

# UNIT 1 The Verb and Its Subject

## WRITING APPLICATION A: Using Specific Nouns

Have you ever tried to leave a message on a telephone answering machine? If you have, you know that you are given only a few seconds to state your message. After that, the machine stops recording what you are saying. Therefore, you need to use words that are precise and specific to state your message in the time allotted. When you write, you also need to use specific words. If you use too many words with general, nonspecific meanings, your reader may decide to stop reading what you have to say. One easy way to keep your reader interested is to use specific nouns.

- EXAMPLES**
1. In Key West, I saw a *swordfish* leap high into the air.
  2. The *falcon* soared high above the forest.
  3. Our *chalet* in Switzerland was beautiful.

**Writing Assignment:** On a separate sheet of paper, write a paragraph about a favorite vacation you have taken. Describe some of the places you visited and the things you saw. Write complete sentences, and include a topic sentence. Use specific nouns in your writing.

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

- Each of my sentences is complete.
- Each of my supporting sentences refers to the topic sentence.
- I have used specific nouns in my paragraph.

**Revising, Proofreading, and Writing the Final Version:** Revise the first draft of your paragraph based on your evaluation. Then proofread your revised draft. Write your paragraph in final form.

## WRITING APPLICATION B: Using Correct Verb Tenses

The idea of time travel may be intriguing to you. However, how intriguing would it be if you could spend only one or two seconds in each time period before moving on to the next period? No doubt, you would soon become confused and disoriented by the sudden time changes. In a similar way, writing can become confusing and disorienting to a reader when verb tenses change in the middle of a paragraph. Any change in tenses is like a sudden change in time for the reader. For this reason, always try to keep your verb tenses consistent within a paragraph.

**EXAMPLE** Tom, Ann, and I met in front of the theater at 6:45 p.m. We talked about old times for a few minutes before we went inside. After the movie, we drove to Freddy's Cafe, where we shared a pizza.

**Writing Assignment:** Think of an interesting social gathering you have attended, such as a dance, a club meeting, a holiday dinner, or even a get-together with a special friend. On a separate sheet of paper, write two or three paragraphs to describe what happened at that gathering. Use logical time order and correct verb tenses in your description. Make sure you have a topic sentence and supporting sentences in each paragraph you write.

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

- My description follows a logical time order.
- I have used correct verb tenses in my writing.
- Each of my supporting sentences refers to the topic sentence.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft according to your evaluation. Then proofread your revised draft carefully. Write your description in final form.

## WRITING APPLICATION C: Using Pronouns in Place of Nouns

To introduce one person to another, you need to make the introduction only once. Writing a paragraph is in some ways like making an introduction. To do it properly, you may only need to introduce your topic noun once. Then you can use pronouns to keep from repeating the same noun too many times in your writing.

**EXAMPLE** *Melissa* raced downward past all the other skiers on the steep hill. Suddenly *she* lunged forward, as if *she* were about to fall. Then, just as suddenly, *she* did a complete somersault and landed right-side-up on *her* skis. *Melissa* finished this spectacular race in second place.

**Writing Assignment:** Think of a sports event that you have watched in which something interesting occurred. Write a paragraph that describes what you saw. Use pronouns in place of any repetitive nouns. Use logical order in describing what happened. Also, remember to include a topic sentence in your paragraph.

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

- My paragraph has a topic sentence and supporting sentences.
- I have used a pronoun in place of any repetitive noun.
- I have used logical order in describing what happened.

**Revising, Proofreading, and Writing the Final Version:** Using your evaluation, revise your first draft. Check carefully that you have not repeated your subject noun too many times in your writing. Then proofread your revised draft. Write your draft in final form.

# UNIT 2

## Patterns of the Simple Sentence

### WRITING APPLICATION A: Using Vivid Action Verbs

Imagine watching a movie in which the characters just stand or walk back and forth across the screen for an hour. You would soon become quite bored and stop watching the movie. The same sort of thing can happen to your writing if you use verbs that show little action. Your reader soon becomes bored with your writing and stops reading. To make your writing more dynamic, replace dull verbs with more vivid ones.

- EXAMPLES
1. He *scurried* into the crowded conference room.
  2. The parrot *shrieked* at each visitor to the store.
  3. Marion *agonized* over her decision.

