td>
<td>his, her, hers, its</td>
</tr>
<tr>
<td>Plural</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>first person</td>
<td>we</td>
<td>us</td>
<td>our, ours</td>
</tr>
<tr>
<td>second person</td>
<td>you</td>
<td>you</td>
<td>your, yours</td>
</tr>
<tr>
<td>third person</td>
<td>they</td>
<td>them</td>
<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 saw Jason at the bookstore on Saturday.
He bought a collection of short stories by James Hurst.

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.

**EXAMPLE**

Mary and I enjoy Amy Tan’s stories and novels.
(Mary 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  Mary and me recently read Tan’s short story “Rules of the Game.”
correct   Mary and I recently read Tan’s short story “Rules of the Game.”
To choose the correct pronoun case for a compound subject, try each part of the compound subject alone in the sentence.

**Examples**

(She, Her) and (he, him) went to the library.

**Incorrect**

Her went to the library.

Him went to the library.

**Correct**

She went to the library.

He went to the library.

**Correct case**

She and he went to the library.

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**

Yes, the secret admirer **might be he**.

Could the surprise visitors **have been they**?

It **was she** who volunteered at the animal shelter.

**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**

Sarah stopped **us** earlier.

She gave **me** a copy of the project guidelines.

Sarah said the schedule would be determined by **her**.

**Indirect object**

**Examples**

We gave **Max and him** quite a scare!

The disagreement remained between **him and me**.

Pronouns are also used in the objective case when they are part of a compound object.

**Examples**

**Compound direct object**

Timothy and Max heard **Anne and me** in the hallway.

**Compound indirect object**

We gave **Max and him** quite a scare!

**Compound object of the preposition**

The disagreement remained between **him 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 bright blue sweatshirt is **mine**.

**Adjective before a noun**

**Hers** is purple and red. The old wooden snowshoes are **ours**.

May I borrow **your** notes from class?

**My cold** seems to be getting better.

Frank wants to present **his** speech first.
adjective before a gerund  
Her complaining is becoming tiresome.  
The judges awarded our singing a blue ribbon.  
Their laughing can be heard through the thin walls.

**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.

A Caucasian man with a big camera once posed 1me and 2my playmates in front of the restaurant. 3He had 4us move to the side of the picture window so the photo would capture the roasted duck with 5its head dangling from a juice-covered rope. After 6he took the picture, 7I told 8him 9he should go into Hong Sing’s and eat dinner. When 10he smiled and asked 11me what they served, 12I shouted, “Guts and duck’s feet and octopus gizzards!”

*from “Rules of the Game,” page E84  
Amy Tan*

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  
11.  
12.  

**EXERCISE 2**

**Understanding Pronoun Cases**

Complete each of the following sentences with an appropriate personal pronoun in the nominative, objective, or possessive case.

1. I’m afraid the mess in the kitchen is ____________________________.

2. Patrick said that the decision would be between ____________________ and ____________________

3. Liz and ____________________________ competed for the first flute chair in the orchestra.
4. Mia and Julie said that ________________ want to volunteer at the food bank.

5. Chad rehearsed his lines for Elliott and ________________

6. Chad is a good actor, and it is ________________ who has the starring role.

7. Liz also enjoys acting in plays, but fewer parts have been given to ________________

8. ________________ CD player is broken; let me borrow ________________

9. ________________ wishing won't make something come true.

10. The woman responsible for the donation was ________________

**EXERCISE 3**

**Correcting Pronoun Case Errors**

Rewrite the following sentences, correcting any errors in pronoun cases. If the sentence correctly uses pronouns, write correct.

1. The two friends who went to Spain were them.
   ________________

2. A gentle rainfall calmed she and him.
   ________________

3. Should you and me go to the mall on Saturday?
   ________________

4. Janet and him are very skilled members of the debate team.
   ________________

5. The eyeglasses on the table are hers.
   ________________

6. When it was their turn to visit, David and Lisa forgot the date.
   ________________

7. Did you think the anonymous writer was me?
   ________________
8. I saw Melinda and she at the tennis match.

9. Will us or them make guacamole for the party?

10. Rachel surprised he and them with presents.

**EXERCISE 4**

*Using Subject and Object Pronouns in Your Writing*

For your student newspaper, write a brief sports article about a recent game, competition, or awards ceremony. Correctly use at least two examples of pronouns in each of the cases: nominative, objective, and possessive.
LESSON 9

Indefinite, Reflexive, and Intensive Pronouns

Indefinite Pronouns

An **indefinite pronoun** points out a person, place, idea, or thing, but not a particular or definite one. Indefinite pronouns are listed below.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular or Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>another</td>
<td>both</td>
<td>all</td>
</tr>
<tr>
<td>anybody</td>
<td>few</td>
<td>any</td>
</tr>
<tr>
<td>anyone</td>
<td>many</td>
<td>more</td>
</tr>
<tr>
<td>anything</td>
<td>several</td>
<td>most</td>
</tr>
<tr>
<td>each</td>
<td>others</td>
<td>none</td>
</tr>
<tr>
<td>each other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>either</td>
<td></td>
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</tr>
<tr>
<td>everybody</td>
<td></td>
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</tr>
<tr>
<td>everyone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>everything</td>
<td></td>
<td></td>
</tr>
<tr>
<td>much</td>
<td></td>
<td></td>
</tr>
<tr>
<td>neither</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nobody</td>
<td></td>
<td></td>
</tr>
<tr>
<td>no one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nothing</td>
<td></td>
<td></td>
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<tr>
<td>one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>one another</td>
<td></td>
<td></td>
</tr>
<tr>
<td>somebody</td>
<td></td>
<td></td>
</tr>
<tr>
<td>someone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>something</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EXAMPLES**

**singular**

*Something* makes a ticking noise in the night.

*Everyone* is welcome to join us at the picnic.

**plural**

*Many* are eager to participate in the summer festival.

*Several* were missing the necessary information.

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 examples, the indefinite pronoun and its verb are in boldface. The interrupting phrase is between them.
examples
No one in our family sleeps very soundly.
Both of my brothers sleep in the attic bedroom.

The indefinite pronouns all, any, more, most, none, and some may be singular or plural. Often the object of an interrupting prepositional phrase determines whether the verb is singular or plural.

examples
singular
Most of the garden is in full sun.

plural
Most of the tomatoes are bright red and plump.

Exercise 1
Identifying Indefinite Pronouns

Underline the indefinite pronouns in the following sentences.

1. *Something Wicked This Way Comes* is one of Ray Bradbury’s science fiction novels.
2. Someone told several of us everything about the novel.
3. Has anyone read some of Bradbury’s short stories?
4. Most of his novels belong to the science fiction or fantasy genre.
5. Only a few of writers we studied have been published as often as Bradbury.
6. It seems that everyone has read something of his.
7. Some of Bradbury’s fiction warns all of his readers about the dangers of technology.
8. Much has been written about the positive and negative aspects of technology.
9. No one really knows everything about such matters.
10. Each of us can learn more by reading any of Bradbury’s works.

Exercise 2
Understanding Indefinite Pronouns

Circle the indefinite pronoun in each of the following sentences. Then underline the word in parentheses that correctly completes the sentence. In the blank provided, write whether the indefinite pronoun is singular (S) or plural (P).

Example
Many of my friends (enjoys, enjoy) reading science fiction books. (*Many, enjoy, plural*)

_____ 1. One of our favorite books (is, are) *The Martian Chronicles*. 

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2. Each of us (has, have) highlighted different passages in the book.

3. Sally said that everyone in her family (reads, read) at night.

4. Both of my parents (encourages, encourage) us to read.

5. On most evenings either of my parents (asks, ask) me what I'm reading.

6. All the books in the library (has, have) been cataloged on the computer.

7. Most of the catalog (includes, include) book titles that are unfamiliar to me.

8. After school some of the students (remains, remain) in the library to read.

9. None (wants, want) his or her reading time to be disturbed.

10. If someone (suggests, suggest) a new book, I read it.

**EXERCISE 3**

**Using Indefinite Pronouns**

Write ten sentences using the indefinite pronouns below.

1. nothing

2. other

3. neither

4. most

5. anybody

6. everything

7. no one

8. several
9. any (singular)

10. any (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 treated *myself* to a scoop of chocolate ice cream.
My sister is not *herself* today.
The Mullanes promised *themselves* a trip to Ireland.

An intensive pronoun is used to emphasize a noun or pronoun already named in a sentence and does not serve a grammatical function in a sentence. Intensive pronouns and reflexive pronouns use the same forms.

**Example**

The famous actress *herself* answered the door.

Adding *herself* to *actress* emphasizes that the actress answered the door; she didn't send someone else to answer it for her.

**Example**

I *myself* have always been near-sighted, but my siblings have perfect eyesight.

Adding *myself* stresses that I have poor eyesight while my siblings have excellent vision.

<table>
<thead>
<tr>
<th>Reflexive and Intensive Pronouns</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>first person</td>
<td>myself</td>
<td>ourselves</td>
</tr>
<tr>
<td>second person</td>
<td>yourself</td>
<td>yourselves</td>
</tr>
<tr>
<td>third person</td>
<td>himself, herself, itself</td>
<td>themselves</td>
</tr>
</tbody>
</table>

**Exercise 4**

Identifying Reflexive and Intensive Pronouns

Underline the intensive and reflexive pronouns in each of the following sentences. In the blanks provided, indicate whether the underlined pronouns are reflexive or intensive.
1. Martha told us to help ourselves to the cold cans of soda.
   _______________________________________________________
2. After the successful mission, the astronauts themselves were relieved.
   _______________________________________________________
3. You can either cut the grass yourself or ask your sister to do it.
   _______________________________________________________
4. In gratitude, I myself donated money to the worthwhile charity.
   _______________________________________________________
5. Not a fan of tofu, Kendra forced herself to eat the vegetarian meal.
   _______________________________________________________
6. Truthfully, only you yourselves are responsible for the difficult situation.
   _______________________________________________________
7. Surprisingly, the president himself took his dog for a walk.
   _______________________________________________________
8. Perfectionists, Randall and Peter surpassed themselves on the latest project.
   _______________________________________________________
9. Every morning I must remind myself to take a multivitamin.
   _______________________________________________________
10. The sight of the tornado itself caused us to seek immediate shelter.
    _______________________________________________________

**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**
Can you believe Leah locked _____ out of the house? (*herself*, reflexive)

1. I would rather take care of the problem _____.
   _______________________________________________________

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2. We really hope that you both enjoy _____ at the county fair.

3. The exam _____ should not take more than an hour to complete.

4. After stepping onto the podium, the athletes _____ accepted the medals.

5. With a blunt demeanor, Jerry _____ often creates many problems.

6. Somehow, the lost cat found the way back home all by _____.

7. My sister and I _____ will undertake the long, arduous journey.

8. Jim and Aaron volunteered to set up the soundstage _____.

9. Let’s keep the party a secret between _____.

10. Should you _____ need help, please do not hesitate to call.

E X E R C I S E 6
Using Reflexive and Intensive Pronouns in Your Writing

Write a paragraph about a problem you and someone else recently solved. Describe the problem and the steps you took to find the solution. 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 cautious carpenter measured the pine boards.
- Elaine limbers her muscles and joints before yoga class.

Mental action
- We certainly wish the best for you.
- Suddenly, Jake remembered the secret password.

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.

**Forms of Be**

<table>
<thead>
<tr>
<th>am</th>
<th>be</th>
<th>being</th>
<th>was</th>
<th>are</th>
<th>been</th>
<th>is</th>
<th>were</th>
</tr>
</thead>
</table>

**Examples**
- The bottled water is in the refrigerator.
- Pickles and ketchup are on the table.

**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 and write your answers on the corresponding lines below.

My mother told the Tomkeys she needed to check on something, and then she opened the door and stuck her head inside my room. “What the devil are you doing?” she whispered, but my mouth was too full to answer. “I’ll just be a moment,” she called, and as she closed the door behind her and moved toward my bed, I began breaking the wax lips and candy necklaces pulled from pile no. 2.

*from “Us and Them” page E111
David Sedaris*
1. ________________  6. ________________
2. ________________  7. ________________
3. ________________  8. ________________
4. ________________  9. ________________
5. ________________ 10. ________________

**EXERCISE 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**

The Queen and King (state of being verb) The Queen and King *were* in their splendid castle.

A trusty servant (action verb) A trusty servant *identified* the thief of the Queen's ring.

1. The fairy tale (action verb)

2. The servant's curiosity (action verb)

3. His innocence (state of being verb)

4. The King's daughter (action verb)

5. A golden apple (action verb)

6. Three young ravens (state of being verb)

7. The tree of life (action verb)

8. A series of impossible tasks (state of being verb)
9. The proud princess (action verb)

10. To win her heart, he (action verb)

EXERCISE 3

Using Action Verbs and State of Being Verbs in Your Writing

Write a fairy tale to entertain children in a third-grade classroom. Include such elements as a medieval setting, talking animals, and a magical object or potion. Use at least five different state of being verbs and five different action verbs in your fairy tale. Carefully choose your action verbs to make the events of the fairy tale come alive for your young audience.
LESSON 11

Linking Verbs and Helping, or Auxiliary, Verbs

Linking 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 words in the predicate that describe or rename the subject.

**Examples**

A flamingo *is* a long-legged waterbird. (The verb *is* connects the subject *flamingo* with the words that rename it—*a long-legged waterbird*.)

The bird’s feathers *were* bright pink. (The verb *were* connects the subject *feathers* with words that describe them—*bright pink*.)

Linking verbs can be formed from the verb *to be*.

**Examples**

<table>
<thead>
<tr>
<th>am</th>
<th>be</th>
<th>being</th>
<th>was</th>
<th>are</th>
<th>been</th>
<th>is</th>
<th>were</th>
</tr>
</thead>
</table>

forms of *be*  feel  remain  sound
appear  grow  seem  taste
become  look  smell

**Examples**

Lynne *remained* hopeful when she was swimming across the Bering Sea. (The linking verb *remained* connects the subject *Lynne* with a word that describes Lynne—*hopeful*.)

At times the freezing water *seemed* unbearable. (The linking verb *seemed* connects the subject *water* with a word that describes water—*unbearable*.)

Note that some linking verbs can also be used as action verbs.

**Examples**

linking verb  Lynne’s body *appeared* hypothermic.
action verb  Suddenly, a blanket of fog *appeared* over the water.

linking verb  Lynne’s skin *looked* bluish.
action verb  Lynne *looked* at the boats ahead of her.
linking verb  Lynne feels excited that one day she might swim the English Channel.
action verb  Lynne feels the soreness in her muscles.

EXERCISE 1

Identifying Linking Verbs in Literature

For each of the two underlined linking verbs in the following literature passage, identify what each linking verb connects—the subject and the word or words in the predicate that rename or describe the subject.

I reach out and pull faster and, through muscle movement, try to create heat more quickly than I am losing it. My breaths are short and rapid, and my chest is heaving. My heart is pounding. I am afraid.

from “Swimming to Antarctica” page 126
Lynne Cox

1. ____________________________
2. ____________________________

EXERCISE 2

Understanding Linking Verbs

Use each of the following verbs as a linking verb in a sentence. If you wish, you may change the form of the verbs.

EXAMPLE
were (form of be) The two brothers were proud of each other.

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

Write a paragraph describing a lesson you unexpectedly learned from someone. Use each of the following verbs as a linking verb. (You may include other verbs as well.) Use one of these verbs a second time, as an action verb.

seem  feel  appear  become  grow

Helping Verbs, or Auxiliary 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
Jamie is organizing her locker for the new semester.
Our tennis team will be playing this weekend.
The actors should have been rehearsing for today’s film session.

The 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>
</tr>
<tr>
<td>is</td>
</tr>
<tr>
<td>are</td>
</tr>
<tr>
<td>was</td>
</tr>
<tr>
<td>were</td>
</tr>
<tr>
<td>be</td>
</tr>
<tr>
<td>being</td>
</tr>
<tr>
<td>been</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Sometimes helping verbs and main verbs are separated by other words.

**EXAMPLES**
I will not arrive until later tonight. (The helping verb will and the main verb arrive are separated by the word not.)

The volunteers have obviously done a great job. (The helping verb have and the main verb done are separated by the word obviously.)

Note that some helping verbs can also be used as main verbs.

**EXAMPLES**
main verb Ivan has a new commission for a painting.
helping verb He has painted many works on commission.

Sometimes a helping verb becomes part of a contraction with a pronoun or a negative word.

**EXAMPLES**
I have been reading a lot of books this summer.
I’ve been reading a lot of books this summer.

They will be visiting us this weekend.
They’ll be visiting us this weekend.

She does not know your phone number.
She doesn’t know your phone number.
EXERCISE 4

Identifying Helping Verbs in Literature

Underline the eleven verb phrases that contain a helping verb 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.

On another occasion, Kenzaburo had been watching a videotape when Hikari was in the room and told him afterward that he had liked the soundtrack, which had been composed by Toru Takemitsu, Japan’s best-known composer. His highly original music had made him a celebrity in Japan at an early age, and in 1964, when he was thirty-four, the huge international success of the film Woman in the Dunes, with his haunting, otherworldly score, brought him fame all over the world. November Steps, a New York Philharmonic commission, a sensation when it was first performed in 1967 and still one of his best-loved pieces, solidified his reputation in the West. Takemitsu, one of Kenzaburo’s oldest and closest friends, had been one of the first people he talked to about his son’s condition, right after Hikari’s birth. And Takemitsu got along in a friendly way with the grown-up Hikari. Kenzaburo especially liked the music for a particular scene in the tape he had been watching, about four minutes long, where a young woman was eating an apple. Hikari promptly transcribed it for him, then played it on the piano as well as he could. Later, Kenzaburo told Takemitsu about it. A journalist who was with them didn’t believe that Hikari could have transcribed the music correctly from memory, but Kenzaburo happened to have the notebook Hikari had used and gave it to Takemitsu to check.

from “Becoming a Composer” page 136

Lindsley Cameron
EXERCISE 5
Understanding Helping Verbs

Complete the following sentences by adding one or more helping verbs that fit the meaning.

EXAMPLE
Hikari _____ remember the music he hears. (does)

1. Yukari ___________________ want Hikari to play the piano.
2. By taking lessons, he ___________________ improve his skills.
3. Ms. Tamura is excited that Hikari ___________________ composing music.
4. Hikari ___________________ listened to many types of music.
5. He ___________________ created a “Birthday Waltz” for his sister’s birthday.
6. Kenzaburo was not sure Hikari ___________________ transcribe the music correctly.
7. Hikari ___________________ be a famous composer one day.
8. He ___________________ motivated to learn more about music.
9. Ms. Tamura ___________________ sing songs with Hikari to help him learn.
10. Hikari ___________________ writing his music in a notebook.

EXERCISE 6
Using Helping Verbs in Your Writing

Write a brief narrative, for your journal, about a difficult experience you’ve gone through. What happened? Why did it happen? Where? Who was involved? How did the experience change you as a person? Use at least five different helping verbs in your narrative. Use your own sheet of paper for this exercise.
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**

He quickly *closed* the *windows* because of the storm. (The windows receive the action; therefore, *windows* is the direct object of the transitive verb *closed*.)

**intransitive verb**

The windows *rattled* from the gusty winds. (There is no direct object; therefore, *rattled* 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**

Katrina emptied the *bucket* into the sink.

**object of a preposition**

Katrina emptied the water into the *bucket*.

**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 below.

One day in class a boy named William began to *write* the wrong answer on the blackboard, and our teacher *flailed* her arms, saying, “Warning, Will. Danger, danger.” Her voice was synthetic and void of emotion, and we *laughed*, knowing that she *was imitating* the robot in a weekly show about a family who lived in outer space. The Tomkeys, though, would have thought she *was having* a heart attack. It *occurred* to me that they *needed* a guide, someone who could accompany them through the course of an average day and *point out* all the things they were unable to understand. I could have done it on weekends, but friendship would have taken away their mystery and interfered with the good feeling I got from *pitying* them. So I *kept* my distance.

*from “Us and Them,” page E111*

*David Sedaris*
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. Feel free to change the tense of the verb.

EXAMPLES
transitive verb                    intransitive verb
The hunter suddenly recognized the prey in the dense jungle.
He waited for hours in a crouched position.

1. observe (transitive)
2. sprang (intransitive)
3. strained (transitive)
4. balances (transitive)
5. was twirling (intransitive)

EXERCISE 3

Using Transitive and Intransitive Verbs in Your Writing

Write a plot summary for a suspenseful short story to be submitted to a mystery magazine publisher. Use at least five transitive verbs and five intransitive verbs in your summary. Use your own sheet of paper for this exercise.
LESSON 13

Verb Tenses

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: The short-order cook flips pancakes on the grill.
- present tense plural: The short-order cooks flip pancakes on the grill.
- present tense singular: She listens carefully to the instructions.
- present tense plural: They listen carefully to the instructions.

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 form.

Examples
- past tense singular: The short-order cook flipped pancakes on the grill.
- past tense plural: The short-order cooks flipped pancakes on the grill.
- past tense singular: She listened carefully to the instructions.
- past tense plural: They listened carefully to the instructions.

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: The short order cook will (shall) flip pancakes on the grill.
- future tense plural: The short-order cooks will (shall) flip pancakes on the grill.

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.

- present perfect singular: Vincent has watered the garden.
- present perfect plural: Vincent and Lena have watered the garden.
past perfect
(had + past participle)

singular: Vincent **had watered** the garden by then.
plural: Vincent and Lena **had watered** the garden by then.

future perfect
(will have or shall have + past participle)

singular: Vincent **will have watered** the garden by then.
plural: Vincent and Lena **will have watered** the garden by then.

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.

**EXAMPLES**

**present progressive**  I am singing.
He is singing.
They **are singing**.

**past progressive**  I was singing.
They **were singing**.

**future progressive**  I **will (shall) be** singing.

**present perfect progressive**  He has been singing.
They **have been singing**.

**past perfect progressive**  I had been singing.

**future perfect progressive**  I **will (shall) have been** singing.

The **emphatic form** of a verb is used to express emphasis. Only the present and past tenses have the emphatic form.

**EXAMPLES**

**present emphatic**  I **do try** to be punctual.
It **does matter** to me.

**past emphatic**  I **did clean** my room.

**Exercise 1**

Identifying Verb Tenses in Literature

Identify the tenses of the ten underlined verbs or verb phrases in the following literature passage. Also note whether a verb is in the progressive form. Write your answers on the corresponding lines below.

At one house, Smith **paused**, sure she **had heard** the bark of a small dog. She **disappeared** inside, followed by Moore. But they **found** nothing, despite the “**Beware of Dog**” sign on the fence. “It **was** a little dog,” she said as the pair moved down the street. “It’s so scary. That bark was maybe his last.”

By afternoon, they **had retrieved** three cats and a small collie. The collie **ran** away when they first approached him, but followed their truck to the next address.
When Smith and Moore emerged from another house, the collie was waiting for them, ready to be rescued

From “Trapped New Orleans Pets Still Being Rescued,” page 181
Laura Parker and Anita Manning

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

**EXERCISE 2**

**Understanding Verb Tenses**

Complete each of the following sentences with the form of the verb given in parentheses. Remember that the verb must agree in number and gender with its subject.

**EXAMPLE**

A young writer often (present tense of doubt) his or her work. (doubts)

1. Sandra Cisneros (present perfect progressive of write) for many years.

2. Over the years, she (present perfect of win) many awards for her work.

3. In school, however, she (past tense of worry) about her writing skills.

4. Cisneros (present tense of believe) that her childhood in Chicago (past tense of shape) her as a writer.

5. Next week our class (future tense of read) The House on Mango Street.

6. My friend Betsy and I (present perfect progressive of study) Cisneros’s writing style.
7. The librarian (past perfect of recommend) that we read Woman Hollering Creek and Other Stories.

8. By this time next week, I (future perfect of receive) my new library card.

9. Of course, I (present emphatic form of return) all of my library books on time.

10. The popular writer (future progressive of publish) another novel soon.

EXERCISE 3

Using Verb Tenses in Your Writing

Imagine that you are the fiction editor of your school literary magazine and that you are looking for new manuscripts. Write a paragraph describing the kinds of stories you are looking for and what stories have captured your attention in the past. In your paragraph, try to use each of the six verb tenses at least once, as well as an example of the progressive and emphatic forms.
LESSON 14

Passive Voice and Active Voice

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 author **published** her first novel in 1977.
She **was writing** short stories while in law school. (The helping verb **was** and the present participle **writing** make up a present progressive verb phrase. The sentence is active; the subject performs the action.)

**Passive voice**

Native American themes **are reflected** in her novels and short stories. (The helping verb **are** and the past participle **reflected** make up a present-tense verb phrase. The verb is in the passive voice; the subject receives the action of the verb.)

The active voice is more common than the passive voice. 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. In the following sentence, the persons who praise the author's writings are indefinite.

**Example**

The author's writings **have been praised** for their expression of Native American themes.

A sentence written in the passive voice can usually be revised to the active voice.

**Examples**

**Passive voice**

A prestigious MacArthur Foundation Fellowship **was awarded** to the author.

**Active voice**

The author **received** a prestigious MacArthur Foundation Fellowship.

