

UNIT 2 Words That Enrich the Sentence

WRITING APPLICATION A: Making Pictures with Adjectives

To paint pictures, artists use color and texture to give richness and detail to their subjects. In a similar way, writers use adjectives to provide color and give richness and detail to their topics. However, using too many adjectives can overpower good writing. Adjectives need not be used before every noun.

EXAMPLE Sheila liked the way the *blue* water in the *small* lagoon sparkled in the *early morning* light. Suddenly, the *gentle* water became *dark* and *menacing*. A *large* shadow had penetrated the *shimmering* water. Sheila bent forward for just a moment to see what was moving so quickly through the tiny lagoon. Suddenly the *large dark* form darted out of the water, nearly nipping the tip of her nose. The *menacing* shape had only been a dolphin, playing its *usual coy* game with tourists.

Writing Assignment: On a separate sheet of paper, write about a frightening moment you once had that turned out to be only a false alarm. Using logical order, describe what happened.

Evaluation Checklist: Reread your first draft. Use these guidelines to help you judge the content and organization of your writing.

- ___ I have used adjectives to provide color and detail in my writing.
- ___ I have not used too many adjectives in my writing.
- ___ My writing follows a logical order.
- ___ Each of my paragraphs includes a topic sentence and supporting sentences.

Revising, Proofreading, and Writing the Final Version: Revise your draft according to your evaluation. Replace any dull adjectives with more lively ones. Then proofread your revised draft carefully. Write your draft in final form.

WRITING APPLICATION B: Using Adverbs in Directions

If you have ever had trouble putting something together because you could not understand the instructions, you know the importance of having good directions. Good directions tell exactly when and how to do something. In writing, adverbs are the part of speech that help writers tell when and how to do something. Therefore, adverbs are used frequently in writing directions.

EXAMPLE Carefully plug one end of the lawn mower cord into the proper place on the handle. Then lock securely the safety latch for the cord. Next, plug the other end of the cord into a wall socket near the garage. Slowly press down on the black bar of the handle to start the mower. After you mow one row of grass, gently flip the handle over the mower. Doing this will enable you to mow your next row without turning the mower around.

Writing Assignment: On a separate sheet of paper, write directions for putting together or operating a piece of equipment. Give step-by-step directions that tell exactly when and how to do something.

Evaluation Checklist: Reread your first draft. Use these guidelines to help you judge the content and organization of your writing.

- ___ My directions are in correct order.
- ___ My directions are accurate and complete.
- ___ I have used adverbs to tell when and how to do something.

Revising, Proofreading, and Writing the Final Version: Revise your first draft based on your evaluation. Insert any adverbs that will help clarify your directions. Then proofread your revised draft. Write your draft in final form.

WRITING APPLICATION C: Using Conjunctions to Connect Ideas

When people organize their closets, they tend to put together items that are somehow alike. For example, they are likely to put a pair of shoes with other shoes, a hat with other hats, and a suit with other suits. In a similar way in writing, items that are somehow alike can be connected with conjunctions. Connecting like items with conjunctions can also help reduce the number of words used and eliminate repetition. Note how in the second example below, conjunctions were used to eliminate unnecessary words.

GOOD Heather dreamed of visiting some of the famous horse farms in Lexington, Kentucky. Ryan, one of Heather's classmates, also dreamed of visiting some of the farms there. In particular, Heather wanted to visit the horse museum in Lexington. Ryan, on the other hand, wanted to try his hand at riding horses. Later that same year, Heather's teacher planned a field trip to the area. Ryan's teacher planned a similar trip.

BETTER Heather and Ryan were classmates who dreamed of visiting some of the famous horse farms in Lexington, Kentucky. In particular, Heather wanted to visit the horse museum there, while Ryan preferred to do some actual riding. Later that same year, Heather's and Ryan's teachers planned a field trip to the area.

Writing Assignment: On a separate sheet of paper, write about you and your family's plans for a vacation. Give each person's reasons for wanting to visit a particular place.

Evaluation Checklist: Reread your first draft. Use these guidelines to help you judge the content and organization of your writing.

- ___ Each of my paragraphs has a topic sentence and supporting sentences.
- ___ My writing follows a logical order.
- ___ I have used conjunctions in some of my sentences to combine like items.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Use conjunctions to help eliminate some repetition of ideas in your writing. Proofread your revised draft. Then write your final version.