**Writing Assignment:** Write a paragraph describing a scene from one of your favorite movies. Use vivid action verbs in your description.

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

- \_\_\_ I have used vivid action verbs in my paragraph.
- \_\_\_ My paragraph has a topic sentence and supporting sentences.

**Revising, Proofreading, and Writing the Final Version:** Use the results of your evaluation to help you revise your draft. Then proofread your revised draft. Write your paragraph in final form.

### WRITING APPLICATION B: Varying Sentence Patterns

When you listen to a song playing on the radio, you hear the song's rhythm as well as its tune and lyrics. If you listen closely, you will notice that the rhythm varies at least a little throughout the song. This is done to keep the song interesting. Good writing is like a good song. Its rhythm must be varied to keep the writing interesting to the reader. To vary the rhythm of your writing, use a variety of sentence patterns. One easy way to vary your sentence patterns is to place the subject of your sentences in different positions.

- EXAMPLE *Paul and I* were happy that Joan had come to visit. After she settled into her room, we all went fishing. All in all, we had a wonderful time together.

**Writing Assignment:** On a separate sheet of paper, write about a friend's or relative's visit to your home that was particularly special. Use a variety of sentence patterns to help make your writing interesting. Remember to use a topic sentence and supporting sentences in each of your paragraphs.

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

- \_\_\_ I have used a variety of sentence patterns.
- \_\_\_ Each of my paragraphs has a topic sentence and supporting sentences.
- \_\_\_ My writing follows a logical order.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation. Then proofread your revised draft. Write your paragraphs in final form.

### WRITING APPLICATION C: Using Helping Verbs

Have you ever said to yourself, "I wonder what might have happened if . . . ?" The words *might have* are helping verbs that help you express this type of statement. Some other examples of helping verbs are *am, are, be, been, can, could, do, did, has, had, is, may, must, shall, should, was, were, will, and would*. You can use helping verbs in your writing to enrich your descriptions and express continuing action.

- EXAMPLES I *could have* made the swim team this year if I had practiced during the summer. Instead, I spent my summer lounging on the beach. I *have* always wanted to be on our school's swim team. Now I *must* wait another whole year before I can try again. I *will* make sure that next summer I practice every day.

**Writing Assignment:** On a separate sheet of paper, write about something you could have done or been if circumstances had been different. Use helping verbs to help you express your ideas. Remember to include a topic sentence in each paragraph you write.

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

- \_\_\_ I have used helping verbs to help me express actions or make statements.
- \_\_\_ My writing follows a logical order.
- \_\_\_ Each of my paragraphs has a topic sentence and supporting sentences.
- \_\_\_ I have explained the circumstances that kept me from doing or becoming something.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation. Make sure you have used helping verbs correctly in your sentences. Then proofread your revised draft. Write your revised draft in final form.

# UNIT 3 The Work of Modifiers

## WRITING APPLICATION A: Using Descriptive Adjectives

Good writers use words to paint a picture of what they are describing. The colors in their palette are adjectives. The more dynamic the adjectives, the more interesting and detailed is the picture that they create for the reader. You, too, can paint detailed pictures for your reader by using vivid, dynamic adjectives in your writing.

- EXAMPLES
1. The *hungry* panther lurked among the *jagged* rocks.
  2. The *brilliant* colors of her *tiny* flower garden made the *plain white* house look cheerful and inviting.
  3. The *dilapidated* brick building has been abandoned since 1959.
  4. Prepare to turn left onto a *gravel* road when you see the *rusty yellow* mailbox.

**Writing Assignment:** Pretend that you want to invite a new classmate to visit your home after school. Since your classmate is unfamiliar with your neighborhood, you need to give accurate directions. On a separate sheet of paper, write a paragraph that gives detailed directions from your school to your house. Use adjectives to describe landmarks that will help your classmate find his or her way.

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

- \_\_\_\_\_ I have used vivid adjectives to describe landmarks.
- \_\_\_\_\_ My paragraph follows a logical order.
- \_\_\_\_\_ My paragraph has a topic sentence and supporting sentences.

**Revising, Proofreading, and Writing the Final Version:** Revise the first draft of your paragraph based on your evaluation. Then proofread your revised draft. Write your paragraph in final form.