**Exercise 1**

**Identifying Passive and Active Verbs in Literature**

Identify the underlined verbs in the following literature passage as either active or passive and write your answers on the corresponding lines below.

By the time I **met** Marjorie Hurd four years later, I **had learned** English, **had placed** in a normal, graded class and **had even been chosen** for the college
preparatory track in the Worcester public school system. I was 13 years old when
our father moved us yet again, and I entered Chandler Junior High shortly after
the beginning of seventh grade. I found myself surrounded by richer, smarter and
better-dressed classmates, who looked askance at my strange clothes and heavy
accent. Shortly after I arrived, we were told to select a hobby to pursue during
“club hours” on Fridays.

from “The Teacher Who Changed My Life,” page 118
Nicholas Gage

EXERCISE 2
Understanding Passive and Active Verbs

Revise each of the following sentences so the verb is in the active voice.

EXAMPLE
passive verb
Melissa is asked by Jonah to send a package.
active verb
Jonah asks Melissa to send a package.

1. The elderly man was found by them underneath a tree.

2. The newspapers are thrown on the porch by the boy.

3. The roads were covered by snow.

4. They were recognized by Andrew, who was the neighbor.

5. The circus is performed by acrobats.
6. They were chilled by the cold wind coming off the lake.

7. Matt’s request is refused by his mother at first, but then her mind is changed.

8. Allison was asked by Todd to go to the store.

9. A new car was given to Matt for his birthday.

10. The family traditions have been passed down by my grandmother.

**EXERCISE 3**

**Using Passive and Active Verbs in Your Writing**

Write a description, to be shared with classmates, about a tradition or ceremony that has been passed on within your family. If your family doesn't have such a tradition, then describe one that you would like to begin and explain why. Use at least three passive verbs and three active verbs to describe the tradition. Use your own sheet of paper for this exercise.
LESSON 15

Irregular Verbs

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>记住</th>
<th>打牌</th>
</tr>
</thead>
<tbody>
<tr>
<td>past</td>
<td>remembered</td>
<td>shuffled</td>
</tr>
<tr>
<td>past participle</td>
<td>(has, have) remembered</td>
<td>(has, have) shuffled</td>
</tr>
</tbody>
</table>

Some regular verbs change their spelling when –d or –ed is added. (See Unit 17 Spelling, page 265.)

**EXAMPLES**

<table>
<thead>
<tr>
<th>present</th>
<th>搬运</th>
<th>承诺</th>
</tr>
</thead>
<tbody>
<tr>
<td>past</td>
<td>carried</td>
<td>committed</td>
</tr>
<tr>
<td>past participle</td>
<td>(has, have) carried</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>捕捉</th>
<th>切断</th>
<th>游泳</th>
</tr>
</thead>
<tbody>
<tr>
<td>past</td>
<td>caught</td>
<td>shut</td>
<td>swam</td>
</tr>
<tr>
<td>past participle</td>
<td>(has, have) caught</td>
<td>(has, have) shut</td>
<td>(has, have) swum</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) drank</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 shrunk</td>
<td>(has, have) shrink</td>
</tr>
<tr>
<td></td>
<td>sing</td>
<td>sang</td>
<td>(has, have) sung</td>
</tr>
<tr>
<td></td>
<td>spring</td>
<td>sprung 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>
<tr>
<td>Same past and past participle form</td>
<td>bring</td>
<td>brought</td>
<td>(has, have) brought</td>
</tr>
<tr>
<td></td>
<td>buy</td>
<td>bought</td>
<td>(has, have) bought</td>
</tr>
<tr>
<td></td>
<td>catch</td>
<td>caught</td>
<td>(has, have) caught</td>
</tr>
<tr>
<td></td>
<td>creep</td>
<td>crept</td>
<td>(has, have) crept</td>
</tr>
<tr>
<td></td>
<td>feel</td>
<td>felt</td>
<td>(has, have) felt</td>
</tr>
<tr>
<td></td>
<td>get</td>
<td>got</td>
<td>(has, have) got/gotten</td>
</tr>
<tr>
<td></td>
<td>keep</td>
<td>kept</td>
<td>(has, have) kept</td>
</tr>
<tr>
<td></td>
<td>lay</td>
<td>laid</td>
<td>(has, have) laid</td>
</tr>
<tr>
<td></td>
<td>lead</td>
<td>led</td>
<td>(has, have) led</td>
</tr>
<tr>
<td></td>
<td>leave</td>
<td>left</td>
<td>(has, have) left</td>
</tr>
<tr>
<td></td>
<td>lend</td>
<td>lent</td>
<td>(has, have) lent</td>
</tr>
<tr>
<td></td>
<td>lose</td>
<td>lost</td>
<td>(has, have) lost</td>
</tr>
<tr>
<td></td>
<td>make</td>
<td>made</td>
<td>(has, have) made</td>
</tr>
<tr>
<td></td>
<td>pay</td>
<td>paid</td>
<td>(has, have) paid</td>
</tr>
<tr>
<td></td>
<td>say</td>
<td>said</td>
<td>(has, have) said</td>
</tr>
<tr>
<td></td>
<td>seek</td>
<td>sought</td>
<td>(has, have) sought</td>
</tr>
<tr>
<td></td>
<td>sell</td>
<td>sold</td>
<td>(has, have) sold</td>
</tr>
<tr>
<td></td>
<td>sit</td>
<td>sat</td>
<td>(has, have) sat</td>
</tr>
<tr>
<td></td>
<td>sleep</td>
<td>slept</td>
<td>(has, have) slept</td>
</tr>
<tr>
<td></td>
<td>swing</td>
<td>swung</td>
<td>(has, have) swung</td>
</tr>
<tr>
<td></td>
<td>teach</td>
<td>taught</td>
<td>(has, have) taught</td>
</tr>
<tr>
<td></td>
<td>think</td>
<td>thought</td>
<td>(has, have) thought</td>
</tr>
<tr>
<td></td>
<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 and write your answers on the corresponding lines below.

Each time one of us `*touches*` the soil of this land, we `*feel*` a sense of personal renewal. The national mood `*changes*` as the seasons change.
We are moved by a sense of joy and exhilaration when the grass turns green and the flowers bloom. That spiritual and physical oneness we all share with this common homeland explains the depth of the pain we all carried in our hearts as we saw our country tear itself apart in terrible conflict, and as we saw it spurned, outlawed and isolated by the peoples of the world, precisely because it has become the universal base of the pernicious ideology and practice of racism and racial oppression.

from "Glory and Hope," page 168

Nelson Mandela

EXERCISE 2

Understanding Irregular Verbs

Write the correct past or past participle form of the irregular verb given in parentheses.

Example
Nelson Mandela was (bring) up in a village near Umtata. (brought)

1. When Nelson Mandela’s father died, it was (think) that Nelson would become Thembuland’s next chief. ____________________________

2. Instead, he (get) his bachelor’s degree and hoped to become a lawyer. ____________________________

3. Mandela always (know) that he wanted to help the people of his country. ____________________________

4. Mandela and his colleagues (come) together to found the African National Congress Youth League. ____________________________

5. He (hold) many positions in the African National Congress. ____________________________

6. Under Mandela’s leadership, the resistance to the Western Areas removals and to the introduction of Bantu Education (grow) during the fifties. ____________________________

7. He also (stand) up against the exploitation of labor, the pass laws, the nascent Bantustan policy, and the segregation of the open universities. ____________________________
8. Mandela was (throw) in jail numerous times.


10. He (become) the State President of South Africa in 1994.

**Exercise 3**

**Using Irregular Verbs in Your Writing**

Write a paragraph to a pen pal, in which you describe a place in your town that you find mysterious or spooky. Include stories you have heard or imagined about the place. Use at least five past and past participle forms of irregular verbs in your paragraph.

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
LESSON 16

Verbals

A verbal is the form of a verb 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 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 *smoked* fish was a delicious appetizer.

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 190.

Because gerunds and gerund phrases are nouns, they can be used in any way that a noun can be used:

- **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.

**Examples**

- To try is to succeed.
- **Present infinitive**
  - I like to dream.
- **Perfect infinitive**
  - I would like to have won the lottery.
EXERCISE 1

Identifying Verbals

Circle the correct answer for the underlined part of speech in each sentence.

1. Nicholas Gage, **coming** to America for the first time, was nervous.
   a. gerund  b. participle  c. infinitive

2. Gage, **following** the prettiest girl in class, found himself in the Newspaper Club.
   a. gerund  b. participle  c. infinitive

3. He went to college **to learn** how to be a journalist.
   a. gerund  b. participle  c. infinitive

4. *Learning English* introduced Gage to Greek literature.
   a. gerund  b. participle  c. infinitive

5. He seemed relieved **to have finished** the essay.
   a. gerund  b. participle  c. infinitive

6. His mother promised him she would try **to run** away.
   a. gerund  b. participle  c. infinitive

7. **Writing** soon became a career for him.
   a. gerund  b. participle  c. infinitive

8. **Winning** the Heart Award for College was a great achievement.
   a. gerund  b. participle  c. infinitive

9. His **beaming** father bought a new suit when his son won the award.
   a. gerund  b. participle  c. infinitive

10. Even though Gage did not have money, he wanted **to attend** Boston University.
    a. gerund  b. participle  c. infinitive

EXERCISE 2

Using Verbals in Your Writing

Write a short essay about the qualities needed to be a good leader or about a time that you held a leadership position. Use at least one example of each type of verbal: participles, gerunds, and infinitives. Use your own sheet of paper for this exercise.
LESSON 17

Direct and Indirect Objects

Direct 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
Sam drove Jilly to her mother’s house. (Drove is the action verb. Whom did Sam drive? Jilly is the direct object.)

The coach blew her whistle. (Blew is the action verb. What did the coach blow? Whistle is the direct object.)

Remember to use object pronouns for a direct object.

<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
Adam invited us to the party.
My dog follows me everywhere.

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
Lorelei gave the teacher her project. (Gave is the action verb. Project is the direct object because it tells what Lorelei gave. Teacher is an indirect object. It tells to whom Lorelei gave her project.)

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
The clerk offered the couple some tea. (The noun tea answers the question What did the clerk offer?, so it is the direct object. The understood preposition to can be inserted into the sentence before the noun couple: The clerk offered to the couple some tea. Therefore, couple 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: The clerk offered some tea to the couple. In this new sentence, the word couple is the object of the preposition to; it is not the indirect object. Remember to use object pronouns for indirect objects.

**EXERCISE 1**

**Identifying Completers for Action Verbs: Direct Objects and Indirect Objects.**

Identify the underlined word or words in each sentence as a direct (D) or an indirect (I) object.

1. David gave the Tomkeys **candy**.
2. They bought a **boat** in October.
3. The Tomkeys did not own a **television**.
4. On Halloween David collected **candy** from the neighbors.
5. David emptied his **bag** of candy on the bed.
6. He tore the **wrapper** off and crammed the **candy bar** in his mouth.
7. David’s mother took **him** to the store to get a Halloween costume.
8. The chocolate gave **David** a **headache**.
9. David looked through the window and saw the **Tomkeys** eating dinner.
10. She put the **candy** in the Tomkeys bags.

**EXERCISE 2**

**Identifying Direct and Indirect Objects**

Write the direct and indirect objects that appear in the following sentences. If a sentence does not contain a direct or indirect object, write none.

1. Emery and Dinah jogged steadily around the track.
2. The Hellers met us at the restaurant.

3. Heidi is telling the editor her series of story ideas.

4. Give your brother some waffles and strawberries for breakfast.

5. The cousins gathered at the Broadmoor Hotel in Colorado Springs.

6. Their meeting gave each cousin many chances to visit with one another.

7. Mr. Daleberg gave his speech another name.

8. In California, people pick calla lilies at the roadside.


10. Andy sent his girlfriend an e-mail and a surprise gift every day.

EXERCISE 3

Understanding Direct and Indirect Objects

Supply a direct or an indirect object to complete each of the following sentences. You may need to provide a group of words so that the sentence makes sense.

1. At the beginning of the trail we spotted _________________________.

2. Did Noah see _________________________?

3. Clark gave _________________________ a(n) _________________________.

4. Erin told _________________________ the _________________________.

5. A field of iris filled the _________________________.

6. My grandmother gave _________________________ a(n) _________________________ of New York City.
7. The last period of the day gives _________________ the
_______________ to meet with teachers.

8. I read ________________________________
Mr. Bennett had provided about the final exam.

9. The whole family brought ________________________________
_______________ on his eightieth birthday.

10. As a landscape architect, Rick designed both stone and planted
_______________.

**EXERCISE 4**

**Using Direct and Indirect Objects in Your Writing**

Think about a situation in your school or community that has invited strong opinions. Write a letter to the editor of the local newspaper to express your thoughts about the situation. Provide some background about the situation, and clearly state your own opinion about it. Use direct and indirect objects in your letter. Use your own sheet of paper for this exercise.
LESSON 18

Predicate Nouns, Pronouns, and Adjectives

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 to be. Similarly, a predicate pronoun is a pronoun that completes a sentence that uses a linking verb. Other linking verbs include appear, feel, grow, small, taste, seem, sound, look, stay, remain, and become. 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

Predicate noun
Jacinta was the first girl to play on the boys’ baseball team. (Jacinta = girl)
The first girl to play on the boys’ baseball team was Jacinta. (girl = Jacinta)

Predicate pronoun
The friend who took me bowling was you. (friend = you)
You were the friend who took me bowling. (You = friend)

To find a predicate noun or pronoun, ask the same question you would ask to find a direct object.

Examples

My aunt is a great chef. (My aunt is a what? Chef is the predicate noun that renames or identifies aunt, the subject of the sentence.)
The first contestant will probably be you. (The first contestant will be who? You is the predicate pronoun that renames or identifies contestant, the subject of the sentence.)
The ticket taker at the booth was she. (Think: She was the ticket taker at the booth.)
The leaders of the hike were Sara and he. (Think: Sara and he were the leaders of the hike.)

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

Your directions were precise. (Your directions were what? Precise is the predicate adjective that describes directions, the subject of the sentence.)
EXERCISE 1
Identifying Predicate Nouns and Predicate Adjectives in Literature

Identify the underlined words in the following passages as predicate nouns or predicate adjectives and write your answers on the corresponding lines below.

The fog is growing heavier; the air is saturated and raw. It feels as though I am trying to breathe through a wet blanket. With each breath, the chill rolls deeper into my lungs. Now I am cooling down from the inside out. I can’t help myself; I think of David Yudovin.

David was a seasoned long-distance swimmer who, during an attempt to swim from Anacapa Island to the California mainland, technically died from hypothermia. His body tried to fight the cold by shunting the blood flow to his brain and vital organs. For a period of time, his core was protected. But at some critical point the blood vessels in his extremities became paralyzed. Blood rushed from his core to his hands and feet, where it was cooled by the fifty-eight-degree water; when it flowed back into his torso, it caused his core temperature to drop. As a result, David became disoriented. His swimming speed dropped, and then his heart went into atrial fibrillation. As he continued to cool down, his heart became less functional, until it suddenly stopped beating altogether.

There had been warning signs: his lips were purple, he was shivering, and his shoulders had turned blue.

from “Swimming to Antarctica” page 126

Lynne Cox

1. ____________________________ 5. ____________________________
2. ____________________________ 6. ____________________________
3. ____________________________ 7. ____________________________
4. ____________________________ 8. ____________________________

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. Pink dogwood trees are rare in New England. ____________________________
2. As a result, they are a treat to discover while walking country lanes. ____________________________
3. Experts first noticed that pink dogwoods were diseased some years ago.
4. The trees are truly regional treasures because they are so scarce.
5. They were once plentiful in the forests, growing beneath the branches of taller trees.
6. Dogwoods are delicate and graceful.
7. A blight was the cause of the dogwood’s problems.
8. Planting new trees became the way many New Englanders could enjoy this lovely tree.
9. They also remain watchful over their mature dogwoods.
10. The person who taught me about dogwoods was he.

**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. Unfortunately, a computer can become ____________________________.
2. Your new hat looks ____________________________.
3. Steven’s tap dancing appears ____________________________.
4. The challenge of the astronauts was ____________________________.
5. Have you also been a(n) ____________________________?
6. Their first and only grandchild is ____________________________.
7. The journey is ____________________________.
8. On the eve of my last performance, I felt ____________________________.
9. The blueberry pie smells ____________________________.
10. The leader of our new book group is ____________________________.
EXERCISE 4

Using Predicate Nouns, Predicate Pronouns, and Predicate Adjectives in Your Writing

Identify something you enjoy doing in your spare time and write a short paragraph about it to a pen pal. Convey the activity's elements, interest, and availability. Complete your sentences with predicate nouns, predicate pronouns, and predicate adjectives to help your pen pal understand why you enjoy this activity so much.
LESSON 19

Subject and Verb Agreement

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>beetle</th>
<th>mango</th>
<th>knife</th>
<th>fairy</th>
<th>goose</th>
</tr>
</thead>
<tbody>
<tr>
<td>plural nouns</td>
<td>beetles</td>
<td>mangos</td>
<td>knives</td>
<td>fairies</td>
<td>geese</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 beetle chews the flowers and stems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>plural subject and verb</td>
<td>The beetles chew the flowers and stems.</td>
</tr>
<tr>
<td>singular subject and verb</td>
<td>A mango adds a delightful flavor to the salad.</td>
</tr>
<tr>
<td>plural subject and verb</td>
<td>The mangos add a delightful flavor to the salad.</td>
</tr>
<tr>
<td>singular subject and verb</td>
<td>A goose protects its goslings vigorously.</td>
</tr>
<tr>
<td>plural subject and verb</td>
<td>The geese protect their goslings vigorously.</td>
</tr>
</tbody>
</table>

Subject-Verb Agreement with Intervening Expressions

Usually a verb directly follows the subject in a sentence. Sometimes, however, a prepositional 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 beetle that emerges in summer months chews the flowers and stems.
- The mangos, flown in from Mexico, add a delightful flavor to the salad.

Subject-Verb Agreement with Contractions

As you know, 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**

- Our new steak knives don’t have wooden handles.
  (Our new steak knives do not have wooden handles.)
- Jon’s steak knife doesn’t have a wooden handle.
  (Jon’s steak knife does not have a wooden handle.)
He's a hothead with a quick temper.  
(He is a hothead with a quick temper.)

In our family, we're hotheads with quick tempers.  
(In our family, we are hotheads with quick tempers.)

**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**

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>The ball field's biggest appeal are the outstanding views from all seats.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct</td>
<td>The ball field's biggest appeal is the outstanding views from all seats.</td>
</tr>
<tr>
<td>Incorrect</td>
<td>The outstanding views from all seats is the ball field's biggest appeal.</td>
</tr>
<tr>
<td>Correct</td>
<td>The outstanding views from all seats are the ball field's biggest appeal.</td>
</tr>
</tbody>
</table>

**Subject-Verb Agreement with Special Subjects**

Collective nouns, such as orchestra, committee, team, club, herd, and 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**

<table>
<thead>
<tr>
<th>Singular</th>
<th>The audience awaits the band's arrival with a hushed excitement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plural</td>
<td>The audience clap their hands and sway with the beat as the band plays.</td>
</tr>
</tbody>
</table>

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**

- News plays an important role in a teenager's education.
- Physics is a demanding subject that often frustrates students.

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**

- Thanks are due to all the volunteers.
- Do you think these binoculars are broken?

Some nouns ending in –s may be singular or plural, depending on their meaning in the sentence. The number of words like politics, acoustics, statistics, and headquarters depends on their use in the sentence.

**Examples**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Statistics offers a demanding course of study.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plural</td>
<td>These statistics offer the latest accurate record.</td>
</tr>
</tbody>
</table>
The **title of an artwork** (painting, literature, sculpture, or music) is always singular.

**EXAMPLES**

*The World According to Garp*, from John Irving's book, is a funny yet touching film.
*Friends remains* a popular television show, especially among teenagers.

**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**

Two minutes seems like an eternity when you're in pain.
(Two minutes is being equated with one unit—an eternity.)

One hundred yards is the length of a football field.
(One hundred yards is equivalent to a length unit.)

Use a plural verb when the amount or the time is considered to be a number of separate units.

**EXAMPLES**

Ten beads were left from the broken necklace.
Four days pass in quick succession.

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 complaints after that show is unprecedented.
The variety of listeners calling in was amazing.
A number of the contestants at the fair were angry.
A variety of games were unfairly stacked against contestants.

**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.

No one understood the treasures now. They were from a past too distant for

the understanding of any man alive. Their origins were lost in the mists that

surrounded the Golden Age, and how they had come at last into the possession of
this wandering tribe was a story that now would never be told. For it was the story
of a civilization that had passed beyond recall.

from “History Lesson,” page E347
Arthur C. Clarke

**EXERCISE 2**

**Understanding Subject-Verb Agreement with Intervening Expressions and Linking Verbs**

Write the correct verb form in parentheses that agrees in number with the subject of the sentence.

1. The male turkey, with colorful feathers, (was, were) leading the flock.

2. These turkeys, who live wild in my neighborhood, (parades, parade) around the yard.

3. The chicks, all fourteen of them, (follows, follow) their parents.

4. One of the chicks, a small one, (pauses, pause) to eat a worm from the grass.

5. The mother, all brown and worried, (is, are) watching to make sure her baby keeps up.

6. Mother turkeys, like other mother animals, fiercely (protects, protect) their young.

7. Turkeys and swans, among all birds, (is, are) perhaps the most aggressive in their protection.

8. Swans that feel threatened (lunges, lunge) at people and (bites, bite) them.

9. After terrifying everyone, the swans happily (eats, eat) any food you offer them.

10. A bird such as a wild turkey (poses, pose) no threat to your vegetable garden.
EXERCISE 3

Understanding Subject-Verb Agreement with Special Subjects

Write the correct verb form in parentheses that agrees in number with the subject of the sentence.

1. Jill’s painting *On the Essex Waterfront* (combines, combine) the greens of spring with the earth tones of early fall.

2. Twenty years (has, have) elapsed since I left California to live in North Carolina.

3. With six cats living on our property, those mice (is, are) not going to last long.

4. *Tubes*, by Blue Man Group, (uses, use) music and dance to entertain both young and old.

5. Statistics (is, are) a fascinating element in today’s sports broadcasting.

6. In the eighth grade, the accelerated science class (studies, study) high school physics.

7. Thousands of vacationers (orders, order) ferry tickets six months in advance of their travel date.

8. Maya Lin’s *Vietnam Veterans Memorial* (is, are) a dramatically effective work of public architecture.

9. Only about half of the applicants (is, are) going to be accepted.

10. Gathered for a yearly reunion, the family (shares, share) stories from their lives in the intervening twelve months.

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. Hundreds of passengers from Salt Lake City departs every hour.

2. Skylar and Molly isn’t very good friends anymore.
3. The best kind of dessert, I think, is key lime pie.


5. Millions of people swims at this beach each summer.

6. The bank posts a sign with the daily interest rates for home mortgages.

7. As the sprayer fills, three teaspoons of insecticide mixes with a gallon of water.

8. Joe DiMaggio, among other notable athletes, were a hero to young people in the 1940s.

9. Islands, with their miles of shoreline, is most exposed in severe weather.

10. Many of the stars that scientists study are visible to the naked eye.

**EXERCISE 5**

**Using Subject-Verb Agreement in Your Writing**

Write a proposal to a parent or guardian for a weekend vacation for yourself and a friend. You can locate the trip in a city, a nearby rural area, or at a fantastic location of your choice. List the activities you plan to undertake, and tell about where you will stay and how you will travel. Make sure that each verb agrees with its subject. Use your own sheet of paper for this exercise.
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**
  - Nobody wants that jacket.
  - Something seems different about you.

Some indefinite pronouns are always plural and take plural verbs: both, few, many, others, several.

**Examples**

- **plural**
  - Many of my friends are serious readers.
  - Several flights leave this airport every day.

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. Often the object of an intervening prepositional phrase will signal whether the pronoun is singular or plural.

**Examples**

- **singular**
  - None of their music makes sense to me.
- **plural**
  - None of the lyrics make any sense.

**Exercise 1**

**Identifying Correct Indefinite Pronoun-Verb Agreement**

Complete each sentence by choosing the correct form of the verb in parentheses.

1. Each grain of sand (contributes, contribute) to the overall texture.
2. Everything (accelerates, accelerate) during the final months of the school year.
3. Either of the sports (is, are) on the sports calendar today.
4. Somebody (fixes, fix) this faucet with the right tools.
5. Both of your dogs (has, have) damaged the garden this season.
6. Some of the carpets (is, are) on sale, with discounts up to 30 percent.
7. Many (climbs, climb) Mt. Kilimanjaro, but few make it to the summit.
8. Nothing (provides, provide) stress relief as well as regular exercise.
9. Neither of those phones (works, work) in a power outage.
10. Someone (calls, call) for help from that neighborhood at least once a month.

**EXERCISE 2**

**Correcting Indefinite Pronoun-Verb Agreement**

Write the verb form that agrees in number with the indefinite pronoun of each of the following sentences. If a sentence contains no errors, write correct.

1. Everyone celebrates important life events in some way. .........................................................
2. Few of the doctors comforts frightened patients as well as they could. ..................................
3. It's a problem that many understand. ......................................................................................
4. Much pass unnoticed by grandmother, who is well over ninety. ............................................
5. Something have to change, or the company will surely fail. ..................................................
6. No one imagine what it is like to grow old and feeble. ..............................................................
7. Several defer their entrance for a year, but most of our graduates attend college immediately.
   ...........................................................................................................................................
8. Each of the colors differ in the dazzling mosaic on the museum wall. ..................................
9. Everybody think that you planned the entire party last night. ..................................................
10. No one else arrive early, but I am always a few minutes ahead of schedule. ..........................

**EXERCISE 3**

**Using Indefinite Pronoun-Verb Agreement in Your Writing**

Write a brief letter to your city council member or mayor. In your letter, describe a job you would like to have in your community. Explain why you would like to have the job and why you view yourself as a suitable candidate. Use at least five different indefinite pronouns in your paragraph. Use your own sheet of paper for this exercise.
LESSON 21

Compound Subject and Verb Agreement

A **compound subject** consists of two or more subjects that share the same verb.

**EXAMPLE**
Tomatoes and sprouts make a sandwich taste better.
(The compound subject—*Tomatoes and sprouts*—share the verb *make*.)

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 a van or a bus is coming to pick us up.
- Neither rain nor snow stops the game.

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**
- Flood and drought alternate in Texas.
- Either fruits or vegetables provide the necessary nutrients.
- Neither the Red Sox nor the Blue Jays have been to the World Series recently.

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 Ben or the Roses distribute the magazines. (*Roses distribute*—plural)
- Neither the senators nor the president accepts the budget as final. (*president accepts*—singular)

**Exercise 1**

Identifying Compound Subject-Verb Agreement

Identify the correct verb in parentheses to agree with the compound subject in each sentence.

1. His small size and extra paws (marks, mark) Ash as an unusual animal.
2. Blueberries and raspberries (is, are) available at local farm stands.

3. Our bookshelves and magazine racks (includes, include) all the hardware needed for installation.

4. Either lifeguarding or babysitting (was, were) the most popular summer job for teens.

5. In a family, younger boys and girls (is, are) influenced by the actions of both parents and siblings.

6. Californians and Oregonians (has, have) access to incredible natural surroundings.

7. Neither eagles nor owls (is, are) safe from the dangers of human activity.

8. Lyrics and music by my friend's cousin (dominates, dominate) the band's performance.

9. A medal and several certificates (comes, come) home with her son every school year.

10. Six eggs and the juice of about eight limes (provides, provide) the pie with its rich and energetic flavor.

**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. botanists and hikers (join)

2. either three lemons or a lime (make)

3. the mouse, keyboard, and monitor (sell)

4. either the mail carriers or the postal machine (misreads)

5. ladybugs and spiders (function)
6. the coach and the players on his team (demonstrate)

7. both sheep and oxen (offer)

8. neither Jayne nor Andrew (enjoy)

9. either a film or a walk on the beach (inspires)

10. either all the children or the youngest boy (ask)

**EXERCISE 3**

**Using Compound Subject-Verb Agreement in Your Writing**

Choose two or more characters from a favorite book, television show, or film. For a school or literary magazine, write a comparison or contrast essay about the characters. 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.
Adjectives and Adverbs

Adjectives

Adjectives modify nouns by telling specific details about them.

**Examples**

<table>
<thead>
<tr>
<th>noun</th>
<th>adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>fence</td>
<td></td>
</tr>
<tr>
<td>a little more specific</td>
<td>picket fence</td>
</tr>
<tr>
<td>more specific yet</td>
<td>rickety picket fence</td>
</tr>
<tr>
<td>even more specific</td>
<td>old, rickety picket fence</td>
</tr>
</tbody>
</table>

Some adjectives tell *how many* or *what kind* about the nouns or pronouns they modify; nouns tell us *who* or *what*.

**Examples**

- Many repairs are needed to restore the fence to its original charm. First, we’ll replace the rotten wood and then apply white paint.

Other adjectives tell *which one* or *which ones*.

**Examples**

- Luckily, the old fence is in excellent condition.
- These slats do not need to be replaced.

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 fence can be made of wood or metal. (*A* refers to a fence in general.)
- The gate on the fence is open. (*The* refers to a specific gate on a specific fence.)

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**

- The old, rickety fence needs to be repaired.
- The fence was old and rickety.
**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**
- *African* mahogany trees are valued for their hard, reddish brown wood.
- Furniture and ships are often built with durable *Asian* teakwood.

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.

- *The ruby* is in the box. (noun)    *The box is ruby* red. (adjective)
- *Twelve* are missing. (noun)    *Twelve* gems are missing. (adjective)
- *This* is the train. (demonstrative pronoun)    *This* train is the one. (demonstrative adjective)
- *Falling* meteors are visible. (participle as an adjective)
- *Meteors are falling.* (participle in a verb phrase)

**Exercise 1**

**Identifying Adjectives in Literature**

Identify the adjectives in the passage below. Tell which noun or pronoun each adjective modifies. (You do not have to include articles.)

I know what the caged bird feels, alas!
When the sun is bright on the upland slopes;
When the wind stirs soft through the springing grass,
And the river flows like a stream of glass;
When the first bird sings and the first bud opens,
And the faint perfume from its chalice steals—
I know what the caged bird feels!

*from “Sympathy,” page 244
Paul Laurence Dunbar*

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
**EXERCISE 2**

**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.

Paul Laurence Dunbar is a great writer who is the son of former slaves. His interesting poem *Sympathy* talks about freedom and confinement. The speaker describes the sun, the wind, and other natural elements that the caged bird cannot experience. He understands the caged bird’s frustration or anger, which causes it to beat its wings on the bars. He also understands why the caged bird sings; it isn’t a song of joy, but a prayer for freedom.

**EXERCISE 3**

**Using Other Words as Adjectives**

Write a sentence including the identified word as an adjective.

1. purple

2. an

3. my

4. Chinese

5. luminous
6. these

7. dallying

8. battered

9. some

10. one

**EXERCISE 4**

**Using Adjectives in Your Writing**

For a nature magazine with a teen audience, write a short paragraph about a specific place or setting that fascinates you. The setting may be beautiful, mysterious, strange, or quite ordinary. Use vivid adjectives to create a realistic description of the setting.

---

**Adverbs**

**Adverbs** modify verbs, adjectives, or other adverbs. Adverbs often will tell us how, when, where, why or to what extent.

**EXAMPLES**

**adverbs modify verbs**
Horses galloped **swiftly** across the plains. (Swiftly tells how they galloped.)
Horses **usually** stay **away** from the trainer until a bond is developed.
(Usually tells when they stay away from the trainer; away tells where they stay.)

**adverbs modify adjectives**
This young colt is **really** frightened. (Really tells to what extent the colt is frightened.)
The trainer has been **tremendously** patient with the colt.
(Tremendously tells to what extent the trainer has been patient.)
**adverbs modify adverbs**

Finally, the colt approaches the trainer *very* slowly.

*(Very tells how slowly the colt approaches the trainer.)*

The colt’s movements were predicted *so* accurately by the experienced trainer.

*(So tells how accurately the colt’s movements were predicted.)*

**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 coin collector *carefully examined* the rare silver coin.

Eager to find out when it was minted, he *looked carefully* through the magnifying glass.

He *polished* the coin *carefully* to reveal the embossed date.

Note, however, in the following examples, how changing the position of an adverb changes the meaning of the sentence.

**Examples**

He *only* worried about money. (He did nothing but worry about money.)

He worried *only* about money. (He worried about nothing but money.)

**Relative Adverbs**

A *relative adverb* is used to introduce an adjective clause. Relative adverbs include *where, when*, and *why*.

**Examples**

Here is the place *where* we agreed to meet.

*(Where relates the adjective clause to the noun place.)*

Late afternoon is the time *when* the cardinals gather at the birdfeeder.

*(When relates the adjective clause to the noun time.)*

His love of ice cream is the reason *why* he cannot lose weight.

*(Why relates the adjective clause to the noun reason.)*

**Conjunctive Adverbs**

A *conjunctive adverb* is used to express relationships between independent clauses.

**conjunctive adverbs**

accordingly  furthermore  otherwise
also  hence  similarly
besides  however  still
consequently  instead  therefore
finally  nevertheless  thus

**Examples**

The hot, dry summer stifled the growth of wheat and alfalfa; *consequently*, many farmers were concerned about the upcoming harvest.

Thunder accompanied the low, dark clouds; *however*, not a single drop of rain fell.
EXERCISE 5

Identifying Adverbs

Write the adverbs in the following paragraph on the lines below.

Aengus, the Irish god of love, desperately fell in love with a maiden he saw in a dream. Aengus and his mother frantically searched all of Ireland for her; finally, after a year, his dream maiden, Caer, was found where she was chained in gold pairs with 150 maidens. On November 1, all the maidens miraculously changed into swans, and to win Caer, Aengus had to identify her as a swan. He surprisingly turned into a swan when he identified her; consequently he and Caer rapidly flew away together. Their son Dairmuid was given a magic love spot on his head that mysteriously made every woman who looked at him immediately fall in love with him.

1. ____________________________ 7. ____________________________
2. ____________________________ 8. ____________________________
3. ____________________________ 9. ____________________________
4. ____________________________ 10. ____________________________
5. ____________________________ 11. ____________________________
6. ____________________________ 12. ____________________________

EXERCISE 6

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. Mr. Brown is a highly skilled and experienced teacher.

2. He helps his students better understand the material with such interactive activities.

3. Mr. Brown has been teaching for years; however, he would like to write a book.

4. Yesterday a student quickly ran out of the classroom.
5. The student did not have permission to leave the room; nevertheless, Mr. Brown continued with his lecture.

6. Lately, his students seem rather bored.

7. They simply do not complete their assignments.

8. The study hall is the classroom where Mr. Brown teaches his unruly students.

9. He is very patient and carefully reads every essay.

10. Mr. Brown is quietly preparing for class.

E X E R C I S E 7
Understanding Adverbs

Write a sentence using each of the following words as an adverb.

1. early

2. quite

3. more

4. often

5. where

6. therefore
7. perhaps

8. practically

9. too

10. regularly

**EXERCISE 8**

**Using Adverbs in Your Writing**

Assume that you are a book reviewer for your school newspaper. Write a brief review of one of your favorite suspense or mystery stories. In your review, 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 another noun to identify or rename it. In these examples, the noun *Ricardo* identifies the noun *brother*, and the noun *Saturday* renames the noun *day*. Both *Ricardo* and *Saturday* are appositives.

**Examples**
- Please sit next to my brother *Ricardo*.
- The last day of the week, *Saturday*, is my favorite day.

An **appositive phrase** is a group of words that includes an appositive and any words that modify the appositive, such as adjectives and prepositional phrases. The phrase renames or identifies a noun. In the next example, the appositive phrase *a city in western New York* identifies the noun *Rochester*.

**Example**
- Rochester, *a city in western New York*, has a lilac festival every spring.

If the information in an appositive tells “which one” about the noun that precedes it, then the appositive is called **essential** (or **restrictive**) and is not set off with commas. In the following sentence, *Emily Dickinson* specifically identifies which poet wrote many poems about nature.

**Example**
- The poet *Emily Dickinson* wrote many of her poems about nature.

If the information in the appositive is not necessary to identify the noun that precedes it, 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 information in an appositive.

**Examples**

**essential**
- The poem “‘Hope’ is the thing with feathers” contains bird imagery. (The appositive “‘Hope’ is the thing with feathers” specifically identifies which poem and so restricts the meaning of *poem* to this particular one.)

**nonessential**
- “‘Hope’ is the thing with feathers,” a poem written by *Emily Dickinson*, contains bird imagery. (The appositive *a poem written by Emily Dickinson* is not necessary to identify which particular poem, 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 the appositive identifies or renames.

1. The poet Emily Dickinson wrote an uplifting poem.

2. Dickinson was inspired by Charles Wadsworth, a reverend in Philadelphia.

3. Her father, Edward, was very involved in politics.

4. Austin, her brother, attended law school and became a lawyer.

5. Dickinson was born in Amherst, Massachusetts, a Puritan New England town.

6. Dickinson, a homebody, went away to school but returned home less than a year later.

7. Emily Dickinson's place of birth, The Homestead, was built by her grandfather.

8. Upon her death more than 800 of her poems, 40 handbound volumes, were found.

9. Imagery, the formation of mental images, figures, or likenesses of things, is found throughout Dickinson's poem.

10. Dunbar and Angelou, fellow poets, also wrote poems with bird imagery.
EXERCISE 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 that the information is not essential to the meaning of the sentence.

1. Maya Angelou a best-selling author travels the world to spread her wisdom.

2. She was born in St. Louis a city in Missouri in 1928.

3. Angelou the Grammy award nominee has also worked in theater and movies.

4. Her parents divorced and sent Bailey her brother to live with their grandmother.

5. The poem “Caged Bird” is about confinement and freedom.

6. She is best known for I Know Why The Caged Bird Sings, an autobiographical book,

7. When she began a career as a nightclub singer she took the professional name Maya Angelou.

8. Angelou moved to Cairo, Egypt and served as editor of the English-language weekly The Arab Observer.

9. She worked closely with Martin Luther King Jr. a civil rights activist.


EXERCISE 3

Using Appositives in Your Writing

Write a description of a special gift you would like to give to a friend or family member. Give details about the gift, why you have selected it, and why you wish to give it to this particular person. Use appositives and appositive phrases to identify and provide more information about the gift and the gift's recipient. Be sure to punctuate nonessential appositives correctly.
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.
Frank is a fast sprinter. (The adjective fast shows that the quality is present.)

Comparative
Two persons, places, or things are compared.
Frank is faster than Jerry. (The quality expressed by the adjective faster 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.
Frank is the fastest sprinter on the track team. (The quality expressed by the adjective fastest 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>positive</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>bright</td>
<td>brighter</td>
<td>brightest</td>
</tr>
<tr>
<td>safe</td>
<td>safer</td>
<td>safest</td>
</tr>
<tr>
<td>soon</td>
<td>sooner</td>
<td>soonest</td>
</tr>
<tr>
<td>near</td>
<td>nearer</td>
<td>nearest</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.

<table>
<thead>
<tr>
<th>positive</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>wealthy</td>
<td>wealthier</td>
<td>wealthiest</td>
</tr>
<tr>
<td>funny</td>
<td>funnier</td>
<td>funniest</td>
</tr>
<tr>
<td>caring</td>
<td>more caring</td>
<td>most caring</td>
</tr>
<tr>
<td>awkward</td>
<td>more awkward</td>
<td>most awkward</td>
</tr>
</tbody>
</table>
• Use *more* or *most* for most words of more than two syllables and words ending in *–ly*.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>inquisitive</td>
<td>more inquisitive</td>
<td>most inquisitive</td>
</tr>
<tr>
<td>skeptical</td>
<td>more skeptical</td>
<td>most skeptical</td>
</tr>
<tr>
<td>eagerly</td>
<td>more eagerly</td>
<td>most eagerly</td>
</tr>
<tr>
<td>quickly</td>
<td>more quickly</td>
<td>most quickly</td>
</tr>
</tbody>
</table>

**Irregular Comparisons**

Some modifiers, however, have irregular comparative and superlative forms. Check the dictionary if you are unsure about the comparison of a modifier.

**Examples**

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today was a <em>good</em> day for a Monday.</td>
<td>Tomorrow, however, will be a <em>better</em> day.</td>
<td>Friday is always the <em>best</em> day of the week.</td>
</tr>
<tr>
<td>dense</td>
<td>less dense</td>
<td>least dense</td>
</tr>
<tr>
<td>helpful</td>
<td>less helpful</td>
<td>least helpful</td>
</tr>
<tr>
<td>healthy</td>
<td>less healthy</td>
<td>least healthy</td>
</tr>
</tbody>
</table>

**Decreasing Comparison**

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>dense</td>
<td>less dense</td>
<td>least dense</td>
</tr>
<tr>
<td>helpful</td>
<td>less helpful</td>
<td>least helpful</td>
</tr>
<tr>
<td>healthy</td>
<td>less healthy</td>
<td>least healthy</td>
</tr>
</tbody>
</table>

**Problems with Using Comparative and Superlative Forms**

When making comparisons, one can sometimes mistakenly make a *double comparison* or an *illogical or unclear comparison*.

• Avoid using double comparisons. A double comparison is incorrect because it contains both *–er and more (less)* or both *–est and most (least)*.

**Examples**

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s more safer to swim in shallow water than in deep water.</td>
<td>It’s <em>safer</em> to swim in shallow water than in deep water.</td>
</tr>
<tr>
<td>I think chocolate is the most yummiest flavor of ice cream.</td>
<td>I think chocolate is the <em>yummiest</em> flavor of ice cream.</td>
</tr>
</tbody>
</table>
• Use the word other or else when comparing one member of a group with the rest of the group.

**EXAMPLES**

**illogical**  
New York City is larger than any city on the East Coast.  
(Since New York is a city on the East Coast, it cannot logically be larger than itself.)

**logical**  
New York City is larger than any other city on the East Coast.

**illogical**  
Jason was hungrier than anyone at the dinner table.  
(Since Jason is someone at the table, he cannot logically be hungrier than himself.)

**logical**  
Jason was hungrier than anyone else at the dinner table.

• Make sure your comparisons are clear and complete.

**EXAMPLES**

**confusing**  
Marie likes to collect stamps better than her siblings.  
(The sentence suggests that Marie likes to collect stamps better than she likes her siblings or likes collecting her siblings.)

**clear**  
Marie likes to collect stamps better than her siblings do.

**confusing**  
Tomatoes fresh from the garden taste better than a grocery store. (Tomatoes are incorrectly compared to a grocery store.)

**clear**  
Tomatoes fresh from the garden taste better than those from a grocery store.

**E X E R C I S E  1**

**Identifying Positives, Comparatives, and Superlatives**

Identify the underlined words in the following sentences as positive (P), comparative (C), or superlative (S).

____  1. My grandmother was simply the best cook in all of Parker County.

____  2. Raised on a dirt-poor Iowa farm, she was the oldest of six children.

____  3. Consequently, she was more involved in the day-to-day care of the farm than her brothers and sisters were.

____  4. More responsibilities were given to her sooner than later in life.

____  5. During the depression years, her family experienced great hardship, especially when little food was available.

____  6. During this time, however, she was most determined to put food on the table for her father and brothers and sisters.

____  7. Her mother’s untimely death brought a dark pall on the family.

____  8. My grandmother asked herself, “What is the worst thing that could happen next?”
EXERCISE 2

Understanding Degrees of Comparisons

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 comparison is used correctly.

1. Which of these Mark Twain novels is best—The Adventures of Tom Sawyer or Adventures of Huckleberry Finn?

2. Among Twain's most bitterest works, which were published later in his career, is The Mysterious Stranger.

3. The characters more central to Twain's works include imposters and frauds.

4. Mark Twain is perhaps much remembered for his early works' vitality and sly humor.

5. Although few are more humorouser than Mark Twain, there are many contemporary satirists.

6. Twain became a bitter satirist following the deaths of his wife and second daughter.

7. After working in a Nevada mining camp, Twain moved fartherest west to California.

8. Twain became successfuller after the publication of The Celebrated Jumping Frog of Calaveras County.

EXERCISE 3

Using Comparisons Correctly in Your Writing

For the entertainment section of your school newspaper, write a brief review in which you compare and contrast two different television comedy shows. Use the positive, comparative, and superlative forms of adjectives and adverbs to express your opinions about the two programs. Use your own sheet of paper for this exercise.
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
Sandra felt bad about misplacing her mother’s bracelet. (Bad is an adjective. It follows the linking verb felt and modifies the subject, Sandra.)

Frank slipped badly on the icy porch steps. (Badly is an adverb that modifies slipped.)

Nan is a good friend. (Good is an adjective that modifies the noun friend.)

She listens well. (Well is an adverb meaning “skillfully.” It modifies the verb listens.)

Abby’s been sick with a cold, but today she feels well enough to go to school. (Well is an adjective meaning “healthy” or “in a state of satisfactory condition.” It follows the linking verb feels.)

EXERCISE 1

Identifying Commonly Confused Words

Choose the correct form of good, well, bad, and badly in the following sentences.

1. At the family reunion, we heard many (good, well) stories about Grandpa Walters.

2. The point guard twisted his ankle (bad, badly) at last night’s game.

3. Fortunately, our dog responds (good, well) to verbal commands and hand signals.

4. If the rehearsals continue to go (good, well), the actors will be ready for opening night.

5. Jason slept (bad, badly) because of a recurring nightmare.

6. The road conditions seem especially (bad, badly) during foggy weather.

7. A carpenter did a (good, well) job repouring the concrete steps.

8. Don’t you think that chunk of old cheese smells (bad, badly)?

9. The meeting between the two rivals went (bad, badly) from the very beginning.

10. We hope you will feel (good, well) enough to join us for dinner.
**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. The uncollected bags of garbage smelled badly and attracted rodents and scavengers.

2. Harriet wants to be a good writer but lacks the dedication needed to learn to write well.

3. A laborer was injured bad at the dangerous construction site.

4. To play good is the young musician’s dream.

5. Your aunt Gracie isn’t a bad karaoke singer, and she surely is enthusiastic.

6. Do you think this room would look well if we painted the walls yellow?

7. Surprisingly, even I scored good enough on the exam to pass the course.

8. I feel badly for Uncle Willard, who lost his entire crop in the hailstorm.

9. Our dog had knee surgery, but after two months he felt good again.

10. The old house looked really good after they replaced the roof and gutters.

**EXERCISE 3**

**Using Commonly Confused Words in Your Writing**

For the school newspaper, write a brief review of one of the stories or excerpted novels or plays in your literature textbook. Describe the selection’s strengths and weaknesses and explain why you would or would not recommend it to a friend. Check to be sure that you have used the modifiers *good, well, bad, and badly* correctly. Use your own sheet of paper for this exercise.
LESSON 26

Prepositions

A preposition shows the relationship that exists between its object (the noun or pronoun that follows it), and some other word or group of words in a sentence. Notice in the following sentences the number of different relationships shown between the verb *erupted* and the noun *town*.

**EXAMPLES**

Problems erupted near our town.
Problems erupted outside our town.
Problems erupted beside our town.
Problems erupted within our town.

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, against the wall, in my room, and on the bricks are all prepositional phrases.

I fell against the wall in my room and hit my head on the bricks.

To test a word to see if it is a preposition, ask questions like “against what?,” “in what?,” or “on what?” The answers are “wall,” “room,” and “bricks.” 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.

**Prepositions**

- aboard
- among
- between
- for
- over
- until
- about
- around
- beyond
- from
- past
- up
- above
- at
- but (meaning “except”)
- in
- since
- upon
- across
- before
- by
- into
- through
- with
- after
- behind
- concerning
- like
- throughout
- within
- against
- below
- down
- of
- to
- without
- along
- beside
- during
- off
- under
- amid
- besides
- except
- on
- underneath

A compound preposition contains more than one word. It functions in a sentence the same way that a single-word preposition functions. It allows writers to express
relationships such as in front of, on top of, and next to. Some commonly used compound prepositions include aside from, because of, in addition to, in place of, instead of, according to, out of, as of, and in back of.

**EXAMPLES**
- Tony played first base in place of the injured Dana.
- Please put the garbage cans in front of the cars.

**EXERCISE 1**

**Identifying Prepositional Phrases in Literature**

Identify the eleven prepositional phrases in the literature passage below.

```
I went out to the hazel wood,
Because a fire was in my head,
And cut and peeled a hazel wand,
And hooked a berry to a thread;
And when white moths were on the wing,
And moth-like stars were flickering out,
I dropped the berry in a stream
And caught a little silver trout.

When I had laid it on the floor
I went to blow the fire aflame,
But something rustled on the floor,
And some one called me by my name:
It had become a glimmering girl
With apple blossom in her hair
Who called me by my name and ran
And faded through the brightening air.
```

*from “The Song of Wandering Aengus,” page 252
W.B. Yeats*

**EXERCISE 2**

**Understanding Prepositional Phrases**

Complete each of the following sentences, supplying a preposition and an object of the preposition in 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. The videotape sat __________________________ the __________________________

2. The racers jumped __________________________ the __________________________
3. We are staying ____________________________ ____________________________.
4. You can see the bridge just ____________________________ the ____________________________.
5. She sent money ____________________________ a(n) ____________________________.
6. The actors gathered ____________________________ the ____________________________.
7. We've enjoyed your teaching ____________________________ the ____________________________.
8. Will you be finished ____________________________ the ____________________________?
9. I have every one of his CDs ____________________________ the ____________________________.
10. I felt the ground shake ____________________________ ____________________________.

**EXERCISE 3**

**Using Prepositional Phrases in Your Writing**

Write a description of a process or skill that you know well, such as riding a skateboard or using a computer, for someone who wants to learn the process or skill. Use prepositional phrases to guide your reader so that he or she knows what to do and how to do it. In your paragraph, use at least five prepositional phrases, including at least two compound prepositions. Use your own sheet of paper for this exercise.
Coordinating and Correlative Conjunctions

Coordinating Conjunctions

A coordinating conjunction is a word used to join words or word groups 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, and other sentence elements. Each coordinating conjunction shows a different relationship between the words that it connects.