## WRITING APPLICATION B: Using Precise Adverbs

To teach someone how to do something new, you need to give good directions. To give good directions, you need to tell exactly *when* and *how* to complete certain steps. Adverbs are the part of speech that help you tell how and when to do something. Using precise adverbs in your writing will clarify steps in your directions.

EXAMPLE Carefully empty the powdered mix into the bowl. Then slowly pour in one cup of hot water. Stir until the mix looks completely dissolved in the water. Gradually mix in one-half cup of raisins and sliced bananas.

**Writing Assignment:** Think of something you know how to make or do well. Then write directions for a classmate. Use a step-by-step order so that your classmate can follow your directions easily. Use precise adverbs to clarify your directions.

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

- \_\_\_\_\_ I have used precise adverbs to clarify my directions.
- \_\_\_\_\_ My directions are in correct order.
- \_\_\_\_\_ My directions are accurate and complete.

**Revising, Proofreading, and Writing the Final Version:** Based on your evaluation, revise the first draft of your directions. Then proofread your revised draft. Write your directions in final form.

## WRITING APPLICATION C: Using Prepositions

There are many ways to cross a river. You can go over, under, or around the river, or you can swim across or ride across in a boat. All these methods enable you to get to the other side. In writing, prepositions are the part of speech that enable writers to get to the other side of sentences. They connect nouns or pronouns and verbs with other words in sentences. There is a great variety of prepositions that can be used to make these connections.

- EXAMPLES
1. The soldiers marched gallantly *over* the hill.
  2. The balloon floated peacefully *above* the tiny village.
  3. Michael dives *with* caution *below* the reef.
  4. The holiday season is just *around* the corner.
  5. The containers *on* the shelves and the flat boxes *in* the attic are used *for* storing winter clothes.

**Writing Assignment:** Think of a physical barrier you once had to cross. On a separate sheet of paper, describe how you finally crossed that barrier. Use prepositions to help make connections.

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

- \_\_\_\_\_ I have used prepositions in my description to make connections.
- \_\_\_\_\_ My description follows a logical order.
- \_\_\_\_\_ I have included a topic sentence in each of the paragraphs I have written.

**Revising, Proofreading, and Writing the Final Version:** Revise your first draft based on your evaluation. Then proofread your revised draft. Write your paragraphs in final form.

# UNIT 4 Building Better Sentences

## WRITING APPLICATION A: Writing Compound Sentences

One of the first things you might do when you shop is to compare items by price and quality. Doing this helps you determine how similar or different various brands are before you make your final selection. You can also compare and contrast items in this way when you write. First, write your topic sentence. Then compare and contrast two things point by point. Use compound sentences to help you combine sentences.

**EXAMPLE** I like to play volleyball, but I also like to read. I like volleyball because it is a group activity, but I like reading because it is a solitary activity. Volleyball involves doing something with your body, and reading involves doing something with your mind.

**Writing Assignment:** On a separate sheet of paper, compare and contrast two of your favorite hobbies. Use compound sentences in your writing.

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

- \_\_\_\_\_ I have used a point-by-point method of comparison or contrast.
- \_\_\_\_\_ I have included a topic sentence in each paragraph I have written.
- \_\_\_\_\_ I have correctly punctuated my compound sentences.

**Revising, Proofreading, and Writing the Final Version:** Revise your first draft based on your evaluation. Then proofread your revised draft. Write your assignment in final form.

## WRITING APPLICATION B: Writing Complex Sentences

When factory workers are assembling a car, they are putting together the complex machinery that will enable the car to run smoothly. If the workers have done a good job, the driver of the car will not even think of the machinery as he or she drives. In a similar way, when you write complex sentences in combination with other types of sentences, you are assembling the parts that will make your writing read smoothly. If you do a good job of combining different types of sentences, your reader will not even notice the skillful way you have worked complex sentences into your writing.

**EXAMPLE** Although I had always wanted to see the ocean, I did not have the opportunity until this year. My family and I went on vacation to Kennebunkport, Maine, in July. Since we arrived at our cabin in Kennebunkport after dark, I could hear the ocean's waves pounding but could not see them. At dawn, I woke up my family with shrieks of glee. I could see the ocean from our cabin door.