When a coordinating conjunction joins two or more complete thoughts that could be independent sentences, then a compound sentence is formed. A comma is placed before a coordinating conjunction that joins the two complete thoughts.

EXAMPLES

George Andrew is tall but quick. (But shows the contrast between tall and quick. The coordinating conjunction joins two adjectives.)

Your book is next to your bed or in your backpack. (Or shows alternatives. The coordinating conjunction joins two prepositional phrases.)

Erica won’t be home tonight, for the plane is late. (For shows a cause and effect relationship. 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. The following three sentences can be rewritten as one by using a coordinating conjunction between the nouns.

EXAMPLE

Yolanda has a job after school. Nora also has a job. Glen has one, too. Yolanda, Nora, and Glen have jobs after school.

EXERCISE 1
Identifying Coordinating Conjunctions

Underline the coordinating conjunctions in the passage below.

The setting of a literary work is the time and place in which it occurs, together with all the details used to create a sense of a particular time and place. Poets often create setting by using sensory details, or words and phrases that describe
how things look, sound, smell, taste, or feel. In poetry, **context** refers to the conditions in which the poem occurs. Context is closely related to setting but focuses more on the environment of the time and place. Two common types of context include historical and cultural.

**Exercise 2**

**Understanding Coordinating Conjunctions**

Write the coordinating conjunction that best fits the blank in each item below.

1. The bananas __________________________, the grapes are sweeter than the melon.
2. The trip was exhausting, __________________________ Sheila was glad she’d gone.
3. At one time our home was in the woods, __________________________ we have many neighbors now.
4. Caring for trees can be dangerous, __________________________ you must work near power lines.
5. The fender bent, buckled, __________________________ clattered to the ground as the car hit the test wall.
6. The bird did not attack, __________________________ did it retreat.
7. The kittens could not yet eat solid food, __________________________ we had to wait a week to get them.
8. Your next assignment will be to visit Oregon __________________________ seek business from Toronto.
9. Tanya wanted to attend summer school, __________________________ she had to babysit for her sister.
10. Ben stood at the counter, collecting bread, butter, __________________________ jam for his breakfast.
EXERCISE 3

Using Coordinating Conjunctions in Your Writing

To a friend, write a paragraph in which you describe a game or hobby that you enjoy. Use at least five coordinating conjunctions in your sentences. Check to be sure that you use a comma and a coordinating conjunction between two independent clauses.

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 bank and the post office were closed last Monday.
Neither Eric nor Bill cared for catfish.
The sprinklers ran either early in the morning or late in the evening.
Jim not only rode his bicycle every day but also lifted weights every other day.

Because correlative conjunctions emphasize the equal relationship between ideas, all the sentence elements must be parallel. The order of the elements after the second connector should match the elements after the first connector.

Examples
not parallel The tour guide asked the visitors either to quiet down or leave the group.
parallel The tour guide asked the visitors either to quiet down or to leave the group.

EXERCISE 4

Identifying Correlative Conjunctions

Write the correlative conjunctions that appear in the following sentences.

1. This week I ate at not only Café Routier and Annie’s Bistro but also Boom.

2. Unfortunately, neither Boom nor Annie’s Bistro serves lunch anymore.
3. Both Café Routier and Boom have wonderful desserts made at the restaurant.  

4. Either Annie’s Bistro or Café Routier invites groups to enjoy a friendly atmosphere.  

5. The two restaurants specialize in both seafood and simple sauces.  

6. Not only does Boom serve fabulous meals, but it also offers an incredible view of the Long Island Sound.  

7. Either Boom or Café Routier would be a great spot for a graduation lunch, or we can go to Annie’s Bistro.  

8. My parents have been to neither Annie’s Bistro nor Boom, but I’m sure they’ll enjoy themselves.  

9. My favorite restaurants feature not only fresh food but also interesting menus.  

10. Both the pan-fried trout and the special steak fries appeal to me.  

**EXERCISE 5**  

**Understanding Correlative Conjunctions**  

Use the correlative conjunction indicated in parentheses to combine each pair of sentences.  

1. You can wear capri pants to the outdoor concert. You can wear a sundress to the outdoor concert. (either/or)  

2. Dust won’t bother his allergies. Pollen won’t bother his allergies. Cheese won’t bother his allergies. (neither/nor)  

3. Stores that successfully sell radios and televisions must be fully stocked. They must offer good prices. (both/and)  

4. Until the letters arrived, Corey felt worried. He also felt excited. (not only/but also)
5. Joan isn't usually forgetful. She isn't usually disorganized. (neither/nor)

6. Amy wants to earn some money this summer. She also wants to have fun with her friends. (not only/but also)

7. The car keys may be in the second drawer in the kitchen. They may be in my jacket pocket. (either/or)

8. The Inn is a popular Connecticut tourist destination. It is also visited frequently by local residents. (not only/but also)

9. You need to feed your rose bushes. You also need to prune them. (both/and)

10. The children did not look up when we left for dinner. They did not look up when we returned. (neither/nor)

EXERCISE 6

Using Correlative Conjunctions in Your Writing

Choose two or three books or movies you recently enjoyed. For a school newspaper, write one or two paragraphs in which you analyze their appeal or discuss their content. Use each of the correlative conjunction pairs at least once. Check your sentences for parallelism, making sure that the order of the elements that follows the second part of the conjunction is the same as the order of elements that follows the first part of the conjunction. 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. Subordinating conjunctions connect subordinate clauses to independent clauses, which can stand alone as complete sentences. In the example sentence, the subordinating conjunction before introduces the subordinate clause she leaves for camp. Before connects the subordinate clause to the independent clause Debby always has lunch with Bruce. The subordinating conjunction adds important information about when Debby and Bruce have lunch.

EXAMPLE

Debby always has lunch with Bruce before she leaves for camp.

Subordinating conjunctions usually express relationships like these:

- **time**: after, as, as long as, as soon as, before, since, until, when, whenever, while
- **place/spatial**: where, wherever
- **manner**: as, as if, as though
- **cause**: because, as, since
- **condition**: although, as long as, even if, even though, if, provided that, though, unless, while, wherever
- **comparison**: as, than
- **purpose**: in order that, so that, that

**EXAMPLES**

Unless they get here soon, we will miss our connecting bus.  
(Unless introduces the subordinate clause and expresses condition.)

We can ship the package wherever it needs to go.  (Wherever introduces the subordinate clause and expresses a spatial relationship.)

**Exercise 1**

Identifying Subordinating Conjunctions

Circle the subordinating conjunctions in the sentences below. Then underline the subordinating clause or clauses in each sentence.

1. In order to study English at Brandeis University in Massachusetts, acclaimed writer Ha Jin left his native China in 1985.

2. Although he had fully intended to return, he stayed in the United States.

3. Plans changed when he heard the news of the massacre at Tiananmen Square.
4. Because the situation in his homeland was so problematic, Jin quickly embarked on dual careers in teaching and writing poetry in America.

5. After he became a writer, he published two poetry collections and several award-winning works of fiction.

6. Jin is known for his insightful reflections on the human experience because his poems express a nuanced view of life.

7. In his poem, “The Past,” the author observes that the role of one’s past may have importance, as long as that is determined by the individual.

8. Although most of his stories are set in China, Jin says he’s now at home in the United States.

**Exercise 2**

**Understanding Subordinating Conjunctions**

Use the subordinating conjunction indicated in parentheses to combine each pair of sentences below. 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. We met at the commuter lot. We could share the driving. (so that)

2. We brought umbrellas and raincoats. The sun was still shining brightly. (even though)

3. We arrived earlier. We had expected. (than)

4. The museum will be crowded. We start our visit before noon. (unless)

5. We started in the Egyptian room. We both wanted to see the Mayan sculpture. (although)

6. The crowds at the sculpture exhibit thinned. The solar system show began. (as soon as)

7. I attend the solar system show. I won’t have time at the Mayan exhibit. (if)
8. The guard took our tickets. We reached the Mayan exhibit. (when)

9. No cameras were allowed. This was a privately owned exhibit. (because)

10. We could bring our bags with us. We let the guard check them first. (provided that)

**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 subordinating clauses. Experiment with different placements of the subordinating clauses.

1. until (time)

2. than (comparison)

3. as if (manner)

4. in order that (purpose)

5. even though (condition)
LESSON 29

Interrupters and Interjections

Interrupters

An interrupter is a word or phrase that breaks, or interrupts, the flow of thought in a sentence. In your writing, you will sometimes want to 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 its meaning. The punctuation marks that set off an interrupter indicate a pause before and after the interruption.

EXAMPLES
In learning how to climb, moreover, you will gain strength and endurance. Mt. Everest, he believed, represented the challenge of his lifetime. Snow—a vast blanket of white—covers the mountain.

EXERCISE 1

Identifying Interrupters

Underline the interrupters in the sentences below.

1. Unlike most poetry, which exists in the mind of its author, haiku embodies a feeling experienced in a moment of time.

2. A haiku, however, is not merely a description of something that is happening in the present.

3. A haiku is a moment of awareness and insight and, sometimes, surprise or delight.

4. That is, I believe, what adds depth of feeling to haiku.

5. You might find delight in the inner life of a caterpillar’s existence, for example, or gain philosophic insight into the meaning of death by watching the falling autumn leaves.

6. The idea is to open your mind to experience and, especially, not let it be filled with your emotions.

7. Haiku is, most usually, connected with nature.
8. A season word or a concrete representation connects us, not only to a world of
which we are a part, but to a world that is greater than we are.

9. It offers us an experience of beauty and, beyond that, insight.

10. Your choice of words and phrasing, as well as tone, make a haiku more than a
description.

adapted from “How to Haiku,” page 266
Bruce Ross

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 Red Stick War lasting from 1813 to 1814 was a conflict between a group of
Muskogees (Creeks) and the U.S. Army.

2. The Muskogee group called Red Sticks by the whites wanted to stop the U.S.
invasion of their territory.

3. In 1812, the Red Sticks joined Tecumseh a Shawnee leader in resisting the whites.

4. In August 1813, the Red Sticks encouraged by the British attacked a U.S. fort in Alabama.

5. Nearly 250 whites died in this attack, which of course provoked retaliation.

6. Andrew Jackson a future president led a U.S. Army group against the Red Sticks.

7. Jackson defeated the Indians at the Battle of Horseshoe Bend fought near the
Tallapoosa River on March 27, 1814.

8. The Treaty of Fort Jackson signed after the battle forced the Creek Nation to
give 14 million acres of land to the United States.
9. The Red Stick War occurred at the same time as the War of 1812, a conflict between Britain and the United States and several other Indian Wars.

10. Most people today however have not heard of the Red Stick War.

**EXERCISE 3**

**Using Interrupters in Your Writing**

Write a paragraph, to be shared with classmates, in which you describe a remarkable event, dangerous expedition, or famous person you’ve recently studied or learned about in social studies class. Use interrupters in the sentences. Remember to set off each interrupter with commas or dashes.

---

**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**

Hey, that's not fair!
Goodness, you don't need to get so upset.
Hush! You'll wake the baby.
Why, of course! Please do join us for dinner.

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**

Identify the two interjections in the following literature excerpt.

*By the side of the pale-faced moon.*
*Oh, the bells, bells, bells!*
*What a tale their terror tells*
*Of despair!*
*How they clang, and clash, and roar!*
*What a horror they outpour*
*On the bosom of the palpitating air!*
*Yet the ear it fully knows,*
*By the twanging,*
*And the clanging,*
*How the danger ebbs and flows;*
*Yet the ear distinctly tells,*
*In the jangling,*
*And the wrangling,*
*How the danger sinks and swells,*
*By the sinking or the swelling in the anger of the bells—*
*Of the bells—*
*Of the bells, bells, bells, bells,*
*Bells, bells, bells—*
*In the clamor and the clangor of the bells!*
*Hear the tolling of the bells*
*Iron bells!*
*What a world of solemn thought their melody compels!*
*In the silence of the night,*
*How we shiver with affright*
*At the melancholy menace of their tone!*
*For every sound that floats*
*From the rust within their throats*
*Is a groan.*
*And the people—ah, the people—*

---

*from “The Bells” page 236*

*Edgar Allan Poe*
**EXERCISE 5**

**Understanding Interjections**

For each emotion listed below, write a sentence that expresses the emotion. Include an appropriate interjection, and use either a comma or an exclamation point to set off the interjection from the sentence.

1. excitement

2. astonishment

3. fury

4. bliss

5. suspicion

6. extreme pain

7. mild annoyance

8. misery

**EXERCISE 6**

**Using Interjections in Your Writing**

Assume that you are a screenwriter. You have been asked by a director to write a dialogue that might occur between two opponents before a game, opposing lawyers before a trial, or two candidates who are running against each other for a political office. Make your conversation realistic by using interjections to convey the emotion of the people involved. Use commas or exclamation points to punctuate your interjections correctly. Use your own sheet of paper for this exercise.
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 meaning. They are set off from the rest of the sentence with a comma or commas.

EXAMPLES

All forms of poison ivy, for example, cause blisters and a severe rash.
The mosquitoes, of course, will be as big as bomber planes.
I am terrified of wasps; on the other hand, I am not afraid of bees.
Furthermore, insects will be troublesome this summer because of the mild winter.

EXERCISE 1

Identifying Parenthetical Expressions

Underline the parenthetical expressions that you find in the following passage.

Edgar Allan Poe led a short, troubled life but, after all, managed to make major contributions to literary form and criticism. Poe is considered the co-creator, with Nathaniel Hawthorne, of the modern short story. Furthermore, he invented detective fiction, wrote lyric poetry, and pioneered the psychological horror story. Orphaned at two, Poe was raised by John Allan, a prosperous Virginia merchant, who gave him a classical education.

In his twenties, Poe began to write poems and stories while working at various editorial jobs. Although briefly famous for his poem “The Raven,” he spent most of his adult life in poverty. Even so, Poe was committed to writing. Among his best-known poems are “Annabel Lee” and, of course, “The Bells.” In my opinion, both embody Poe’s own definition of poetry as “the Rhythmical Creation of Beauty.”

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. These pancakes taste like cardboard.

2. The refrigerator is filled with soda.

3. Being in extreme heat is worse than being in extreme cold.

4. *War and Peace* is a very long novel.

5. It might be necessary to ask someone for directions.

6. Kangaroos carry their young in a pouch.

7. The storm reduced the shed to a pile of boards.

8. Jimmy will pass his algebra test tomorrow.

9. The Pacific Ocean is the largest of the four oceans.

10. You need to call your uncle Sid today.

**EXERCISE 3**

**Using Parenthetical Expressions**

Write a sentence for each of the parenthetical expressions below. Try to vary your placement of the expressions, and be sure to punctuate them correctly with commas.

1. indeed

2. rather
3. mind you

4. moreover

5. besides

6. to be honest

7. as I was saying

8. I believe

9. for instance

10. to say the least
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**  
I took the package **to the post office**.

**phrase**  
I want **to see his latest film**.

**clause**  
She plans to attend law school **after she completes college**.

**clause**  
Can you tell me **which way I turn to reach Compton Street**?

**EXERCISE 1**

Identifying Phrases and Clauses in Literature

Identify the underlined groups of words in the literature passage as phrases or clauses and write your answers on the corresponding lines below.

Two households, both alike **in dignity**,  
In fair Verona, **where we lay our scene**,  
From ancient grudge break to new mutiny,  
Where civil blood makes civil hands unclean.  
From forth the fatal loins **of these two foes**  
**A pair of star-cross’d lovers take their life**;  
Whose misadventur’d piteous overthrows  
Doth with their death bury their parents’ strife.  
The fearful passage **of their death-mark’d love**,  
And the continuance of their parents’ rage,  
Which, but their children’s end, nought could remove,  
Is now the two hours’ traffic **of our stage**;  
The which **if you with patient ears attend**,  
What here shall miss, **our toil shall strive to mend**.

*from "The Tragedy of Romeo and Juliet" Act I, page 294*  
William Shakespeare

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. where the single oak tree stands

2. by the loud thunder

3. if you were here

4. that I had cut my hair

5. after such incredible success

6. in just one year

7. before you turn off the lights

8. at the end of the day

9. with a little bit of luck

10. who the new student is
LESSON 32

Prepositional Phrases

A prepositional phrase consists of a preposition, its object, and any modifiers of that object. A prepositional phrase adds information by relating its object to another word in the sentence. The phrase may function as an adjective or an adverb.

**Examples**

**adjectives**

Sue planned a party with music and dancing.
(The prepositional phrase with music and dancing tells what kind of party Sue planned. The phrase is used as an adjective, modifying the noun party.)

She found the CDs and tapes in a box under her bed.
(The prepositional phrase under her bed tells in which box Sue found the CDs and tapes. The phrase is used as an adjective, modifying the object of the prepositional phrase in a box.)

**adverbs**

Albert struggled into his jacket.
(The prepositional phrase into his jacket tells how Albert struggled. The phrase is used as an adverb, modifying the verb struggled.)

My friend is generous with her time.
(The prepositional phrase with her time tells how the friend is generous. The phrase is used as an adverb, modifying the adjective generous.)

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 it is appropriate, to start some with prepositional phrases.

**Example**

Chad stacked sand bags for nearly eight hours.
For nearly eight hours Chad stacked sand bags.

**Exercise 1**

Identifying Prepositional Phrases in Literature

On the lines below, write the word that each underlined word group modifies. Then label each prepositional phrase an adjective phrase or adverb phrase.

Prince. Rebellious subjects, enemies to peace,
Profaners 'of this neighbor-stained steel—
Will they not hear?—What ho, you men, you beasts!

© EMC Publishing, LLC Writing & Grammar UNIT 4 187
That quench the fire of your pernicious rage
With purple fountains issuing from your veins—
On pain of torture, from those bloody hands
Throw your mistempered weapons to the ground.
And hear the sentence of your moved prince.
Three civil brawls, bred of an airy word.
By thee, old Capulet, and Montague,
Have thrice disturb'd the quiet of our streets.

from “The Tragedy of Romeo and Juliet” Act 1, page 294
William Shakespeare

EXERCISE 2
Understanding Prepositional Phrases
Rewrite the following sentences so that each begins with a prepositional phrase.

1. The negotiation ended without any progress.

2. Journalists stood ravenously waiting outside the meeting rooms.

3. No progress still made headlines from their point of view.

4. Phones would be ringing at newspaper offices around the world.
5. Headlines would scream “No Progress” across a dozen front pages.

6. The negotiators started another round of meetings in their secure bunker.

7. Exhaustion had begun to show beneath their careful politeness.

8. Some began to return to their rooms during the evening meal break.

9. These men and women looked more rested at the end of the break.

10. Perhaps they’d grabbed a quick catnap in the hour away from negotiating.

Exercise 3

Using Prepositional Phrases in Your Writing

Write a proposal, to a member of your school council, for a school function, such as a dance or overnight field trip. Make sure to give the necessary information about who will be involved in the function, when and where the function will be, why it should happen, and what students will gain from it. Use prepositional phrases in the proposal to help express your goals, and vary the placement of the phrases in your sentences.
LESSON 33

Verbal Phrases

Verbals are verb forms that act as namers (nouns) or modifiers (adjectives and adverbs). There are three kinds of verbals: participles, gerunds, and infinitives.

Participial Phrases

A participle is a verb form that ends in –ing, –d, or –ed and 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

Swimming quickly toward the shore, Diego thought eagerly about a warm shower. (The participle swimming, the adverb quickly, and the prepositional phrase toward the shore make up the participial phrase that modifies Diego.)

Jeffrey picked up the clothes scattered around his bedroom. (The participle scattered and the prepositional phrase around his bedroom make up the participial phrase that modifies clothes.)

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

I saw the craters on the moon looking through a telescope.

revised sentence

Looking through a telescope, I saw the craters on the moon.

Exercise 1

Identifying Participial Phrases in Literature

For each underlined participial phrase in the literature passage below, identify the noun or pronoun the participial phrase modifies.

The power of the story itself is evident in that it has been told for centuries; in fact, it was not even new to Shakespeare's audience. According to legend, the real story of Romeo and Juliet took place in Verona in 1303, although similar stories were told in Greece dating back to the second century. Shakespeare's source for the play is thought to be The Tragicall Historye of Romeus and Juliet, a long poem...
written by Englishman Arthur Brooke in 1562. Brooke himself based his poem on an earlier Italian work that had been translated into French.

from “Romeo and Juliet Over the Centuries,” page 407
Dorothy May

1. ____________________________  2. ____________________________

EXERCISE 2
Understanding Participial Phrases

For each of the following participial phrases, write a complete sentence. Try to vary your sentence structure, but be sure to place the participial phrase close to the word it modifies.

1. soaked to the skin

2. starting last Sunday

3. filmed by a helicopter crew

4. gathering more and more speed

5. flying through the air

6. struck by lightning

7. glimpsing the grin on her sister's face

8. smelling of garlic

9. run by parents
10. diving to the ground

**EXERCISE 3**

**Using Participial Phrases in Your Writing**

Imagine you have to explain a recent news event to a younger brother or sister. To help your sibling understand, write a short, simple summary of the event. Use participial phrases in your summary to explain both the event and its importance.

**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. The entire phrase functions as a noun. This means that the phrase may be the subject, predicate nominative, direct object, indirect object, or object of the preposition in a sentence. A gerund's modifiers include adjectives, adverbs, and prepositional phrases.

**EXAMPLES**

- waiting for the school bus gives Henry time to read. (The gerund phrase functions as the subject of the sentence.)

- One of Henry’s favorite quiet times is waiting for the school bus. (The gerund phrase functions as the predicate nominative of the sentence.)

- Jim, however, hated waiting for the school bus more than anything else. (The gerund phrase functions as the direct object of the sentence.)

- He always stopped for snacks before waiting for the school bus. (The gerund phrase functions as the object of the preposition.)

**EXERCISE 4**

**Identifying Gerund Phrases**

Underline the gerund phrases in the sentences below. Then write whether each gerund phrase is used as a subject, predicate nominative, direct object, indirect object, or object of the preposition.
1. Leaving his family behind while he pursued a career as an actor and a playwright was a difficult thing for Shakespeare to do.

2. Only by earning the support of a wealthy patron could a theater troupe survive.

3. Imagining the setting became easier as the audience listened to the characters’ descriptions of it.

4. The fanfare of trumpets that signaled the beginning of a play was heard by some twenty-five hundred spectators, a cross-section of the Elizabethan population.

5. Reading the last scene of *Romeo and Juliet* was the best use of her time before class started.

**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. spilling the pitcher of ice water

2. sitting on a crowded bus

3. meeting every voter

4. starting an hour early

5. shooting hoops
6. finishing his English course

7. calling the airport

8. playing classical music

9. eating healthy meals

10. sleeping under the stars

**EXERCISE 6**

**Using Gerund Phrases in Your Writing**

For a food magazine, write an informational paragraph explaining how to use a kitchen gadget such as a pizza slicer or handheld mixer. 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**

He is happy to eat strawberries with whipped cream.

(The infinitive phrase functions as an adverb modifying *happy*.)

The general intends to charge at the enemy’s flank.

(The infinitive phrase functions as a noun, the direct object of *intends*.)

Sometimes the *to* of an infinitive phrase is left out; it is understood.
EXAMPLES
Eli helped [to] build the deck.
I’ll go [to] turn off the porch light.

EXERCISE 7
Identifying Infinitive Phrases in Literature

Identify the three infinitive phrases in the literature passage below. Beside each phrase, tell whether it is used as a noun, adjective, or adverb.

WEBSTER [unwillingly]. You seem to have an excellent acquaintance with the law, sir.
SCRATCH. Sir, that is no fault of mine.
Where I come from, we have always gotten the pick of the Bar.
WEBSTER [changing his note, heartily]. Well, come now, sir. There’s no need to make hay and oats of a trifling matter when we’re both sensible men. Surely we can settle this little difficulty out of court. My client is quite prepared to offer a compromise.

from “The Devil and Daniel Webster,” page E230
Stephen Vincent Benét

1. __________________________________________
2. __________________________________________
3. __________________________________________

EXERCISE 8
Understanding Infinitive Phrases

Complete each of the following sentences with an infinitive phrase.

1. __________________________________________ will be a huge challenge.
2. Alicia hurried __________________________________________
3. The dog’s greatest trick is __________________________________________
4. That is an amazing theory __________________________________________
5. The crew leader hollered __________________________________________
6. The flowers struggled __________________________________________
7. Surely you have the commitment __________________________________________
8. I led the ambassador around the room ____________________________.

9. It's thrilling ____________________________ when you visit your hometown.

10. Father put his hand on her shoulder ____________________________.

**EXERCISE 9**

**Using Infinitive Phrases in Your Writing**

Write a brief advertisement to help sell your favorite computer game or program. Tell what the game or program can do and why teen consumers should buy it. Use at least five infinitive phrases in your advertisement.
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**

Sara’s house, **a cabin in a remote area**, is the site for the weekend retreat. (The appositive phrase renames the noun *house*.)

The languages **English, Spanish, and French** blasted from the loudspeakers. (The appositive phrase identifies which languages blasted from the loudspeakers.)

The first example above, **a cabin in a remote area**, is a **nonessential**, or **nonrestrictive, appositive phrase**. It is not necessary to the meaning of the sentence; it is not needed to identify which particular house, since we already know that the house is Sara’s. Therefore, the phrase is set off with commas. The second example, **English, Spanish, and French**, is an **essential**, or **restrictive**, **appositive phrase**. It is necessary for understanding the sentence because it identifies which particular languages, since we do not already know which ones. Essential appositive phrases are not 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, place the idea you wish to stress in the main clause and make the less important idea the appositive.

**EXAMPLE**

Roscoe plans to serve a six-course meal. He is a veteran chef and menu planner. Roscoe, **a veteran chef and menu planner**, plans to serve a six-course meal.

**EXERCISE 1**

Identifying Appositive Phrases

Write the appositive phrases that appear in the sentences below. Then write the noun or pronoun each appositive phrase identifies.

1. My teacher asked me if I knew the works of this author, Marjory Stoneman Douglas.
2. Douglas talked about an ecologist, Art Marshall, who had offered great wisdom about protecting the Florida everglades.

3. Marshall’s interesting plan, the basis of restoring the Everglades, became useful to the Friends of the Everglades.

4. Soon the appeal for help, a steady call to the public, emerged from the Friends’ efforts.

5. The Friends, an organization headed by Marjory Stoneman Douglas, worked with other civic groups such as local garden clubs.

6. The public relations effort, a strategy of the Friends, soon bore successful results.

7. Congress decided to fund the Central and South Florida Project Comprehensive Review, a study to determine how the Everglades’ environment could be helped.

8. Among other things, it called for flood control and water purification, important aspects of the law.

9. The Army Corps of Engineers, one of many government agencies concerned with the environment, is now working on restoration plans.
10. The work of Marshall and Douglas helped forge public awareness, the first step necessary for change.

EXERCISE 2

Understanding Appositive Phrases

Combine each pair of sentences with an appositive or an appositive phrase.

1. The restaurant is the latest in a long series at that location. It is a sushi bar.

2. The new owner hopes to intrigue customers with his menu. It has a combination of traditional sushi and innovative experiments.

3. The Johnsons were interested customers. They watched the restaurant’s progress toward opening.

4. The electricians are dedicated workers. The workers took every precaution for safety.

5. The restaurant building is a former shoe factory. The building had to be completely refurbished.

6. The location will work against the new enterprise. It is a spot with an unfortunate history of failure.
7. On opening night the restaurant offered a special to attract bargain-hunters. It was an all-you-can-eat sushi meal.

8. It also contacted the newspapers. These are the *Pictorial Gazette* and the *Main Street News*.

9. Two local food critics for big-city newspapers showed up for a surprise visit. They were Linda Plantar and Josef Fineman.

10. Maybe this restaurant will finally bring success to the location. It is called *Endo's Feast*.

**Exercise 3**

**Using Appositives in Your Writing**

Choose a restaurant, in your community or elsewhere, that you would like to review for a food magazine. Write a short review of the restaurant, its menu, quality of food, atmosphere, and service. Use at least five appositive phrases in your review.
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, whose, when, why,* and *where.* An adjective clause usually follows the word it modifies.

**Examples**

Kristen, **who once worked for Dr. Zarfos,** wants to go to medical school.

The firefighters raced to the building **that was engulfed in flames.**

When an adjective clause is essential to the meaning of a sentence (it restricts the noun it modifies to a particular person or thing), it should not be set off from the rest of the sentence with commas. When an adjective clause is nonessential (it is not necessary to identify the noun it modifies), it is set off with commas.

**Examples**

*Essential*

Please stop at the store **where they sell fresh fish.**

Only doctors **who have this particular training** are allowed to perform the procedure.

*Nonessential*

Kelly's Deli, **which also carries a wonderful selection of cheeses,** is on the corner.

Dr. Mullaney's patients, **who all hope for greatly improved vision,** have waited many months for treatment.

**Exercise 1**

Identifying Adjective Clauses in Literature

Write the three adjective clauses that appear in the following excerpt.

**Friar Lawrence.** Holy Saint Francis, what a change is here!

Is Rosaline, that thou didst love so dear,

So soon forsaken? Young men's love then lies

Not truly in their hearts, but in their eyes.

Jesu Maria, what a deal of brine

Hath wash'd thy sallow cheeks for Rosaline!

How much salt water thrown away in waste,

To season love, that of it doth not taste!
The sun not yet thy sighs from heaven clears,
Thy old groans yet ringing in mine ancient ears;
Lo here upon thy cheek the stain doth sit
Of an old tear that is not wash’d off yet.
If e’er thou wast thyself and these woes thine,
Thou and these woes were all for Rosaline.
And art thou chang’d? Pronounce this sentence then:
Women may fall, when there’s no strength in men.

from “The Tragedy of Romeo and Juliet,” Act II, page 324
William Shakespeare

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. That is the doctor who treated my injured knee.
   __________________________________________
   correct

2. The lake, that dominates the town, is nearly two miles wide.
   __________________________________________

   __________________________________________

4. The plane, which was due in at 6:15 p.m., will not arrive until about 9:00 p.m.
   __________________________________________

5. Weddings are the events, where I shoot my best photographs.
   __________________________________________

6. Recent events that have occurred are tragic and heartbreaking.
   __________________________________________

7. Cecil whose car is always shiny and clean offered to wash our car as well.
   __________________________________________

8. Melvin has become the one person, whom you can always count on.
   __________________________________________
9. You’ll find it in my bedroom drawers, where I keep my socks.

10. The Hartman House which was more than two hundred years old had a ship’s mast at the center of its staircase.

**EXERCISE 3**

**Using Adjective Clauses in Your Writing**

In a letter to a pen pal or friend, write a humorous description of a silly moment with your family or your friends. Show why you found this moment amusing. Include details about when and where it happened and who was involved. Use at least five adjective clauses in your sketch.

**Adverb Clauses**

An **adverb clause** is a subordinate clause that functions as an adverb. It modifies a verb, an adjective, or another adverb.

**EXAMPLES**

Virgil used the computer **every chance he could**.

*(Every chance he could modifies the verb used.)*

Nancy is much more studious **than her sister is**.

*(Than her sister is modifies the adverb more.)*

Today, Stanley played far better **than he usually does**.

*(Than he usually does 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 do not need to use a comma before it.

**EXAMPLE**

If you’re going to the grocery store, please bring home a gallon of milk.

Please bring home a gallon of milk if you’re going to the grocery store.

Adverb clauses often, but not always, start with a subordinating conjunction such as after, although, because, before, if, so that, unless, when, where, whether, and while.
**EXERCISE 4**

**Identifying Adverb Clauses**

Underline the adverb clauses in the following sentences.

1. William Shakespeare is more admired than Anton Chekhov is.
2. Even though we don’t know much about Shakespeare’s life, he is considered the greatest dramatist of all time.
3. He moved to London, leaving his family behind while he pursued a career as an actor and playwright.
4. Although Shakespeare continued to act, writing his material became his primary focus.
5. If you love Shakespeare, you should read *Romeo and Juliet*.
6. We know he is an amazing writer because his plays are still performed all over the world today.
7. Before Shakespeare was a famous playwright, he studied classical literature in grammar school.
8. His acting troupe became very popular since they performed for Queen Elizabeth I regularly.

**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. wherever I look

   ____________________________________________

2. even though the air was filled with moisture

   ____________________________________________

3. until Michael got to high school

   ____________________________________________

4. before you accept the position

   ____________________________________________

5. than she was at the beginning of the course

   ____________________________________________
6. that you expected to see her at the airport

7. unless you can change your ferry tickets

8. when the battle ended

9. after I'd left on my daily walk

10. so that eventually everyone woke up

**EXERCISE 6**

**Using Adverb Clauses in Your Writing**

For your local newspaper, write an editorial about an eyesore in your neighborhood or community, giving reasons why you feel it needs attention. Consider billboards, trash, junked vehicles or equipment, unattractive buildings or factories, and so forth. In your editorial, use at least five adverb clauses, and vary their placement.
LESSON 36

Noun Clauses

A noun clause is a subordinate clause that functions as a noun. This means that 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: that, what, whatever, where, whether, which, who, whoever, whom, and whose.

**EXAMPLES**

**subject**

That the phone didn’t ring was entirely surprising.

**predicate nominative**

This is why she moved.

**direct object**

The editor knew where the manuscript was.

**indirect object**

Tell whomever you like the news about the concert.

**object of the preposition**

Adele was greatly valued for what she knew about human biology.

**appositive**

The focus of the ad campaign, that frequent brushing promotes healthy teeth, appealed to the organization of dentists.

Too many noun clauses can make your writing sound wordy and overly formal, especially when the noun clauses are used as subjects.

**EXAMPLE**

Wordy sentence

That getting a good night’s sleep leads to safer driving is a fact that many people don’t realize.

Improved sentence

Not everyone realizes that getting a good night’s sleep leads to safer driving.

**Exercise 1**

Identifying Noun Clauses in Literature

Underline the two noun clauses that appear in the literature passage below. Beside each, identify its function in the sentence.

**SERVANT.** Find them out whose names are written here! It is written that the shoemaker should meddle with his yard and the tailor with his last, the fisher with his pencil and the painter with his nets; but I am sent to find those persons whose names are here writ, and can never find what names the writing person hath here writ. I must to the learned. In good time!

*from “The Tragedy of Romeo and Juliet” Act I, page 294*

William Shakespeare
**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. what you saw on the news

2. how you clean his hamster's cage

3. why you have to take Algebra I again

4. whomever you can

5. that we could have helped

6. whether we should raise pigs or cows

7. what the nation hopes for

8. whatever they need

9. whoever wants to make some money

10. who had eaten the last piece of chocolate pie

**EXERCISE 3**

**Using Noun Clauses in Your Writing**

For a school magazine, write a brief report about a time in American history that you find especially fascinating, such as the Civil War, Great Depression, 1960s music scene, or the present. Use at least five noun clauses in your report, 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**
The horses galloped across the pasture.
Flickering candles cast their shadows on the ceiling and walls.
Kwok stirred the soup and then covered the pot.

A **compound sentence** consists of two or more independent clauses that are joined together with a semicolon or with a comma and a coordinating conjunction (*and, but, or, nor, for, yet, or so*).

**Examples**
Sometimes my dogs have dreams, but I don’t know what they dream about.
The explorers were stranded, and their supplies were still on the boat.
It was a horrible experience; they watched several hundred acres burn.

A **complex sentence** consists of one independent clause and one or more subordinate clauses. In the following examples, the independent clauses are italicized.

**Examples**
After Frannie finishes tennis camp and before she starts school, she has three weeks of soccer practice.

Although it is important to do your best, you must not be disheartened by occasional disappointments.

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**
The shrubs are now growing, but the grass remains spotty because it hasn’t been watered enough.

The white one was the house that I wanted to buy, but it was no longer affordable after Maureen lost her job.
EXERCISE 1

Identifying Sentence Structures

Identify the eight numbered sentences in the passage below as simple, compound, complex, or compound-complex.

1. The Elizabethans were particularly fond of music, and Shakespeare included many songs in his plays. 2. A popular form of music was the madrigal, which several people sang without accompaniment. 3. A solo singer accompanied by the lute was also popular. 4. Though the lute was held in the highest esteem during the Renaissance, the viol family was quickly taking shape. 5. The viol da gamba, which is a six-stringed instrument smaller than a cello but played between the legs or on the lap, was frequently taken up in courtly circles. 6. For the common folk, however, instruments tended to be of a simpler construction. 7. Between scene changes of Shakespeare’s plays, a pipe and tabor (a type of drum) would be played to entertain the audience. 8. Usually just one person would play both instruments; this task required a good amount of coordination.

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

EXERCISE 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. I found myself soaking wet

2. the moon cast its light onto our terrace

3. the report is very well written
4. Jodi couldn't get to sleep

5. Gillian phoned her colleagues

6. some jellies are sweet

7. both Andrea and Katie sewed their own dresses

8. eight-track tapes and audiocassettes were once common in cars

9. James bought a tee-shirt

10. the flight attendant gave out blankets

EXERCISE 3

Using Different Sentence Structures in Your Writing

A memorandum is a short business communication often sent between coworkers to share important information. Write a memorandum to your family, teammates, teachers, or fellow students to advise them about an important change you want to make in your habits, plans, or schedule. In your memorandum, use a variety of simple, compound, complex, and compound-complex sentences. Use your own paper for this exercise.
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 *tree* in the backyard *sways* with the breeze. (*tree sways, singular*)
- The *governor*, along with his family, *watches* the parade. (*governor watches, singular*)
- The *kids* in the neighborhood *play* baseball each night. (*kids play, plural*)
- The *characters* in the movie *are* not very interesting. (*characters are, plural*)

However, in some cases the object of a prepositional phrase determines the number of the verb.

**Examples**

- Some of the *pizza* was burned in the oven.
- Some of the *pizzas* were burned in the oven.

Compound Subjects

Use a plural verb with most compound subjects connected by *and*.

**Examples**

- Charlotte and her boss *review* the budget once a month.
- Otters, beavers, and alligators *live* near bodies of water.

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**

- Bacon and eggs *remains* a popular choice for breakfast. (one selection)
- Breaking and entering *is* a criminal offense. (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 a compound subject formed from plural nouns or pronouns.

**Examples**

- *singular* Neither Kyle nor Kelsey *understands* the assignment.
- Either the car or the truck *leaks* oil.
Either strawberries or peaches are available for dessert. Neither the football players nor the cheerleaders need to attend the assembly.

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 Julie or her brothers sell tickets for the band concert. (brothers sell, plural)
Neither the poppies nor the cherry tree is in bloom yet. (tree is, singular)

**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 enjoys ice cream on a hot day. (everyone enjoys, singular)
Something squeaks when you start the car. (something squeaks, singular)

Some indefinite pronouns are always plural and take plural verbs: several, both, few, many.

EXAMPLES
Many of the fish are in the pond, but few are trout. (many are, few are, plural)
Several leap out of the water near our boat. (several leap, plural)

Some indefinite pronouns can be either singular or plural, depending on their use: 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
Some of the yard is shaded. (Some refers to a portion of the yard and is therefore singular.)
Some of the birds fly south for winter. (Some refers to multiple birds 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 inside the refrigerator are seven bottles of water. (bottles are, plural)
There is the plane you will be taking on your trip. (plane is, singular)
Where were the keys you lost yesterday? (keys were, plural)
There are five boxes and an envelope for you to mail. (boxes and envelope are, plural)
**Exercise 1**

**Identifying Problems with Subject-Verb Agreement**

Write the correct verb form in parentheses that agrees in number with the subject of the sentence.

1. The captain, along with two of his sailors, (walks, walk) along the pier.

2. On Tuesday the ships in the fleet (sails, sail) west toward Asia.

3. The sailors on the flagship (waves, wave) as their vessel leaves the harbor.

4. The battleships (steams, steam) ahead of the other ships that (is, are) supporting them on this voyage.

5. An island off in the distance (looks, look) like a dot on the horizon.

6. The sailors and their families (writes, write) letters to each other while the fleet (is, are) out at sea.

7. Hawaii, the Philippines, Japan, and Singapore (was, were) locations that the captain had visited in his previous voyage.

8. While steaming across the ocean, the formation of the ships (forms, form) a V-shaped pattern.

9. Neither the captain nor the first mate (expects, expect) any difficulty on this voyage.

10. Nobody who (knows, know) the captain (worries, worry) about the fate of the fleet.

**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. Your brother park his car in the shade whenever he can.  

2. A troll, along with three goblins, guard the bridge.

3. Those birds on the fence looks like they are having a meeting.

4. My sisters, as well as my brother, sing in the church choir.
5. I would like a cookie, but most of those in the jar is already stale.

6. Hal, Jerry, and Edgar travels to each road game played by the football team.

7. Most of the wooden fence is freshly painted.

8. Here in the yard sit your old lawnmower.

9. Either Brian or Robyn play on the team each week.

10. Down in the cellar were a puddle of water from the rain.

**EXERCISE 3**

**Using Correct Subject-Verb Agreement**

Some of the following clauses are singular, and some are plural. Write a sentence using each of the following five clauses. Then change each clause from singular to plural or from plural to singular, and write five new sentences.

1. cat climbs

________________________________________________________________________

________________________________________________________________________

2. freshly baked doughnuts are

________________________________________________________________________

________________________________________________________________________

3. neither Paulette nor Ralph understands

________________________________________________________________________

________________________________________________________________________

4. several were

________________________________________________________________________

________________________________________________________________________

5. wolves howl and yip

________________________________________________________________________

________________________________________________________________________
LESSON 39

Incorrect Use of Apostrophes

Use an apostrophe to replace letters that have been left out in a contraction.

**Examples**
that's = that is  aren't = are not  we'll = we will

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**
storm's damage  Chris's guitar  Max's spoon  jazz's history

**Plural Nouns**

Use an apostrophe and an 's to form the possessive of a plural noun that does not end in s.

**Examples**
geese's flight  women's conference  children's laughter

Use an apostrophe alone to form the possessive of a plural noun that ends in s.

**Examples**
dolphins' migration  wheels' hubcaps  jets' engines

Do not add an apostrophe or 's to possessive personal pronouns: mine, yours, his, hers, its, ours, or theirs. They already show ownership.

**Examples**
His homework is finished; mine is not done yet.
The red house on the corner is theirs.

**Exercise 1**

Identifying Problems with Apostrophes

Choose the word in parentheses that represents the correct use of an apostrophe.

1. The (schools', school's) principals gathered for a meeting.
2. Is that red mitten under the chair (yours, your’s)?

3. I saw the (albatross’s, albatross’s) nests on my hiking trip.

4. The oil (refineries’, refineries’s) production for this year was down.

5. I (won’t, won’t) feed the cat if (she’s, she is) not hungry.

6. The (axes’, axe’s) handle dangerously snapped off the blade.

7. Wilma usually cleaned the (horses’, horses’s) stalls every Saturday.

8. (That’s, That’s) a good way to find out if the keys are (hers, her’s).

9. The (mice’s, mice’s) tails were caught in the traps.

10. A (tomato’s, tomatoes’) flavor is best right after (its, it’s) picked.

**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. Tess’ bicycle was more expensive than Charlies’ used car.

2. There isn’t time for a song if were to make it to the restaurant on time.

3. It’s anybody’s guess when our uncle will arrive.

4. Three teams managers met with the commissioner today.

5. His discarded books will become somebody’s treasure.

6. Yesterday the children’s report cards were distributed.
7. Your roses thorns are especially sharp this year.

8. I believe that’s the last time we’ll visit with the Smiths.

9. Mother found the cherries stems underneath the kitchen table.

10. Chris’ pet lizard ran into the women’s locker room.

**EXERCISE 3**

**Using Apostrophes Correctly**

Write two sentences for 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. goat

2. man

3. duchess

4. fairy

5. box
6. child

7. player

8. prairie

9. quill

10. cheese
LESSON 40

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 phrase has nothing to modify. The sentence says that a spider was reading.

EXAMPLE
Reading in his rocking chair, a spider was spotted on the wall.

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
Reading in his rocking chair, he spotted a spider on the wall.
While Frank was reading in his rocking chair, he spotted a spider on the wall.

A misplaced modifier is located too far from the word it should modify.

EXAMPLE
Jennifer arrived home after the two-week training session on Friday.

You can revise a misplaced modifier by moving it closer to the word it modifies.

EXAMPLES
Jennifer arrived home on Friday after the two-week training session.
On Friday Jennifer arrived home after the two-week training session.

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. A blue porcelain vase is sitting on the table with flowers inside it.

_____ 2. A bird crashed into the newly washed window as we opened the curtain with a loud splat.

_____ 3. There is a speedboat on the lake with a loud motor.

_____ 4. Climbing into the car, the envelope was seen on the dashboard.
5. We saw the large rock beside the waterfall with ancient carvings on it.
6. When boarding the aircraft, the watch alarm went off.
7. To start a fire, the wood needs to be dry.
8. Stomping out of the room, the windows rattled.
9. The emergency team raced to the scene in an ambulance, which was already secured by police.
10. Shawn found a penny on the sidewalk that was minted in 1922.

**Exercise 2**

**Correcting Dangling and Misplaced Modifiers**

Revise the sentences in Exercise 1 so that the modifiers are placed 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 rabbits hopped into the vegetable garden.
2. Andy decided to go home early.

3. Steam rose from the hood of the car.

4. The bridge collapsed into the river.

5. Pronounce every word clearly.

6. That's nice of you to set the table.

7. The song's lyrics were difficult to understand.

8. I suddenly found myself lost on a long, winding road.

9. She saw herself in the reflection of the window.

10. The soldiers took cover in the trench.
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 The path climbed up from the creek bed, and the foliage changes dramatically. (The past tense verb climbed is not consistent with the present tense verb changes.)
consistent The path climbed up from the creek bed, and the foliage changed dramatically. (Both verbs—climbed and changed—are in the past tense.)

EXERCISE 1
Correcting Inconsistent Verb Tense

Rewrite each sentence to correct the verb tense changes.

1. Theaters were often located on the outskirts of the city and are routinely shut down because of outbreaks of plague.

2. City officials also arrest actors as vagabonds or shut down theaters because of objections to the content of the plays.

3. Only by earning the support of a wealthy patron could a theater troupe have survived.

4. Queen Elizabeth I was a great patron of the theater and help it to flourish.
5. James Burbage built the first permanent theater in England, and Shakespeare performs some of his early plays there.

6. The Globe was the theater where most of Shakespeare’s plays are performed.

7. The theater had eight sides, and the stage jut into the center of the open area in the middle.

8. Poor theatergoers paid a penny apiece for admission and stand around three sides of the stage.

9. Wealthier playgoers could pay an additional penny or two and sat in one of the three galleries set in the walls of the theater.

10. Two pillars support a canopy that partially covered the stage.

**EXERCISE 2**

**Using Consistent Verb Tense**

Write a short paragraph about a trip you took in the past or about a trip you would like to take in the future. Make sure that you use consistent verb tenses throughout your paragraph.
LESSON 42

Commonly Misused Words

The following pages contain an alphabetical list of words and phrases that often cause usage problems.