Writing Applications 455

**Writing Assignment:** On a separate sheet of paper, write a narrative that explains your reaction to a place or a thing you saw for the first time. You may use your own topic or one of these ideas: sand dunes, mountains, the city, a farm, the Great Lakes, or palm trees. Use complex sentences as well as other types of sentences in your explanation.

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

- \_\_\_\_\_ I have used complex sentences as well as simple and compound sentences.
- \_\_\_\_\_ I have included a topic sentence in each of the paragraphs I have written.
- \_\_\_\_\_ I have written my narrative in chronological order.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation. Make some of your compound sentences into complex sentences, if doing so will improve them. Proofread your revised draft. Write your revised draft in final form.

## WRITING APPLICATION C: Using Appositives to Explain

When you take notes, you are jotting down important details that help explain something. In a similar way, when you write appositives, you are writing important details that help explain something in your sentences. Appositives identify or tell something about the noun or pronoun they follow. They can also be used to help you combine information in sentences that have similar constructions.

**EXAMPLE SENTENCES** Louisa May Alcott was a famous author.

She wrote *Little Women* more than 100 years ago.

**EXAMPLE SENTENCE WITH APPOSITIVE** Louisa May Alcott, a famous author, wrote *Little Women* more than 100 years ago.

**Writing Assignment:** On a separate sheet of paper, write about a famous person who has inspired you in some way. Use appositives to help you combine sentences and explain ideas. Use a variety of sentence types in your writing.

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

- \_\_\_\_\_ I have used a variety of sentence types.
- \_\_\_\_\_ I have used correct punctuation with appositives.
- \_\_\_\_\_ I have included a topic sentence in each of the paragraphs I have written.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation. Then proofread your revised draft. Write your draft in final form.

156 Unit 4

# UNIT 5 Understanding the Sentence Unit

## WRITING APPLICATION A: Avoiding Sentence Fragments

How would you like to buy a sweater and later find one sleeve missing? A sentence fragment is like a sweater with only one sleeve. It is missing something important that would make it complete. In a sentence fragment, either the subject or predicate of the sentence is missing. When this happens, a reader cannot form a complete thought from a sentence and cannot make sense of the writing. Always make sure you have a subject and a predicate in each of your sentences.

**SENTENCE FRAGMENTS** The four Haney children. Leaped over the fence simultaneously.

**COMPLETE SENTENCE** The four Haney children leaped over the fence simultaneously.

**Writing Assignment:** On a separate sheet of paper, write about something that happened in your neighborhood last summer. Use two of the three fragments below to compose complete sentences. Then use those sentences in your composition.

one day last summer    near the road    but did not understand

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

- \_\_\_ Each of my sentences has a subject and a predicate.
- \_\_\_ I have used correct punctuation in each of my sentences.
- \_\_\_ I have used logical order in describing what happened.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation. Check carefully that each sentence is complete. Then proofread your revised draft. Write your draft in final form.

## WRITING APPLICATION B: Stopping Run-on Sentences

Riding on a roller coaster can be exciting, unless you cannot get off! Reading run-on sentences is like riding on a roller coaster that will not stop. Images go speeding by because there are no pauses or stops to let you enjoy them. You experience the speed but not the meaning of anything around you. As you write, correct run-on sentences by punctuating them in one of four ways: (a) Add a period between sentences. (b) Add a semicolon between sentences. (c) Add a comma and a conjunction between two sentences. (d) Make one part of a sentence dependent on the other, and add a comma.

Writing Applications 457

**RUN-ON SENTENCE**

Stephanie is getting ready for school. Pat is eating.

**COMPLETE SENTENCES**

1. Stephanie is getting ready for school. Pat is eating.
2. Stephanie is getting ready for school; Pat is eating.
3. Stephanie is getting ready for school, and Pat is eating.
4. While Stephanie is getting ready for school, Pat is eating.

**Writing Assignment:** On a separate sheet of paper, describe a typical day in your favorite class. Describe what you and your classmates do during class that you particularly enjoy. Use complete sentences.

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

Each of my sentences is complete and correctly punctuated  
My description follows a logical order.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation. Then proofread your revised draft. Write your draft in final form.