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<tr>
<th>Words/Phrases</th>
<th>Correct Use</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>a, an</td>
<td>Use a before words beginning with a consonant sound. Use an before words beginning with a vowel sound, including a silent h.</td>
<td>While walking in the woods, Jonah saw a coyote. An orangutan has a shaggy, reddish brown coat and very long arms. It is hard to find an honest politician in this town.</td>
</tr>
<tr>
<td>accept, except</td>
<td>Accept is a verb meaning &quot;to receive willingly&quot; or &quot;to agree.&quot; Except is a preposition that means &quot;leaving out&quot; or &quot;but.&quot;</td>
<td>I wish you would accept this token of my appreciation. Everyone has apologized for the misunderstanding except the mayor.</td>
</tr>
<tr>
<td>affect, effect</td>
<td>Affect is a verb that means &quot;to influence.&quot; The noun effect means &quot;the result of an action.&quot; The verb effect means &quot;to cause&quot; or &quot;to bring about.&quot;</td>
<td>You can't let the audience affect your concentration. We saw the effect of last night's storm throughout the town. Peter will effect 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: I ain't going to study English this semester. standard: I am not going to study English this semester.</td>
</tr>
<tr>
<td>all ready, already</td>
<td>All ready means &quot;entirely ready or prepared.&quot; Already means &quot;previously.&quot;</td>
<td>Speaking with each team member, I determined that they were all ready to play. Sandy already finished her homework before soccer practice.</td>
</tr>
<tr>
<td>all right</td>
<td>All right means &quot;satisfactory,&quot; &quot;unhurt,&quot; &quot;correct,&quot; or &quot;yes, very well.&quot; The word alright is not acceptable in formal written English.</td>
<td>All right, let's begin the meeting. Is your ill father going to be all right?</td>
</tr>
<tr>
<td><strong>Words/Phrases</strong></td>
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</tr>
<tr>
<td>------------------------------------------</td>
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<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>a lot</strong></td>
<td><em>A lot means “a great number or amount” and should be written as two words. Because it is imprecise, you should avoid using it except in informal usage. A lot is not standard English.</em></td>
<td><strong>We found a lot</strong> of seashells on the beach.                                                            <strong>Your brother had a lot</strong> of help planning the surprise party.</td>
</tr>
<tr>
<td><strong>altogether, all together</strong></td>
<td><em>Altogether is an adverb meaning “thoroughly.” Something done all together is done as a group or mass.</em></td>
<td><strong>He was altogether</strong> embarrassed after tripping on the sidewalk.                                          <strong>The family members were all together</strong> when they heard the good news.</td>
</tr>
<tr>
<td><strong>anywheres, everywheres, somewheres, nowhere</strong></td>
<td><em>Use these words and others like them without the s: anywhere, everywhere, somewhere, nowhere.</em></td>
<td><strong>The little gray dog was nowhere</strong> to be found.                                                             <strong>Yolanda never goes anywhere</strong> without her cell phone.</td>
</tr>
<tr>
<td><strong>at</strong></td>
<td><em>Don’t use this word after where.</em></td>
<td><strong>Where</strong> are your brothers hiding?</td>
</tr>
<tr>
<td><strong>bad, badly</strong></td>
<td><em>Bad is an adjective, and badly is an adverb. Use bad after linking verbs.</em></td>
<td><strong>I developed a bad</strong> cold after shoveling the heavy, wet snow.                                             <strong>Tom feels bad</strong> about losing your favorite CD. <strong>We badly</strong> need to find another relief pitcher.</td>
</tr>
<tr>
<td><strong>beside, besides</strong></td>
<td><em>Beside means “next to.” Besides means “in addition to.” Besides can also be an adverb meaning “moreover.”</em></td>
<td><strong>The yellow plant is sitting beside</strong> the purple vase.                                                      <strong>I bought socks and shoes, besides</strong> a new shirt and jacket. <strong>There is nothing worth watching on TV tonight, besides</strong>, I have to study for a test.</td>
</tr>
<tr>
<td><strong>between, among</strong></td>
<td><em>Use between when referring to two people or things. Use among when you are discussing three or more people or things.</em></td>
<td><strong>While on vacation, I divided my time between Paris and Brussels.</strong>                                          <strong>The thoughtful pirate divided the loot among his shipmates.</strong></td>
</tr>
</tbody>
</table>
| **bring, take**                           | *Use bring when you mean “to carry to.” It refers to movement toward the speaker. Use take when you mean “to carry away.” It refers to movement away from the speaker.* | **Please bring** your backpack to me. **Don’t forget to take** the garbage out to the curb tonight. **
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<tbody>
<tr>
<td>bust, busted</td>
<td>Do not use these nonstandard words as verbs to substitute for break or burst.</td>
<td>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.</td>
</tr>
<tr>
<td>can, may</td>
<td>The word can means “able to do something.” The word may is used to ask or give permission.</td>
<td>Can you speak a foreign language? You may borrow my red sweater.</td>
</tr>
<tr>
<td>choose, chose</td>
<td>Choose is the present tense, and chose is the past tense.</td>
<td>I choose to start work at 6:00 a.m. each day. Randy chose to quit his job after working only three days.</td>
</tr>
<tr>
<td>could of</td>
<td>Use the helping verb have (which may sound like of) with could, might, must, should, ought, and would.</td>
<td>nonstandard: We could of won the game in overtime. standard: We could have won the game in overtime.</td>
</tr>
<tr>
<td>doesn’t, don’t</td>
<td>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.</td>
<td>Jason doesn’t know what to make for lunch. We don’t answer the phone during dinner.</td>
</tr>
<tr>
<td>farther, further</td>
<td>Use farther to refer to physical distance. Use further to refer to greater extent in time or degree or to mean “additional.”</td>
<td>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.</td>
</tr>
<tr>
<td>fewer, less</td>
<td>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.”</td>
<td>I see fewer fans coming out to the ballpark each year. Jasmine has more experience and thus needs less training than Phil.</td>
</tr>
<tr>
<td>good, well</td>
<td>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.”</td>
<td>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.</td>
</tr>
<tr>
<td>Words/Phrases</td>
<td>Correct Use</td>
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<td>--------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| had ought, hadn't ought | The verb *ought* should not be used with the helping verb *had.* | *nonstandard:* Ted had ought to find another route into town.  
She hadn't ought to climb that tree.  
*standard:* Ted *ought* to find another route into town.  
She *ought* not to climb that tree. |
| hardly, scarcely | Since both of these words have negative meanings, do not use them with other negative words such as *not, no, nothing,* and *none.* | *nonstandard:* That music is so loud I can't hardly hear myself think.  
Shane hadn't scarcely enough gas to make it back home.  
*standard:* That music is so loud I can *hardly* hear myself think.  
Shane had *scarcely* enough gas to make it back home. |
| he, she, they | Do not use these pronouns after a noun. This error is called a double subject. | *nonstandard:* Jed's brother he is a famous actor.  
*standard:* Jed's brother is a famous actor. |
| hisself, theirselves | These are incorrect forms. Use *himself* and *themselves.* | *nonstandard:* Paul talks to hisself when mowing the lawn.  
The panel talked among theirselves about the Holy Roman Empire.  
*standard:* Paul talks to *himself* when mowing the lawn.  
The panel talked among *themselves* about the Holy Roman Empire. |
| how come | In formal English, do not use *how come* in place of *why.* | *informal:* How come Juliet dies?  
*formal:* Why does Juliet die |
| in, into | Use *in* to mean “within” or “inside.” Use *into* to suggest movement toward the inside from the outside. | The children were *in* the kitchen.  
The children raced *into* the kitchen. |
| its, it's | *Its* is a possessive pronoun. *It's* is the contraction for *it is.* | The radio station held *its* annual fundraiser.  
*It's* too late tonight to start another game. |
| kind, sort, type | Use *this* or *that* to modify the singular nouns *kind, sort,* and *type.* Use *these* and *those* to modify the plural nouns *kinds, sorts,* and *types.* *Kind* should be singular when the object of the preposition following it is singular. It should be plural when the object of the preposition is plural. | This *kind* of ice cream is my favorite.  
These *types* of problems are difficult to solve. |
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</thead>
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<tr>
<td>kind of, sort of</td>
<td>In formal English, do not use these terms to mean “somewhat” or “rather.”</td>
<td>informal: He feels kind of sluggish today. formal: He feels rather sluggish today.</td>
</tr>
<tr>
<td>lay, lie</td>
<td>Lay means “to put” or “to place.” Lay usually takes a direct object. Lie means “to rest” or “to be in a lying position.” Lie does not take a direct object. (Note that the past tense of lie is lay.)</td>
<td>Please lay the blanket on the bed. I laid the blanket on the bed. Lie down on the bed and take a nap. Mary lay down on the bed and took a nap.</td>
</tr>
<tr>
<td>learn, teach</td>
<td>Learn means “to gain knowledge.” Teach means “to give knowledge.” Do not use them interchangeably.</td>
<td>Betty took lessons to learn how to fly a small airplane. I would like to find someone to teach me how to sew.</td>
</tr>
<tr>
<td>like, as</td>
<td>Like is usually a preposition followed by an object. It generally means “similar to.” As, as if, and as though are conjunctions used to introduce subordinate clauses. As is occasionally a preposition: He worked as a farmer.</td>
<td>The alligator was motionless, like a rock on the riverbank. The spider spun its web as the unsuspecting fly flew into the silky trap. Roger looks as though he’s not feeling well.</td>
</tr>
<tr>
<td>of</td>
<td>This word is unnecessary after the prepositions inside, outside, and off.</td>
<td>The feather pillow slid off the bed. People gathered outside the stadium before the game. Please put the chattering parrot inside its cage.</td>
</tr>
<tr>
<td>precede, proceed</td>
<td>Precede means “to go or come before.” Proceed means “to go forward.”</td>
<td>The calf-roping competition will precede the bull-riding event. If you hear the alarm, proceed down the stairs and out the exit.</td>
</tr>
<tr>
<td>quiet, quite</td>
<td>Although these words sound alike, they have different meanings. Quiet is an adjective that means “making little or no noise”; quite is an adverb meaning “positively” or “completely.”</td>
<td>The house became quiet after the baby finally fell asleep. Unfortunately, our bill for the car repairs was quite large.</td>
</tr>
<tr>
<td>real, really</td>
<td>Real is an adjective meaning “actual.” Really is an adverb meaning “actually” or “genuinely.” Do not use real to mean “very” or “extremely.”</td>
<td>The table is very sturdy because it is made of real oak. Heather was really (not real) excited about trying out for the play.</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>reason...because</td>
<td>Reason is because is both wordy and redundant. Use reason is that or simply because.</td>
<td>nonstandard: The reason I am in a good mood is because today is Friday. standard: The reason for my good mood is that it is Friday. The reason for my good mood is today is Friday. I am in a good mood because today is Friday.</td>
</tr>
<tr>
<td>regardless, irregardless</td>
<td>Use regardless, unmindful, heedless, or anyway. Irregardless is a double negative and should not be used.</td>
<td>nonstandard: Irregardless of the rain, the concert will still be held as scheduled. standard: Regardless of the rain, the concert will still be held as scheduled.</td>
</tr>
<tr>
<td>rise, raise</td>
<td>Rise is an intransitive verb that means “to move upward.” It is an irregular verb that does not take a direct object. Raise 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 rises and sets every day. Perry raised his hand to ask a question.</td>
</tr>
<tr>
<td>scratch, itch</td>
<td>Scratch means “to scrape lightly to relieve itching.” Itch means “to feel a tingling of the skin, with the desire to scratch.”</td>
<td>Please do not scratch the mosquito bites. The mosquito bites on my leg still itch.</td>
</tr>
<tr>
<td>set, sit</td>
<td>Set is a transitive verb meaning “to place something.” It takes a direct object. Sit is an intransitive verb meaning “to rest in an upright position.” It does not take a direct object.</td>
<td>Please set the pitcher of milk on the table. Let’s sit outside on the back deck.</td>
</tr>
<tr>
<td>some, somewhat</td>
<td>Some is an adjective meaning “a certain unspecified quantity.” Somewhat is an adverb meaning “slightly.” Do not use some as an adverb.</td>
<td>nonstandard: The pressure on her schedule has eased some. standard: The pressure on her schedule has eased somewhat. I need to find some index cards before starting my report.</td>
</tr>
<tr>
<td>than, then</td>
<td>Than is a conjunction used in comparisons. Then is an adverb that shows a sequence of events.</td>
<td>Hank’s lawn is greener than Dale’s lawn is. We went to the post office and then drove to the mall.</td>
</tr>
<tr>
<td>that</td>
<td>That 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 that when it introduces an essential clause.</td>
<td>The tree that fell in the storm was more than one hundred years old. An automobile that never needs repairs is rare.</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>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: This is the best coffee shop in town. That 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: Try to find the umbrella before you leave.</td>
</tr>
<tr>
<td>use to, used to</td>
<td>Be sure to add the –d to <em>use</em> to form the past form or 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>when, where</td>
<td>When you define a word, don’t use <em>when</em> or <em>where</em>.</td>
<td>nonstandard: A perfect game is when a bowler throws twelve strikes, resulting in a score of 300. standard: A perfect game is twelve strikes, resulting in a score of 300.</td>
</tr>
<tr>
<td>where, that</td>
<td>Do not use <em>where</em> to mean “that.”</td>
<td>nonstandard: I read where school will start a week earlier in August. standard: I read that school will start a week earlier in August.</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>which, that, who, whom</td>
<td><em>Which</em> is used to refer only to things. Use it to introduce nonessential, or nonrestrictive, clauses that refer to things or to groups of people. Use a comma before <em>which</em> when it introduces a nonessential clause.</td>
<td>Our garage, <em>which</em> was built last year, is already showing signs of wear. The panel, <em>which</em> was assembled to discuss the election, will publish its conclusions.</td>
</tr>
<tr>
<td>who, whom</td>
<td><em>Who</em> or <em>whom</em> is used to refer only to people. Use <em>who</em> or <em>whom</em> to introduce essential and nonessential clauses. Use a comma only when the pronoun introduces a nonessential clause.</td>
<td>Lyle is the man <em>who</em> rescued us from the fire. Abraham Lincoln, <em>whom</em> many admired, issued the Emancipation Proclamation.</td>
</tr>
<tr>
<td>who’s, whose</td>
<td><em>Who’s</em> is a contraction for <em>who is</em> or <em>who has</em>. <em>Whose</em> is the possessive form of <em>who</em>.</td>
<td><em>Who’s</em> going to make dinner tonight? <em>Whose</em> pig is running loose in my garden?</td>
</tr>
<tr>
<td>without, unless</td>
<td>Do not use the preposition <em>without</em> in place of the conjunction <em>unless</em>.</td>
<td>nonstandard: I am not leaving without I have your endorsement. standard: I am not leaving <em>without</em> your endorsement. I am not leaving <em>unless</em> I have your endorsement.</td>
</tr>
<tr>
<td>your, you’re</td>
<td><em>Your</em> is a possessive pronoun. <em>You’re</em> is a contraction for the words <em>you are</em>.</td>
<td>Ron repaired <em>your</em> leaky kitchen faucet. <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. The students in the class are (already, all ready) for the final exam.

2. Most of our staff will not be (affected, effected) by the latest round of budget cuts.

3. (Its, It’s) important to make sure the puppy gets (its, it’s) necessary exercise.

4. All of the cast members were present to (accept, except) the award (accept, except) Matt, who had a cold.

5. My hope is that the boss will (rise, raise) from her chair and announce that she is going to (rise, raise) all of our salaries.

6. Jenny and Jim haven’t (quite, quiet) decided when they’ll move.

7. I don’t think (they’re, their) going to want to loan (there, their) car to you.

8. After you (sit, set) that bottle on the table, you may (sit, set) anywhere you like.

9. I remember when it (use, used) to cost less than a dollar to rent a (use, used) boat.

10. If (your, you’re) bid is lower (then, than) mine, (then, than) you will probably get the job.

11. The retired farmer divided his land (between, among) his two sons.

12. Bryan, (whose, who’s) book was just published, wonders (whose, who’s) going to read it.

13. Maria suddenly stopped talking and looked (like, as if) she might faint.

14. Jamie counted (fewer, less) birds at the feeder than she did yesterday.

15. The children (doesn’t, don’t) usually enjoy (them, those) kinds of games.

16. From our house it is only a short (way, ways) to the ice cream shop.
17. Please remember to (bring, take) the coupons with you to the grocery store.

18. Gina was never (learned, taught) how to play the piano, although she (learned, taught) how to play (a, an) harmonica at an early age.

19. You (had ought, ought) to buy a new pair of shoes for this event.

20. We searched (everywhere, everywheres) but could not find a tenor who could sing very (good, well).

21. Randy (busted, broke) the window with an errant baseball pitch.

22. After the crash, we all ran (outside, outside of) the house to see what had happened.

23. Will the new chair fit (beside, besides) the fireplace?

24. You (should of, should have) called me before you left town.

25. If we saw the movie first, we (would hardly, wouldn't hardly) have time to make our dinner reservation.

**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. Inside of the forest, shafts of light filtered through the ancient trees.

2. They will not be moving this summer unless they can sell their house.

3. Will you try and find out who is playing in tonight's game?

4. This here baseball glove was once used by Ty Cobb.

5. I can see alot of advantages to having the party outside.
6. The temperature and humidity lowered some after the storm.

7. Ben is a real good chess player.

8. Jonathon took it upon hisself to untangle the fishing nylon.

9. Do you think it’s alright to call after 9:00 in the evening?

10. A numeral is when a symbol is used to represent a number.

11. I could of solved the mystery with the help of a few more clues.

12. Our team can win today regardless of the odds.

13. How come the experiment failed?

14. Ed feels so badly about missing your graduation ceremony.

15. The car which was on sale for ninety dollars does not have an engine.

16. You seem kind of upset today.

17. The reason we are early is because we forgot the time of the meeting.

18. My sister she faces an uphill battle in her quest to win the Wimbledon tournament.

19. Where will the team be staying at in Detroit?
20. Rover darted into the barnyard, raising a ruckus among the chickens.

21. We will discuss the vacation plans farther after dinner.

22. My brother itched the red rash on his arm.

23. This apple pie is tastier than the one you made last week.

24. I read where the owners of the Cardinals might move their baseball team to Illinois.

25. We have less members who volunteer their time on weekends.

**EXERCISE 3**

**Using Commonly Misused Words**

Write an original sentence using each of the following groups of words correctly.

1. among the three friends

2. besides us

3. as if

4. an effect

5. can't accept

6. already left
7. between the two problems

8. swings badly

9. take

10. beside Maria

11. except for

12. all ready for the exam

13. will affect our choices

14. like a snake

15. feeling well

16. much farther

17. then

18. take an umbrella

19. more than enough

20. smells good
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 The weather forecast predicts rain tonight.
imperative sentence Please remember to call your grandmother.
interrogative sentence May I have another serving of spaghetti?
exclamatory sentence Hey, be careful!

A declarative sentence makes a statement and ends with a period.

EXAMPLE
Wildfires have destroyed thousands of acres of woodlands.

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) Remind me to take out the garbage.
(You) Stop making that noise!

An interrogative sentence asks a question. It ends with a question mark.

EXAMPLE
What flowers are blooming in your garden?

An exclamatory sentence expresses strong feeling and ends with an exclamation point.

EXAMPLES
You look great in that new suit!
What an amazing idea that is!

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.

Abbreviations

Use a period at the end of most abbreviations and initials. An abbreviation is a shortened form of a word or phrase. (Learn more about abbreviations in Unit 16, pages 419–422.)
**Personal Names**

Use a period at the end of an abbreviated given name.

**EXAMPLES**
N. Scott Momaday, W. W. Jacobs, Ursula K. Le Guin

**Titles**

Use a period after abbreviated social and professional titles and degrees.

**EXAMPLES**
Mr. Bruce Webber, Mrs. Harriet Cline, Ms. Steinem, Dr. Duvall
Sen. Kirsten Gillibrand, Gov. George Pataki, Capt. Horatio Hornblower, Prof. Klaus

**Business Names**

Use a period after abbreviated business names.

**EXAMPLES**
Tip Top Roofing Co., Green Bros. Landscaping, Gigantic Corp.

**Addresses**

Use a period after abbreviated addresses.

**EXAMPLES**
Oak Dr., Grand Blvd., Main St., Kennedy Pkwy., Prudential Bldg.

**Geographical Terms**

Use a period after abbreviated geographical terms when you’re using the abbreviated terms in notes, tables, and bibliographies.

**EXAMPLES**
Kensington, Conn., San Francisco, Calif., Canberra, Aus.

**Time**

Use a period after abbreviations for time and date designations in notes, tables, and footnotes.

**EXAMPLES**
6:30 a.m., 9:00 p.m., 2 hrs. 15 min., Thurs. morning, Jan. 20, 21st cent.

When names of months and days appear in regular text, however, do not abbreviate.

**EXAMPLES**
Our next student council meeting will be Thursday morning.
January 20 is usually the date of the presidential inauguration.
Many more medical advances will be made in the twenty-first century.

Units of Measurement

Use a period after abbreviations of units of measurement used in tables and notes.

EXAMPLES
3 tbsp. olive oil
1/2 c. peanut butter
8 oz. milk
5 ft. 4 in.
20 lbs.

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
My garden measures thirty feet by forty feet.
How many ounces are in a quart?
My father needs to lose ten 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     MN, WI, IA, NE, CA, NY
compass points        N, NW, S, SE

Do not use periods with acronyms or with initialisms, abbreviations pronounced letter by letter. Capitalize all the letters, but use no periods.

EXAMPLES
North Atlantic Treaty Organization  NATO
Mothers Against Drunk Driving       MADD
Federal Bureau of Investigation     FBI
International Business Machines     IBM
National Football League            NFL

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
EXERCISE 1
Identifying Sentence Purposes in Literature

Identify each numbered sentence or sentence fragment in the following literature passage as declarative, interrogative, imperative, or exclamatory. Write your answers on the corresponding lines below.

1. "What star-like eyes are these; what smooth skin! 2. That forehead, that jaw, that gorgeous flowing hair! 3. Who are you? 4. Draw near to me!" 5. He reached his hands to the water but the reflected image disintegrated. 6. He waited for it to reappear. 7. "Only the surface of these waters parts us. 8. No fortress gates nor city walls; no long rocky highway, no impenetrable forest nor unclimbable mountain stands between us. 9. Yet I cannot reach you! 10. How can this be?" 11. He cried to the endless skies, "How is it that when I find my love his very nearness keeps us far apart?" 12. But there was no answer.

from “Echo and Narcissus,” page 436
Retold by Walker Brents

1. ___________________________ 7. ___________________________
2. ___________________________ 8. ___________________________
3. ___________________________ 9. ___________________________
4. ___________________________ 10. ___________________________
5. ___________________________ 11. ___________________________
6. ___________________________ 12. ___________________________

EXERCISE 2
Understanding End Marks

Punctuate the end of each of the sentences with the correct punctuation mark—a period, question mark, or exclamation point.

1. Wow, he really has a high opinion of himself
2. Have you noticed there are few truly humble people
3. Narcissus asked his reflection why they were kept apart
4. The reflective surface of the water acted like a mirror
5. Why doesn’t Narcissus understand that he is looking at his own reflection
6. What gorgeous, flowing hair he has
7. Nymphs play an important role in the myth of Narcissus
8. The term *narcissism* refers to an extreme self-absorption or egoism.

9. Did you know that the daffodil is a kind of *Narcissus*.

10. Is physical appearance as important as other aspects, such as personality or intellectual qualities.

**EXERCISE 3**

**Correcting Punctuation of End Marks and Abbreviations**

Rewrite each of the following sentences, correcting any errors or omissions in the punctuation of end marks and abbreviations.

1. Beware—enter at your own risk.

2. Aren’t you going to compete on the swim team this year.

3. The Roman empire was very strong during the first century AD!

4. Have you read any essays written by E B White!

5. This is our new address: 4012 Rodeo Rd, Davenport, I.A. 52806.

6. “Who Am I This Time!” is a short story by Kurt Vonnegut Jr.

7. Were any of the employees still in the bldg?

8. “Le Bore, Ltd” is printed at the top of the company’s letterhead.

9. Did you know that Lt Gov Phillips is running for reelection.

10. Mrs Markson has an appt at 9 a.m. with Dr Jacobs!
EXERCISE 4

Using End Marks in Your Writing

Write a set of highly detailed directions to help your friends locate a treasure you’ve hidden someplace in your town. Use correctly punctuated abbreviations to note geographical locations, street names, and buildings that your friends will need to find the treasure. Use sentences that end with 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 when they 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** The magician's costume included a **scarf**, **hat**, and **wand**.

**phrases in a series** After the magician **waved his wand**, **tapped the hat**, and **snapped his fingers**, a rabbit jumped out of the hat.

**clauses in a series** The audience did not know **where the rabbit was hiding**, **when it would appear**, or **how it was kept hidden**.

Use commas when you combine sentences using **and**, **but**, or **or**, **yet**, **so**, or **for**. Place the comma before these words.

**EXAMPLES**

An infestation of beetles threatened the summer squash and zucchini crops, **yet** the sturdy plants thrived.

I’ll apply an organic insecticide, **or** I’ll ignore the garden pest problem.

Use a comma after an introductory word, phrase, or clause.

**EXAMPLES**

Surprisingly, fashions from the 1970s are making a comeback.

Frayed and tight-fitting, denim bellbottoms remain a fashion hit.

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**

Harpers Ferry, a town in northeastern West Virginia, was the site of John Brown's raid in 1859.

The violent raid, however, frightened people in the North and South.

An abolitionist leader, Brown was captured during the raid and later executed.

Use a comma between two or more adjectives that modify the same noun and that could be joined by **and**.

**EXAMPLES**

A warm, **[and]** spicy aroma enticed us to enter the kitchen.
Steaming bowls of chili satisfied the tired, [and] hungry travelers.

Use commas to set off names used in direct address.

**EXAMPLES**
Olivia, the zinnias and daisies need to be watered.
Please remember to turn off the back porch light, John.

Use commas to separate the day and the year. Do not use a comma between the month and the day or between the month and the year.

**EXAMPLES**
The United States Stock Exchange collapsed on October 28, 1929.
The stock market crash in October 1929 precipitated a severe economic crisis.

Use commas to separate items in addresses. Do not use a comma between the state and the ZIP Code.

**EXAMPLES**
Jacob and Wilhelm Grimm were born at Hanau in Hasse-Kassel, Germany.
My brother will be moving to 1960 Jasmine Avenue, Liberty, Missouri 64068.

Do not use unnecessary commas. Too many commas can make a sentence’s meaning unclear and the style choppy.

**EXAMPLES**

confusing  Tonight, after dinner, my sister, Sarah, and I went to see the new movie, a romantic comedy, playing at the multiscreen cinema.

clear  Tonight after dinner, my sister Sarah and I went to see the new movie, a romantic comedy, playing at the multiscreen cinema.

**EXERCISE 1**

**Identifying Commas in Literature**

Identify the use of commas in each numbered sentence of the literature passage below as one of the following: series, combining sentences, modifiers, interrupter, or introductory phrase or clause. Write your answers on the lines below.

On the shore of a silver-blue lake the bird met a man carrying a wooden cage.

1 Before the little bird could think twice, he had been imprisoned in the cage and transported to a large city. There the cage was placed in a bazaar. 2 Many people passed, laying down coins in payment for viewing the bird, and though they praised him, calling him a bird of rare beauty, his small heart ached with loneliness. 3 At last a kind young man, seeing the plight of the bird, took pity upon it and set it free. 4 After flying for many days, across land and water, it came upon the spot where its mother and father sat, mourning their lost child. 5 Following a joyful reunion, the three set off together through the clear blue sky.

*from “The Golden Lamb” page 462*

Jean Russell Larson
Exercise 2
Correcting Comma Use

Rewrite the following sentences so that they are correctly punctuated with commas.

1. Jean Russell Larson was born in Marshalltown, Iowa.

2. She received her undergraduate degree from Buena Vista University and she received her master's degree from Iowa State University.

3. A folk tale she tells "The Golden Lamb" first appeared in a collection called *Palace in Baghdad*.

4. However, a folk tale is a brief story passed by word of mouth.

5. Haboul Kerim and Zeid are the main characters in the folk tale.

6. All three worked for their payment a tiny lamb.

7. The men worked together but the golden lamb started an argument.
8. The caliph a Muslim political leader tells the men that whoever tells the best story will get the lamb.