## WRITING APPLICATION C: Using Transitions in Sentences

To ease the transition, or change, from one year to another, many people attend New Year's Eve celebrations. These celebrations help make the change from the old year to the new year seem less abrupt. In writing, certain words can be used to make the change from one sentence to another seem less abrupt. These words are called transitions. Some examples of transitions are *then*, *therefore*, *consequently*, and *as a result*. Transitions help sentences flow logically from one topic to another. Since they frequently connect complete sentences, you should make sure you use periods and semicolons before them rather than commas.

- EXAMPLES**
1. Peggy and her four friends arrived. Then the fun began. Peggy and her four friends arrived; then the fun began.
  2. Kelly misplaced her ticket, therefore, she missed the flight. Kelly misplaced her ticket. Therefore, she missed the flight.

**Writing Assignment:** On a separate sheet of paper, write about an appointment or event you were late for or missed. Use transitions in your writing to help your sentences flow logically from one topic to another.

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

- \_\_\_ I have used transitional words and phrases to make my sentences flow logically and smoothly.
- \_\_\_ I have used correct punctuation with transitions.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation. Then proofread your revised draft. Write your draft in final form.

# UNIT 6 Using Verbs Correctly

## WRITING APPLICATION A: Choosing Irregular Verb Forms

Many people in business form lasting impressions of other people's abilities from the letters they read. If a businessperson reads a letter that uses words incorrectly, he or she tends to think the writer has poor skills in other areas as well. This is particularly true if the writer has misused simple nouns and verbs. Verbs such as *bring*, *come*, *do*, *give*, *go*, *run*, *see*, and *take* are some of the most commonly used words in the English language. Therefore, you need to know their correct verb forms. Since you will use them frequently in all your writing, you should memorize those verb forms you do not already know.

Present	Simple Past	Past with Helper
bring	brought	have brought
come	came	have come
do	did	have done
give	gave	have given
go	went	have gone
run	ran	have run
see	saw	have seen
take	took	have taken

**Writing Assignment:** On a separate sheet of paper, write a paragraph about a school or business meeting you have attended. Describe what you had to bring, where you had to go, what you had to do, who else came, and things you saw. Use correct verb forms in your writing.

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

- \_\_\_ I have used correct verb forms in my writing.
- \_\_\_ My paragraph follows a logical order.
- \_\_\_ I have included a topic sentence in my paragraph.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation. Then proofread your revised draft. Write your paragraph in final form.

## WRITING APPLICATION B: Using Irregular Verbs

Have you ever wondered how two people with completely different personalities end up the best of friends? They are friends because they know and accept each other's differences. Memorizing irregular verb forms is, in a way, like this type of friendship. Once you have memorized

regular verb forms, you will know their differences and feel comfortable writing them. You will be able to use them without effort and can concentrate on other aspects of your writing. Several pairs of irregular verb forms sometimes cause confusion. These verbs are *bring* and *take*, *leave* and *let*, *lie* and *lay*, *raise* and *rise*, and *sit* and *set*. Three of the verb forms or each pair are shown below:

Present	Simple Past	Past with Helper
bring (downward)	brought	have brought
take (away from)	took	have taken
leave (place and go)	left	have left
let (put)	let	have let
lie (recline)	lay	have lain
lay (put)	laid	have laid
raise (lift)	raised	have raised
rise (go up)	rose	have risen
sit (sitting position)	sat	have sat
set (put)	set	have set

**Writing Assignment:** On a separate sheet of paper, write about one of the following topics in the past tense. As you write, use the verbs in the topic you have chosen at least twice. Remember to include a topic sentence for each paragraph you write.

Setting an Example by Sitting Up Straight

Rising Early to Raise My Grades

Leaving Behind a Good Friend and Letting In New Friends

Laying Down Rules for Lying in the Sun

Bringing and Taking Home an Umbrella

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

- \_\_\_ I have a topic sentence and supporting sentences in each of my paragraphs.
- \_\_\_ I have used the past tense in my writing.
- \_\_\_ I have used the correct verbs in my writing.
- \_\_\_ My paragraphs follow a logical order.
- \_\_\_ I have written about one of the listed topics.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation. Write your chosen topic as the title of your paper if you have not already done so. Then proofread your revised draft. Write your draft in final form.