9. The caliph throws the lamb in the air and three loaves of bread three cloaks and three pairs of sandals appear.

10. The men were greatly loved for they are wonderful storytellers.

**Exercise 3**

**Using Commas in Your Writing**

Write the introductory paragraph for a biography of your favorite author, providing background information and details that will be interesting to fellow fans. Be sure to use commas correctly in your paragraph.
LESSON 45

Semicolons and Colons

Semicolons

A **semicolon** joins two closely related independent clauses.

**EXAMPLE**

It was a beautiful summer morning; we took advantage of it by going on a picnic.

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 to combine two related independent clauses. A semicolon is a punctuation mark that also joins two closely related independent clauses. The semicolon can be used in place of the comma and the conjunction. Using a semicolon instead of a comma and a coordinating conjunction adds emphasis to the second clause. The semicolon signals a pause that is longer than a comma's pause but shorter than a period's.

**EXAMPLES**

- **two separate sentences**
  
  Marjory Stoneman Douglas was a pioneer conservationist. She formed a vigorous grassroots campaign to protect and restore the Everglades.

- **joined with semicolon**
  
  Marjory Stoneman Douglas was a pioneer conservationist; she formed a vigorous grassroots campaign to protect and restore the Everglades.

Use a semicolon between independent clauses joined by a conjunction if either clause contains commas.

**EXAMPLE**

Douglas was a writer, editor, publisher, and tireless advocate for the protection of the Everglades; and President Clinton awarded her the Medal of Freedom in 1993 for her work.

Use a semicolon between items in a series if the items contain commas.

**EXAMPLE**

Members of Friends of the Everglades wrote petitions; contacted local groups, political organizations, and governmental agencies; and gathered public support for the restoration of the Everglades.

Use a semicolon between independent clauses joined by a conjunctive adverb or a transitional phrase.
EXERCISE 1
Understanding Semicolons

Combine each pair of independent clauses by correctly placing a semicolon between them.

1. Destruction of the Everglades has directly affected the wildlife in fact, nearly 94 percent of the population of nestling wading birds has been reduced.

2. Saw grass, a leafy, toothed botanical form, stands tall and thick in the Everglades Marjory Stoneman Douglas describes it as a “fierce, ancient, cutting sedge.”

3. The movement to restore the Everglades grew stronger consequently, Congress passed the Water Resources and Development Act of 1996.

4. An ecosystem is a complex community of living and nonliving organisms that depend on one another for existence water, sunlight, plants, and wildlife are crucial elements of an ecosystem.

5. Ecologist Art Marshall developed a plan to restore the Everglades the plan is known as the Marshall Plan.

6. Drinking water, freshwater fisheries, and Everglades National Park were seriously endangered Florida’s natural resources needed to be restored and protected.
7. The Everglades start at Lake Okeechobee its name is an American Indian word meaning “Big Water.”

8. The wildlife population of the Everglades is highly diversified the American alligator, Florida panther, wood stork, West Indian manatee, and green sea turtle call the Everglades home.

9. Strong, arched mangrove trees stand in the swampy water their sinewy roots are like ancient, gnarly legs.

10. Friends of the Everglades wrote newsletters, printed a petition, and asked people for their support their plan to go “to the streets” proved highly effective.

**EXERCISE 2**

**Using Semicolons**

Each independent clause that follows is the first half of a sentence. Add a semicolon and a second independent clause as indicated in the directions. Make sure that your second thought is related to the first thought and can stand alone.

1. High school students participate in many different kinds of sports activities. (second independent clause)

2. Sailboats bobbed on the lake. (second independent clause containing commas)

3. Tornados occur frequently in the Midwest. (second independent clause with transitional phrase)

4. The football team gathered in the locker room at halftime. (second independent clause with items in a series)

5. Jamie has been my best friend since seventh grade. (second independent clause with conjunctive adverb)
6. Fundraising efforts raised only a small amount of money. (second independent clause with transitional phrase)

7. She stocked the refrigerator with all her favorite foods. (second independent clause with items in a series)

8. Malcolm’s entry in the science fair was highly sophisticated. (second independent clause with conjunctive adverb)

9. The forest fire burned with relentless intensity. (second independent clause)

10. Our neighbor is a kind, thoughtful person. (second independent clause with transitional phrase)

**Colons**

A **colon** is a punctuation mark that is used to mean “note what follows.”

Use a **colon** to introduce a list of items.

**EXAMPLES**

You should bring the following items: a tent, a sleeping bag, and a pillow.

Some of the main characters in the *Odyssey* are as follows: Odysseus, Athena, Penelope, and Telemachus.

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**

Homer’s, *Odyssey* begins with these lines:

Sing in me, Muse, and through me tell the story
of that man skilled in all ways of contending,
the wanderer, harried for years on end,
after he plundered the stronghold
on the proud height of Troy.

Nearly everyone recognizes this line by Shakespeare:
“All the world’s a stage.”

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 the element following the
colon consists of only one sentence, then it may begin with a lowercase letter.

EXAMPLES
For Odysseus and his crew, the passage between the high cliffs is full of danger: If they sail too
close to one side, the monster Scylla will devour them. However, if they sail too close to the other
side, Charybdis will swallow the entire ship.

Sam loves reading: he reads every spare moment of the day.

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
Our English class meets Tuesdays and Thursdays from 9:00 a.m. to 10:00 a.m.
Dear Angela: Thank you for your hard work on this project.
Ecclesiastes 3:1–8

Do not use a colon in the following situations: between a verb and its object(s),
between a preposition and its object(s), or after because or as.

EXAMPLES
between a verb and its object(s)
incorrect We need to buy: shoes, a backpack, and pencils.
correct These are things we need to buy: shoes, backpack, and pencils.

between a preposition and its object(s)
incorrect I have seen the play in: London, New York, and Chicago.
correct I have seen the play in the following cities: London, New York, and Chicago.

after because or as
incorrect The airline was extremely reliable because: they always arrived on time.
correct The airline was extremely reliable because they always arrived on time.

EXERCISE 3
Correcting Colons

Rewrite the following sentences by adding or deleting colons. Use capitalization
correctly. If colons in the sentence are used correctly, write correct.

1. You can contact the Frank Lloyd Wright Foundation at the following address
   P.O. Box 4430, Scottsdale, AZ 85261.
2. In your letter, request information for: development, upcoming events, and contributions.

3. The play began at 700 a.m. and ended shortly after 1000 a.m.

4. I wrote a letter to my coworker, which began, “Dear Luis Thank you for your hard work on this project.”

5. When baking cookies these ingredients are included butter, flour, and sugar.

6. The following passage comes from: Homer’s *Odyssey* Now Zeus the lord of cloud roused in the north/a storm against the ships, and driving veils/of squall moved down like night on land and sea.

7. Tyler’s favorite cars are Corvettes and Porsches.

8. The restaurant had three specialties hamburgers, a turkey sandwich, and salmon.

9. The playhouse’s curtain closes as these famous words are spoken “For never was a story of more woe / Than this of Juliet and her Romeo.”

10. Next semester I will take these courses algebra, English, and biology.

**EXERCISE 4**

**Using Colons in Your Writing**

Write a playbill for an upcoming stage production by your local theater guild or school dramatic club. Include such information as the title of the play, names of the actors and actresses, a brief synopsis of the play or a quote from a critic, date and time, and location. Try to use as many colons as you can in your playbill. Use your own sheet of paper for this exercise.
LESSON 46

Ellipsis Points and Italics

Ellipsis Points

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 first literature model. Then note how the underlined material is omitted and replaced with ellipsis points in the second model.

A long time ago there lived a King whose wisdom was noised abroad in all the country. Nothing remained long unknown to him, and it was as if the knowledge of hidden things was brought to him in the air. However, he had one curious custom. Every day at dinner, after the table had been cleared and every one gone away, a trusty servant had to bring in one other dish. But it was covered up, and the servant himself did not know what was in it, and no one else knew, for the King waited until he was quite alone before he uncovered it. This had gone on a long time, but at last there came a day when the servant could restrain his curiosity no longer, but as he was carrying the dish away he took it into his own room.

from “The White Snake,” page 454
Retold by Jacob and Wilhelm Grimm

A long time ago there lived a King whose wisdom was noised abroad in all the country. Nothing remained long unknown to him, and it was as if the knowledge of hidden things was brought to him in the air. ... Every day at dinner ... a trusty servant had to bring in one other dish. But it was covered up, and the servant himself did not know what was in it ... for the King waited until he was quite alone before he uncovered it. This had gone on a long time, but at last there came a day when the servant could restrain his curiosity no longer. ...

from “The White Snake,” page 454
Retold by Jacob and Wilhelm Grimm

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

... Every day at dinner, after the table had been cleared and every one gone away, a trusty servant had to bring in one other dish.
• If material is left out in the middle of a sentence, use three points with a space between each point.

**EXAMPLE**
But it was covered up . . . for the King waited until he was quite alone before he uncovered it.

• If material is left out at the end of a sentence, use an end mark after the ellipsis points.

**EXAMPLES**
Nothing remained long unknown to him, and it was as if the knowledge of hidden things was brought to him in the air . . . Every day at dinner, after the table had been cleared and every one gone away, a trusty servant had to bring in one other dish.

**EXERCISE 1**

**Understanding Ellipsis Points**

Rewrite each of the following sentences, correctly adding ellipsis points in place of the underlined material.

1. Every one pitied the handsome young man, **but they went**, and left him alone by the sea.

2. The ant-king had arrived in the night with his thousands of ants, **and the grateful creatures had picked up all the millet seed, and filled the sacks with great industry**.

3. **As soon as he had fastened the door securely**, he lifted the cover, and there he saw a white snake lying on the dish.

4. In his uneasiness and anxiety he went out into the courtyard, and began to consider what he could do **in so great a necessity**.
5. There sat the ducks by the running water and rested themselves, and plumed themselves with their flat bills, and held a comfortable chat.

6. She then slit up its neck and when it was opened the Queen's ring was found in its craw.

7. But the servant refused it, and only asked for a horse and money for travelling, for he had a fancy to see the world, and look about him a little.

8. The path led him through a wood, and there he saw a father-raven and mother-raven standing by their nest and throwing their young ones out.

9. The young man, when he saw the King's daughter, was so dazzled by her great beauty, that he forgot all danger, went to the King and offered himself as a wooer.

10. Full of joy the young man set off on his way home, and brought the golden apple to the King's beautiful daughter, who was without any further excuse.

from "The White Snake," page 454
Retold by Jacob and Wilhelm Grimm

**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. Use your own paper for this exercise.
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**

Italics

The book *Let Us Now Praise Famous Men* provides a starkly realistic portrait of life in the rural slums of the South during the Great Depression.

Underlining

The book *Let Us Now Praise Famous Men* provides a starkly realistic portrait of life in the rural slums of the South during the Great Depression.

- 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**

To Kill a Mockingbird; Silent Spring; Black Elk Speaks

**Plays**

The Tragedy of Romeo and Juliet; The Monsters Are Due on Maple Street

**Long Poems**

Metamorphoses; Odyssey

**Periodicals**

Sports Illustrated; Wall Street Journal; The Old Farmer's Almanac

**Works of Art**

The Acrobat; In the Sky; The Teacup

**Movies**

The Notebook; Casino Royale; Cast Away

**Radio/Television Series**

Fresh Air; Survivor; Friends; Animal Cops

**Videos**

Yoga for Strength; Cooking with Julia

**Computer Games**

Empire Earth; Age of Wonders II

**Comic Strips**

Zits; Foxtrot; Overboard

**Long Musical Works/Recordings**

Requiem; Death and the Maiden; La Traviata

- Use italics for the names of trains, ships, aircraft, and spacecraft.

**Examples**

**Trains**

Sunset Limited

**Ships**

Titanic

**Aircraft**

Air Force One

**Spacecraft**

Challenger

- Use italics for words, letters, symbols, and numerals referred to as such.

**Examples**

The word *filigree* has a Latin root.

People in western New York pronounce the letter *a* with a harsh, flat sound.

The children learned that the symbol € is used to mean “and.”

Your phone number ends with four 7s.
• Use italics to set off foreign words or phrases that are not common in English.

EXAMPLES
Did you know the word *amor* means “love”? The first Italian words I learned were *ciao* and *pronto*.

• Use italics to emphasize a word.

EXAMPLES
Why is the soup *blue*? You're not going to borrow *my* car.

**EXERCISE 3**

**Understanding Correct Usage of Underlining and Italics**

In the following sentences, underline the words that should be italicized.

1. Cézanne's Bathers, a large composition, influenced Impressionists' understanding of tone and color.


4. Our class is rehearsing for a production of Rod Serling's screenplay *The Monsters Are Due on Maple Street*.

5. In the spectacular Broadway musical *Miss Saigon*, a helicopter hovers above the stage during a dramatic moment.


7. Mariah has always claimed that her lucky number is *4*.

8. Do you know what the symbol *&* is called?

9. *Guten tag* is a German expression meaning “good day.”

10. To relax, I put on the stereo headphones and listen to Turandot or Madama Butterfly.

**EXERCISE 4**

**Using Italics and Underlining in Your Writing**

For your student newspaper's arts and entertainment section, write a review of a movie, book, art exhibit, or play. Give a brief summary of the conflict and characters or a description of a few of the major works of art, and 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 quotations 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**

“Do you want to ride together to the concert?” asked Margaret.
“Don’t wait for me,” sighed Lillian. “I’m running late, as usual.”

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**

“Try not to worry too much,” Mrs. Mullane advised.
“Perhaps,” Carmen quipped, “You’d rather do this yourself!”
“What did you have in mind?” Gregg asked.

Place colons and semicolons outside the closing quotation marks.

**EXAMPLES**

The following fruits and vegetables pack an “antioxidant punch”: strawberries, kiwi, spinach, and tomatoes.

Seth read the opening line from a Sylvia Plath poem, “I am silver and exact”; the image is as quick and fleeting as a fish in water.

Place an exclamation point or question mark outside the closing quotation marks if the quotation itself is not an exclamation or a question. Place it inside the quotation if the quotation itself is an exclamation or a question.

**EXAMPLES**

Why did you say, “I’m busy”?
“Are you busy tomorrow?” I asked.

Place exclamation points and question marks inside the closing quotation marks if both the sentence and the quotation are exclamation or questions.

**EXAMPLES**

The judge described my entry as “the grandest of the fair!”
Who asked “What’s for dinner?”
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.

**EXAMPLES**

“This year,” Lisa requested, “let’s skip the family vacation.”

“I understand,” said John. “Family vacations are not always relaxing.”

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 roofing contractor explained, “After the old shingles are removed, we’ll cover the roof with a layer of plastic. This will protect the roof overnight in case of rain. In the morning, we’ll begin installing the new shingles.”

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**

“The Call of the Wild is one of my favorite novels,” said Jack.

**indirect quotation**

Jack said that *The Call of the Wild* is one of his favorite novels.

- Use single quotation marks to enclose a quotation within a quotation.

**EXAMPLE**

“The biographer described Jack London’s life as ‘intensely lived,’” said Michael.

- In dialogue, enclose each speaker’s words in quotation marks and begin a new paragraph every time the speaker changes.

  “Greeting to you,” said Fionn, as he drew near, “and luck on your fishing.”

  “I have no luck on my fishing,” said the man.

  “It is a strange thing, indeed,” said Fionn, “that you make naught of the red-spotted trout of the Boyne. There’s few but yourself would grumble at so good a catch.”

  *from “The Silver Pool” page 444 retold by Ella Young*

- 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**

“When Zeid had finished his story he stepped back beside Haboul and Kerim.

“The caliph and his grand vizier sat talking quietly, nodding from time to time and motioning in the direction of the three shepherds.

“The gentlemen and ladies of the royal court waited breathlessly to see what the outcome of the contest would be.”

- 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

“We learn of Narcissus’s pride.”

The child was named Narcissus. As he grew, his beauty increased. His dazzling looks had a strange effect upon the woodland spirits, the naiads and the dryads, around whom he spent his days. They all fell in love with him, but he was oblivious, interested only in hunting in the hills with his companions. His pride in his beauty grew so great that he had nothing but scorn for the feelings of others.

- 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.

EXERCISE 1

Understanding the Correct Use of Quotation Marks

Add the appropriate quotation marks, commas, question marks, exclamation points, and periods to the following sentences.

1. Henry David Thoreau, the American naturalist and writer, said _In wildness is the preservation of the world_.

2. Alfredo asked _When is the next assignment due?_

3. Stirred was the only episode of _Law and Order_ that we missed last year.

4. Frost concluded his poem _Birches_ with this line: _One could do worse than be a swinger of birches_.

5. Yesterday Eleanor Rigby and _Let It Be_ are just three of the many popular songs written by John Lennon and Paul McCartney.

7. Unfortunately, our algebra teacher said that Friday’s quiz will be a real brain teaser

8. Who wanted spinach and anchovies on his pizza asked Alice

9. Yoohoo called Alma is anyone home

10. Why do you keep asking me Do you feel okay

**EXERCISE 2**

**Using Quotation Marks**

Write a sentence in response to each direction below. Be sure to use quotation marks correctly.

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. Give a direct quotation at the beginning of a sentence.

5. Tell about an essay and the reason its topic caught your attention.
LESSON 48

**Hyphens and Dashes**

**Hyphens**

Hyphens are used to make a compound word or compound expression.

**Examples**

- **compound nouns**: Great-grandfather Schaefer, Great-uncle Tom
- **compound adjectives**: best-known novel, down-to-earth
- **used before a noun**: actor, real-life adventure
- **compound numbers**: ninety-nine years, twenty-five cents
- **spelled-out fractions**: one-half inch, 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**
  
  Finally, after much coaxing, our great-grandfather Schaefer started telling his stories.

- Divide a word only between syllables. If you are uncertain of a word's syllables, look up the word in a dictionary.

  **Examples**

  - **incorrect**: After hiking in the woods, the novice cam-pers became tired and hungry.
  - **correct**: After hiking in the woods, the novice camp-ers became tired and hungry.

- Do not divide a one-syllable word.

  **Examples**

  - **incorrect**: The windshield crack-ed from the weight of the fallen bough.
  - **correct**: The windshield cracked from the weight of the fallen bough.

- Do not divide a word so that one letter stands alone.

  **Examples**

  - **incorrect**: We were disappointed in the temporary office space.
  - **correct**: We were disappointed in the temporary office space.
• Use a hyphen with the prefixes all-, ex-, great-, half- and self- and with all prefixes before a proper noun or proper adjective.

**Examples**
- all-purpose
- ex-husband
- pre-Industrial age
- great-grandparent
- half-baked
- self-expression

• Use a hyphen with the suffixes -free, -elect, and -style.

**Examples**
- fragrance-free detergent
- mayor-elect Kingston
- Southern-style hospitality

**Dashes**

A *dash* is used to show a sudden break or change in thought. Note that a dash is longer in length than a hyphen. Dashes sometimes replace other marks of punctuation, such as periods, semicolons, or commas.

Secretly, she followed him through the wilderness, waiting for her chance to make herself known to him—but one thing held her back: she could not initiate speech on her own.

*from “Echo and Narcissus” page 436*
*retold by Walker Brents*

At last he drew it forth—a bronze sword, double-edged and perfect!

*from “The Silver Pool” page 444*
*retold by Ella Young*

A dash can also be used to mean *namely, that is, or in other words.*

**Examples**
- Our puppy knows only two commands—*sit* and *stay.*
- The hotel rates were surprisingly reasonable—less than a hundred dollars—for a double room.

**Exercise 1**

**Understanding the Correct Use of Hyphens and Dashes**

Rewrite the following sentences, adding hyphens and dashes where they are appropriate.

1. The money I’ve saved so far nearly two hundred dollars will be put toward my college fund.
2. Even though it was a do it yourself kit, the instructions were frustratingly confusing and incomplete.

3. Unfortunately, the insurance company turned down the claim because your illness was related to a pre existing condition.

4. I need to find a low maintenance exercise regime that will fit my high stress work life.

5. A mid afternoon snack popcorn, nuts, or fruit provides an energy boost until dinner.

6. From the window I could see the landscape for miles the soft curves of the evergreen laden hills snug against the shimmering lake.

7. Your dentist appointment I'm sorry I forgot to tell you has been rescheduled for next month.

8. Spring was very cool and wet temperatures hovered in the forties for our area of the country.

9. Let's add a half cup of wheat germ to the high fiber breakfast muffins.
10. Because of his strong self discipline, he has already lost twenty one pounds.

EXERCISE 2

Using Hyphens and Dashes in Your Writing

Write an informal letter telling a friend about something surprising that has recently happened to you. Describe the event and your reactions to it. Use hyphens and dashes in your letter.
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
Sojourner Truth Franklin D. Roosevelt Martin Luther King Jr.

Months, days, and holidays

EXAMPLES
October Wednesday Memorial Day

Names of religions, languages, races, and nationalities

EXAMPLES
Baptist Greek Hispanic
Chilean Catholicism African American
French Buddhism

Capitalize words referring to a deity: Our Father, God, Adonai, Allah. Do not capitalize the word god or goddess when it refers to a deity in ancient mythologies: Nike was the goddess of victory.

Names of clubs, organization, businesses, and institutions

EXAMPLES
Little League American Heart Association
Pratt-Read Company Webster Bank

Names of awards, prizes, and medals

EXAMPLES
Emmy Award Nobel Peace Prize
Purple Heart Pulitzer Prize

Proper Adjectives

A proper adjective is either an adjective formed from a proper noun or a proper noun used as an adjective. A possessive proper noun functions as an adjective when it modifies a noun.
Proper adjectives formed from proper nouns

EXAMPLES
Japanese gardening  English class
Caribbean music  Alaskan oil drilling

Proper nouns used as adjectives

EXAMPLES
Senate bill  Agatha Christie masterpiece
California coast  Franklin stove

Possessive proper nouns used as adjectives

EXAMPLES
Mr. Murphy’s movie  Italy’s buildings  Angelo’s sweater

Some adjectives derived from names or nationalities are no longer capitalized because of common use: roman typeface, french fries, china cabinet.
Brand names are often 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, Superbright toothpaste.

Exercise 1

Identifying Proper Nouns and Proper Adjectives

Identify the proper nouns and proper adjectives in the following sentences.

1. For Chuck Abbate, playing well under pressure has become an Achilles’ heel.

2. She joined the Girl Scouts, which is sponsored each year by the Maritime Savings Bank.

3. The Lewis and Clark Expedition headed west in search of a water route to the Pacific Ocean.

4. Amy tells me that Shelly will be working this summer for the downtown QuickPic shop.

5. One student, Noah, wasn’t sure he wanted to continue with his Jewish education.
6. Each June the Madison Arts Cinema hires teenagers from Daniel Hand High School as summer help.

7. The Robinson Award goes to the seventh-grader with the highest grades.

8. With drum lessons on Tuesday, Hebrew School on Wednesday, and art class on Thursday, Garrett is a busy young man.

9. This book features a boy who races an Arabian horse named Wings.

10. Between Thanksgiving and New Year’s Day, Jill and her family spent every Thursday at the Shoreline Soup Kitchen.

**EXERCISE 2**

**Correcting Capitalization for Proper Nouns and Proper Adjectives**

Correct any capitalization errors in the following sentences.

1. A young woman I know suffers from turner’s syndrome.

2. The book *the road from coorain* is a memoir written by Jill Ker Conway.

3. You take your exam Saturday, June 8, in the Spanish room at school.

4. Cousin Zoe speaks French, English, and Hebrew quite fluently.

5. Her mother, Gilly, grew up in Israel and France while her father, John, grew up in New York City.

6. I first met Jack Nicholson before he completed the film *Mars Attacks!* 
7. My son recently learned about French influences on the United States constitution.

8. Scottish tartans each represent a particular family.

9. Graeme led both the Rotary Club and the Historical Society in her community.

10. Cassie, my friend from Brattleboro, loved to ride the Ferris wheel repeatedly.

**Exercise 3**

**Using Capitalization of Proper Nouns and Proper Adjectives in Your Writing**

For a career fair, write a brief description about a day in the life of a traveling salesperson. Provide details that tell your readers where the person goes, whom he or she visits, what products he or she sells, when he or she travels, and other details that will be informative. Be sure to capitalize correctly proper nouns and proper adjectives.
LESSON 50

I and First Words

Capitalize the pronoun I.

EXAMPLE
Next week I will leave on my trip to Yellowstone National Park.

Capitalize the first word of each sentence.

EXAMPLE
The oldest of the U.S. national parks is noted for its beauty, wildlife, and geysers.

Capitalize the first word of a direct quotation. Do not capitalize the first word of a direct quotation if it continues after an interruption in the quote or the identification of the speaker. Do not capitalize an indirect quotation.

EXAMPLES

direct quotation
“That mountain stands taller than any other in the state,” the guide reported with pride to his group of tourists.

direct quotation interrupted
“Our guide service offers tours,” he explained, “but we need at least six people to make the trip worth our while.”

indirect quotation
The guide said that we should sign up at the information desk if we’d like to tour the mountain.

When citing poetry, follow the capitalization of the original poem. Though 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.

My dream is the dream of a pond
Not just to mirror the sky
But to let the willows and ferns
Suck me dry.

from “Gifts” page 212
Shu Ting

When Dawn spread out her finger tips of rose
we turned out marveling, to tour the isle,
while Zeus’s shy nymph daughters flushed wild goats
down from the heights—a breakfast for my men.
We ran to fetch our hunting bows and long-shanked lances from the ships, and in three companies we took our shots. . . .

from the Odyssey (Part I), page 472
Homer, translated by Robert Fitzgerald

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 Dad  My dear aunt Nola  Dear Madam

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. The supervisor complained, “we’ve been working sixteen-hour days without overtime pay.”

2. She said, “Only i don’t have a cell phone.”

3. My grandfather Abe always ended his letters with “best regards, in which lillian joins me.”

4. would you believe that she and i have known each other for nearly fifteen years now?

5. We met when I was an Instructor in her son’s swimming class at the local College.

6. Many people find edgar allan poe’s poem “the raven” to be scary and unsettling.

7. My grandma is irish, and she taught all of us about the history of ireland.
8. When I write to the members of the garden club, I always begin with “dear gardeners.”

9. “unless they aren’t paper trained by then,” explained Jane, “you can have the puppies in a month.”

10. “Why can’t we rearrange the schedule?” asked Freddie. “We have the same problem every Friday.”

EXERCISE 2

Using Capitalization of I and First Words

Write a sentence for each of the directions below. Be sure to capitalize any proper nouns and proper adjectives in addition to the pronoun I and the first words in sentences, quotations, and lines of poetry.

1. Write a sentence in which you explain what your favorite song means.

2. Write a sentence quoting a line from the song in order to support your idea about its meaning.

3. Summarize the quotation from the song by restating it as an indirect quotation.

4. Tell something about yourself, such as your birth date, nationality, or ethnic heritage.

5. Write a sentence about a specific place you would like to visit.
LESSON 51

Family Relationships and Titles of Persons

Capitalize the titles or abbreviations that come before the names of people.

**EXAMPLES**
- Admiral Michael Chase
- Ms. Gloria Steinem
- Senator Dodd
- Mr. and Mrs. Douglas
- Dr. Watson
- Chief Justice Oliver Wendell Holmes

Capitalize a person’s title when it is used as a proper noun, in place of a name.

**EXAMPLES**
- Can you meet us on Tuesday, Rabbi?
- It’s time to start rounds, Doctor.

Capitalize words showing family relationships when used as titles or as substitutes for a name.

**EXAMPLES**
- Uncle Fred
- Grandmother Parker
- Father
- Cousin Sam

**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. congressperson gedjenson
2. our great-uncle willard
3. miss maureen mullane
4. grandpa joe
5. samuel sanders jr.

**EXERCISE 2**

Using Titles and Family Relationships in Your Writing

Write an article for your school newspaper about a school trip to the United Nations. Assume that several parents came along as chaperones. Describe who was involved in the meetings and the nations each represented. Use a variety of capitalized and lowercased titles and words for family relationships in your sentences. Use your own sheet of paper for this exercise.
LESSON 52

Sentence Fragments

A sentence contains a subject and a verb and expresses a complete thought. A sentence fragment is a word or word group that does not express a complete thought but that has been punctuated as though it does.

**EXAMPLES**

<table>
<thead>
<tr>
<th>complete sentence</th>
<th>sentence fragment</th>
<th>sentence fragment</th>
<th>sentence fragment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The hungry raccoon climbed into the garbage can.</td>
<td>Climbed into the garbage can. (The subject is missing.)</td>
<td>The hungry raccoon. (The verb is missing.)</td>
<td>Into the garbage can. (The subject and verb are missing.)</td>
</tr>
</tbody>
</table>

As a rule, sentence fragments should be avoided. For stylistic 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. We take you there. _______________________________
2. Gone! _______________________________
3. You shoot it. _______________________________
4. Silence. _______________________________
5. His fingers twitched. _______________________________
6. Time was a film run backward. _______________________________
7. The Machine stopped. _______________________________
8. A sound of thunder. _______________________________
9. Suddenly it all ceased, as if someone had shut a door. _______________________________
10. After the nightmare, morning. _______________________________

*from "A Sound of Thunder," page 571
Ray Bradbury*
EXERCISE 2

Understanding Sentence Fragments

In the blank provided, write what is missing in each of the following sentence fragments—subject, verb, or subject and verb.

1. under the blue car
2. landed the damaged airplane
3. a towering jagged mountain
4. the ferocious shark
5. performed on the main stage at the fairgrounds
6. in front of the shed
7. up in the old oak tree
8. darted into the hole in the floorboards
9. the governor and his entourage
10. glanced at the morning newspaper

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. breathed the fresh country air
2. in the darkest cell in the dungeon
3. the tree at the top of the hill
4. sold the rusty tractor
5. a shooting star

6. about the rickety old stairs

7. on top of the statue

8. the winding river south of town

9. behind the garage

10. read his popular poems at the coffee shop
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 start of the Civil War shocked the nation many Americans thought the war would be over in a matter of days. (fused sentence)

The United States had several forgettable presidents in the two decades prior to the Civil War, they were reluctant to deal with the slavery issue. (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 start of the Civil War shocked the nation. Many Americans thought the war would be over in a matter of days.

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 thoughts are closely related.

EXAMPLE

The United States had several forgettable presidents in the two decades prior to the Civil War; they were reluctant to deal with the slavery issue.

EXERCISE 1

Identifying Run-On Sentences

Identify each of the following items as either a sentence (S) or a run-on sentence (RO).

_____ 1. Andrew Jackson served as president from 1829 to 1837 he was a strong president.

_____ 2. Jackson was a popular military hero who owned land in Tennessee.

_____ 3. As president, Jackson had to deal with several controversies, he addressed the issues forcefully.
4. Many people united in opposition to Jackson's policies they formed the Whig Party.

5. Hoping to capitalize on the Bank controversy, Henry Clay ran against Jackson in 1832.

6. American voters viewed Jackson as the champion of the working classes, they elected him to a second term.

7. During his second term, the country was almost torn apart by the Nullification Controversy.

8. Jackson, Clay, and John C. Calhoun worked out a compromise the country avoided a civil war.

9. President Jackson remained popular through his second term, he decided not to run for a third term.

10. Martin Van Buren, Jackson's vice president, was elected president in 1836.

**EXERCISE 2**

**Correcting Run-on Sentences**

Correct each of the following run-on sentences. Decide whether the run-on sentence can be corrected by dividing it into two separate sentences or by using a semicolon and forming one sentence.

1. The German shepherd wandered down the deserted street he was curious.

   __________________________________________________________

2. Usually Main Street bustled with activity at this time of day people would be shopping, eating, and going to work.

   __________________________________________________________

3. The dog sniffed the wind and the pavement he could not pick up a scent.

   __________________________________________________________

4. He trotted into the middle of an intersection and barked the sound echoed down the deserted streets.

   __________________________________________________________
5. The animal stood up on his back legs to look into a shop nobody could be seen inside.

6. Paper and debris swirled around as the wind picked up the German shepherd sat down on the sidewalk.

7. Soon the dog heard a high-pitched ringing sound off in the distance, the noise continued at regular intervals.

8. The animal crept down the street in the direction of the sound he sensed something unusual in the air.

9. A flash of green light appeared at the edge of town and then disappeared the dog ducked into an alley.

10. The ringing grew louder and seemed to be getting closer the German shepherd burrowed under a pile of newspapers that had accumulated in a doorway in the alley.
LESSON 54

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 squirrels scrambled up the tree trunk. They were playful.
  - combined sentence
    - The **playful** squirrels scrambled up the tree trunk.

- **short, choppy sentences**
  - We visited my grandfather in October. He lives on the West Coast.
  - combined sentence
    - We visited my grandfather **on the West Coast** in October.

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 verb, or a compound sentence.

**EXAMPLES**

- **two related sentences**
  - Jessica is from Upper Michigan. She often writes poetry about the landscape of that area.
  - combined sentence
    - Jessica is from Upper Michigan, **and** she often writes poetry about the landscape of that area. (compound sentence)

- **two related sentences**
  - Cockroaches infested the abandoned warehouse. Rats lived there, too.
  - combined sentence
    - Cockroaches **and** rats infested the abandoned warehouse. (compound subject)

- **two related sentences**
  - Snow fell throughout the night. It buried the mountain village.
  - combined sentence
    - Snow fell throughout the night **and** buried the mountain village. (compound verb)
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. The Great Depression was a severe economic crisis. It occurred during the 1930s.

2. James Agee and Walker Evans documented the lives of families during the Great Depression. The families were sharecroppers.


5. The two men spent about six weeks with three families. They spent six weeks in Alabama.

6. Through their words and photographs, the two men convey an attitude toward the sharecroppers. Their attitude is one of respect.

7. In one photograph a chair stands next to a blackened stove. The chair is broken.
8. In another photograph a mother comforts a child. The child is in her arms.

9. The sharecroppers spent many long hours in the fields picking cotton. The fields were hot and dusty.

10. The Great Depression affected the lives of millions of Americans. The effect was profound.

**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. Harold wanted to play outside. He decided to continue practicing his violin.

2. Aunt Louise hoped Harold would continue his violin lessons. She hoped he would become a famous musician someday.

3. Harold practiced playing the violin until supper. He often played basketball in the evening.

4. After shooting baskets, Harold did his homework. He also jumped rope.
5. At 9:00 p.m., Aunt Louise called for Harold. He had to quit playing and go inside the house.

6. Aunt Louise told Harold to take out the garbage. His brother Jeff had already taken the garbage to the curb.

7. Jeff might have done it out of the goodness of his heart. Maybe he wanted Harold to do a favor for him in return.

8. Harold went upstairs to Jeff’s room. He asked him why he took out the garbage.

9. Jeff had a list to read to Harold. He asked Harold to have a seat.

10. Harold had no intention of doing all that Jeff requested. He stayed and listened to his brother anyway.
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.

**E X E R C I S E 1**

**Identifying Transitions in Literature**

Underline the transitions in the following excerpt.

The car lost some of its momentum. During one of the spins he twisted the wheel straight, and the car wobblingly stopped spinning and headed down the lane. Before Robert Proctor could turn it off the pike to safety a car loomed ahead of him, bearing down on him. There was a man at the wheel of that other car, sitting rigid, unable to move, eyes wide and staring and filled with fright. Alongside the man was a girl, her head against the back of the seat, soft curls framing a lovely face, her eyes closed in easy sleep. It was not the fear in the man that reached into Robert Proctor; it was the trusting helplessness in the face of the sleeping girl.

*from “The Test,” page E322*

*Theodore L. Thomas*
EXERCISE 2

Understanding How to Use Transitions

Follow the directions to write a sentence using a transition.

EXAMPLE
My mother always takes us miniature golfing by the sea and out for a lunch of grilled cheese sandwiches. (Use time/chronological order transition.) Next, we choose two big blockbuster summer movies.

1. The ferry ride quickly became a nightmare. (Use order of importance transition.)

2. My blue Chevrolet broke down yesterday. (Use cause and effect transition.)

3. I finished studying for the exam at midnight. (Use time/chronological order.)

4. The poem was about love and virtue. (Use comparison and contrast.)

5. The trip offered glorious scenery. (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 giving a description of 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. Use your own paper for this exercise.
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, balance, 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 soldiers marched into the field, loaded their muskets, and then had pointed their bayonets. (The verbs in bold are not in the same tense.)

parallel The soldiers marched into the field, loaded their muskets, and then pointed their bayonets.

not parallel The actress is lovely, talented, and sings. (The three words in bold include two adjectives and one verb.)

parallel The actress is a lovely and talented singer.

EXERCISE 1
Identifying Parallelism in Literature

Underline examples of parallelism in the following passage.

Arrived at the trees, Mrs. Chriswell dropped her burdens and flung the hat willynilly. Ugly, ridiculous thing. She glanced around for the water she thought she'd seen, but there was no sign of it. She leaned back against a tree trunk and sighed blissfully. A little breeze had sprung up and was cooling the damp tendrils on her forehead. She opened her big purse and scrambled through the muddle of contents for her crochet hook and the ball of thread attached to a half-finished doily.

from "Minister Without Portfolio," page E316
Mildred Clingerman

EXERCISE 2
Correcting Errors in Parallelism

Rewrite each of the following sentences that contain errors in parallelism, making sentence parts parallel. If a sentence is already parallel, write correct.

1. Yesterday I ate pizza, drank soda, and was devouring ice cream.
2. Next month she will be moving to a different city, starting college, and began a new life.

3. Will you be baking a cake or buy one at the store for her birthday?

4. The rambunctious children ran outside, climbed over the fence, and turned on the sprinkler.

5. The lawnmower needs its blades sharpened and to have its filter replaced.

6. We will be driving to Omaha, flying to Casablanca, and sail to the Canary Islands.

7. I found that television program to be immature, boring, and derivative.

8. The holiday parade traveled down Main Street, through the town square, and around city hall.

9. Thousands of people ran in the marathon and were needing water at the finish line.
10. The runaway automobile jumped the curb, grazed a tree, and went smashing into a gazebo.

EXERCISE 3

Using Parallelism in Your Writing

For a school friend who wants to visit you, write a paragraph describing the route you usually take from school to home. Use five examples of parallelism in your paragraph.
LESSON 57

Using Precise and Colorful Language

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 reader a clear picture of who or what is involved in the sentence.

**EXAMPLES**

**original sentence**  The bird sat in the tree.
**revised sentence**  The cardinal sat in the elm.

Colorful, vivid verbs describe the specific action in the sentence.

**EXAMPLES**

**original sentence**  The tiger jumped from behind the tree.
**revised sentence**  The tiger leapt from behind the tree.

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 large dinosaur crashed through the barrier.
**revised sentence**  The massive dinosaur crashed forcefully through the barrier.

**EXERCISE 1**

**Identifying Precise and Colorful Language in Literature**

Underline examples of colorful language in the following passage. Think about how each example makes the meaning of a sentence more precise and vivid.

The monitor locked on the beacon frequency. In the control room, a bell clamored for attention. A little later, the Venusian ship broke free from its orbit and slanted down toward Earth, toward a range of mountains that still towered proudly above the ice, and to a cairn of gray stones that the years had scarcely touched. . . .

The great disk of the sun blazed fiercely in a sky no longer veiled with mist, for the clouds that had once hidden Venus had now completely gone. . . .

*from “History Lesson,” page E346*

Arthur C. Clarke
EXERCISE 2
Understanding Precise and Colorful Language

Revise each of the following sentences, using precise nouns, vivid verbs, and colorful modifiers.

1. For lunch we ate a loaf of bread and cheese.

2. He took off his shoes.

3. Marilyn sat on the bleachers and watched the game.

4. The man rode the horse across the field.

5. Hail came down on the town.

6. A porch swing hung on the porch of the old house.

7. The large bear caused us to be afraid.

8. Hank talked about electrical engineering for a long time.

9. A tree fell and blocked the road.

10. The small ants built a big hill.

EXERCISE 3
Using Precise and Colorful Language in Your Writing

Write a letter to a friend, describing something exciting that has happened to you in your life. Include time and place in your description and be sure to use precise nouns, vivid verbs, and colorful modifiers. Use your own sheet of paper for this exercise.
LESSON 58

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>Subject</th>
<th>One-word modifier</th>
<th>Prepositional phrase</th>
<th>Participial phrase</th>
<th>Subordinate clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>She occasionally likes to fly</td>
<td>Occasionally, she likes to fly</td>
<td>During breakfast he always reads the sports</td>
<td>Recalling yesterday's game,</td>
<td>Since it may rain tomorrow</td>
</tr>
<tr>
<td>a kite at the park.</td>
<td>a kite at the park.</td>
<td>section of the paper.</td>
<td>the coach devised a new</td>
<td>Derrick mowed the lawn</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>strategy.</td>
<td>tonight.</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.

That same night she worked into the early hours boiling chicken and frying ham. She made dough and filled the rolled-out pastry with meat. At last she went to sleep.

The next morning she left her house carrying the meat pies, lard, an iron brazier, and coals for a fire. Just before lunch she appeared in an empty lot behind the cotton gin. As the dinner noon bell rang, she dropped the savor into boiling fat and the aroma rose and floated over to the workers who spilled out of the gin, covered with white lint, looking like specters.

*from “New Directions,” page E307*

*Maya Angelou*
**EXERCISE 2**

**Understanding How to Vary Sentence Beginnings**

Revise the following paragraph to vary sentence beginnings.

Jack Stone writes historical novels about the Boer War. He gathered information about the setting for his works by spending over a year in South Africa. Stone has also visited several historical archives in England to further his research. He has written three novels and is currently working on a fourth. Stone covers the Boer War from the perspective of a British Major and is planning to complete a five-novel series. Stone has been well received by the critics and has developed a large base of readers.

**EXERCISE 3**

**Using Varying Sentence Beginnings in Your Writing**

For your English teacher, write a paragraph about the characteristics and actions of one of your favorite characters in literature. 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 readers experience what they are describing. Good descriptive writing relies on sensory details to make it vivid and real.

Examples

- The smell of the burnt popcorn wafted through the kitchen.
- Clouds of black smoke billowed from the chimney.
- The loud screeching of the smoke alarm rang in my ears.

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.

Robert Proctor was a good driver for so young a man. The Turnpike curved gently ahead of him, lightly traveled on this cool morning in May. He felt relaxed and alert. Two hours of driving had not yet produced the twinges of fatigue that appeared first in the muscles in the base of the neck. The sun was bright, but not glaring, and the air smelled fresh and clean. He breathed it deeply, and blew it out noisily. It was a good day for driving.

from “The Test,” page E322
Theodore L. Thomas

<table>
<thead>
<tr>
<th>Sight</th>
<th>Sound</th>
<th>Smell</th>
<th>Taste</th>
<th>Touch</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Turnpike curved gently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**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. Grandmother
   
2. Watermelon
   
3. Playground
   
4. Beach
   
5. Newborn baby

**EXERCISE 3**

Use Sensory Details in Your Writing

Write a paragraph about your favorite food. Use sensory details to describe what the food looks like, how it smells, how it tastes, 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: The lecture bored me to tears.
revised: The lecture was so boring I had to prop my eyes open.

cliché: She has grown leaps and bounds since the last time I saw her.
revised: She has grown so much since the last time I saw her that she has to duck to get through the doorway.

EXERCISE 1

Identifying and Avoiding Clichés

The following sentences contain clichés. Rewrite each of the sentences to get rid of the clichés and to create an interesting sentence.

1. Cody was cool as a cucumber before his big math exam.

2. The issue was black and white, as far as she was concerned.

3. I took the bull by the horns and started to assign the tasks for the economics presentation.

4. Once in a blue moon my mother will take us to get ice cream after dinner.
5. Jeanine is sick as a dog and isn’t coming to our study group tonight.

6. The meteorologist said that it is going to rain cats and dogs all day.

7. After high school he was on the fast track to a law degree at Harvard.

8. Raquel needed to relax and look at the big picture instead of focusing on the minor details.

9. Compared to all the other cars I’ve looked at, this one is dirt cheap.

10. Keenan built his clothing company from the ground up.
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—such as examples, sensory details, facts, anecdotes, and quotations.

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: Computers are important in today’s world.

**EXAMPLES**

**example/illustration**
People in offices, homes, and shops use computers regularly.

**sensory details**
Keyboard tapping punctuates people’s conversations, and screen savers include everything from glittering spaceships to brilliantly colored fish scenes.

**anecdote**
My son turns on his computer the minute he opens his eyes in the morning and turns it off only after removing his glasses and turning out the light at night.

**fact**
More than 25 percent of American homes now have a personal computer in them.

**quotation**
Professor Shaw said, “Computers are the tool of the future, without which our race has no hope of survival.”

**Exercise 1**

Identifying Main Ideas in Paragraphs in Literature

Read the following paragraph. Then tell what the main idea of the paragraph is.

The year I was to enter fourth grade, my mother decided that we should move. She hoped to find a job in the Industrial Belt of Southern California, and she preferred the warm weather there to the cold rains of Northern Oregon. I didn’t realize what moving would mean. I don’t remember being especially sad about
moving. We had to move out of our apartment anyway. We had been evicted because the landlord didn’t make repairs necessary for the building to pass the housing authority’s inspection.

from “Learning Joy from Dogs Without Collars,” page E289
Lauralee Summer

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 weather has been unusual for June.

2. Caring for kittens takes great effort.

3. My sister demonstrates great athletic ability.

4. Deciding what to do after high school poses many challenges for today’s young people.

5. Many communities earn significant income from tourism.

EXERCISE 3

Using Related Sentences to Develop a Main Idea in a Paragraph

Write a paragraph recommending a personally developed healthy food or exercise to readers of a health magazine. Explain why people will enjoy the food or the exercise and should try it. 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 memoir from Learning Joy from Dogs Without Collars.

EXAMPLE
When the narrator was young she and her mother moved from Oregon to California. They had little money, so the mother and daughter lived in a series of shelters. The narrator longed for a home of her own.

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>paraphrase</th>
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<tbody>
<tr>
<td>We stayed at the Salvation Army for a few months, maybe half a year. In stark contrast to the Wings of Love shelter, it was big, institutional, and bleak, with rows and rows of cots in a large room lit brightly by white fluorescent lights.</td>
<td>The narrator stayed at the Salvation Army which was huge, bare, and depressing.</td>
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Notice that in the paraphrase, words are substituted and phrases are rearranged and simplified. The ideas being conveyed and the general level of detail 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 essay “Homeless,” by Anna Quindlen, on page 566 of your textbook.
EXERCISE 2

Paraphrasing Sentences

Paraphrase the following sentences from “Homeless.”

1. “She was not adrift, alone, anonymous, although her bags and her raincoat with the grime shadowing its creases had made me believe she was.”

2. “I love my home with a ferocity totally out of proportion to its appearance or location.”

3. “And so we have come to something else again, to children who do not understand what it means to go to their rooms because they have never had a room, to men and women whose fantasy is a wall they can paint a color of their own choosing, to old people reduced to sitting on molded plastic chairs, their skin blue-white in the lights of a bus station, who pull pictures of houses out of their bags.”

4. “It has been customary to take people’s pain and lessen our own participation in it by turning it into an issue, not a collection of human beings.”
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 it appears or that introduces it. This is particularly important if you are using quotes from more than one source.

If a full sentence is quoted, be sure to capitalize the first word of the quotation.

**EXAMPLE**

**short quotation**
In “A Sound of Thunder,” he hesitates as he reads the safari sign, “A warm phlegm gathered in Eckels’s throat; he swallowed and pushed it down.”

**long quotation**
The narrator describes Eckels’s experience in the time machine:
Eckels swayed on the padded seat, his face pale, his jaw stiff. He felt the trembling in his arms, and he looked down and found his hands tight on the new rifle. There were four other men in the Machine. Travis, the Safari Leader; his assistant, Lesperance; and two other hunters, Billings and Kramer. They sat looking at each other, and the years blazed around them.

If only a fragment of a quotation is used, embed it in your own sentence and start it with a lowercase letter.

**EXAMPLE**

**fragment quotation**
As the Machine came to a stop, the “scream fell to a murmur.”

**EXERCISE 1**

Improving the Use of Quotations

Rewrite each of the following sentences to correctly use the quoted text, which is underlined. Consider the capitalization and use of punctuation in quoting a fragment or an entire sentence.
1. In “A Sound of Thunder,” Travis explains that even touching grass could affect the future: a little error here would multiply in sixty million years, all out of proportion. (sentence quoted)

2. As they left the Machine, the sound of pterodactyls soaring with cavernous gray wings filled the air. (fragment quoted)

3. The narrator describes the Tyrannosaurus Rex: It towered thirty feet above half of the trees, a great evil god, folding its delicate watchmaker’s claws close to its oily reptilian chest. (sentence quoted)

4. As Eckels backed away, the dinosaur lunged forward with a terrible scream. (fragment quoted)

5. Back in present time, Eckels noticed something stuck to his shoe: glistening green and gold and black, was a butterfly, very beautiful and very dead. (fragment quoted)

**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.

EXAMPLES

quotation
"But no problem can be solved by the same consciousness that created it” (Underwood E357).

paraphrase
In the interview with Anne Underwood, William McDonough says that we must be in a new mindset to solve the problem we created (E357).

summary
In the interview with Anne Underwood, William McDonough discusses how we can achieve the goal of eliminating waste and pollution (E357–E362).

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.

EXAMPLES

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.
EXERCISE 1

Correctly Documenting Sources

For each of the following sentences, rewrite the parenthetical citation to correct any errors.

1. The result of the Industrial Revolution “is that we put billions of pounds of toxic materials in the air, water and soil every year and generate gigantic amounts of waste” (Underwood, E355).

2. William McDonough states, “What we call recycling is typically the product losing its quality” (Underwood page E355).

3. In the interview with Anne Underwood, William McDonough explains that when paper is recycled, the chlorine and toxic inks shorten the fiber length and we are left with a gray fuzzy mess (Underwood E355).

4. In the interview with Anne Underwood, McDonough discusses how the environment can be saved by using reusable materials and overhauling factories (E355–E359).

5. William McDonough explains that the “idea is to make production so clean, there’s nothing bad left to regulate” (Underwood p. E357).

EXERCISE 2

Use Correct Documentation

On a subject of your own choosing, find one of each kind of source mentioned previously 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.