# UNIT 7 Agreement of Subject and Verb

## WRITING APPLICATION A: Using Subject-Verb Agreement

Even the most brilliant argument can be lost if it is not presented well. Presenting an argument in writing is called persuasive writing. Presenting it well means stating reasons for the argument and supporting those reasons with evidence. It also means using correct subject-verb agreement. Because persuasive writing often uses a variety of subject-verb combinations, extra care should be taken in making sure that verbs agree with their subjects.

**EXAMPLE** Recent circumstances reveal that this library should be kept open until 9 p.m. daily. Since many of this district's students work part-time after school, they are unable to get to the library before it closes at 7:30 p.m. Our survey of area high schools shows that 52 percent of this year's graduating class works part-time after school. In addition, large evening enrollments at the new extension center on Jackson Street mean more adults need to use the library at night. Our most recent survey from the extension center shows a current enrollment of 206 students.

**Writing Assignment:** On a separate sheet of paper, write an argument to persuade your classmates that the school year should either be extended or shortened. Give at least three reasons for your argument and support those reasons with evidence. Use correct subject-verb agreement.

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

- \_\_\_\_\_ I have supported my argument with at least three reasons.
- \_\_\_\_\_ I have supported my reasons with evidence.
- \_\_\_\_\_ I have used correct subject-verb agreement.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation. In addition, make sure your reasons are arranged in order of importance. Your argument should be serious but not have an angry tone. Proofread your draft after you have revised it. Then write your argument in final form.

## WRITING APPLICATION B: Keeping Track of Your Subject

Have you ever momentarily forgotten where you put something? In writing, when a subject in a sentence is separated from its verb by other words, you may momentarily forget the location of the subject. When this happens, you may use a verb that agrees not with the subject but with

another noun in the sentence. As you write, carefully check that each verb you write agrees with the subject, no matter how far away it may be.

- EXAMPLES**
- 1 High tech industries in this state have increased dramatically.
  - 2 Where are the players for that team?
  - 3 Neither of his assistants is present today.

**Writing Assignment:** On a separate sheet of paper, describe how a group in your community or school has helped others. Ideas might include sponsoring a canned-food drive, setting up an election, or welcoming an honored guest. Use correct subject-verb agreement in your description.

**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.
- \_\_\_\_\_ I have used correct subject-verb agreement.

**Revising, Proofreading, and Writing the Final Version:** Revise your rough draft based on your evaluation. Check carefully that the subject in each of your sentences agrees in number with the verbs you have used. Proofread your draft after you have revised it. Then write your draft in final form.

## WRITING APPLICATION C: Using Verbs with Combined Subjects

Even though main dishes listed on a restaurant menu are not separated by the word *or*, you are expected to select only one. In a similar way, when you use two or more singular subjects in your sentences and connect them with the word *or*, you are expected to use a singular verb. The word *or* separates singular subjects so that each must be considered individually. Singular subjects connected by the word *and*, however, require a plural verb. The word *and* connects two or more things to make them plural.

- EXAMPLES**
1. The stage manager, the director, *or* the producer *makes* the final decisions. (Only one of these three makes the decisions.)
  2. The stage manager, the director, *and* the producer *make* the final decisions. (The three make the decisions jointly.)

**Writing Assignment:** On a separate sheet of paper, describe the favorite hobbies of two or three of your friends or relatives. As you write, use *or* or *and* to connect subjects.

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

- \_\_\_\_\_ I have used a plural verb with subjects connected by *and*.
- \_\_\_\_\_ I have used a singular verb with singular subjects connected by *or*.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation. Then proofread your revised draft. Write your draft in final form.

# UNIT 8: Choosing the Right Modifier

## WRITING APPLICATION A: Choosing Between Good and Well

You may have heard the adage, "If the shoe fits, wear it." As you write, you sometimes have to decide whether certain words "fit" your sentences. Deciding whether to use *good* or *well* is an example of deciding which word will fit best in your sentences. Since *good* is an adjective, it modifies only nouns and pronouns. *Well* is used primarily as an adverb and answers the question *How?* *Well*, however, can also be used as an adjective when it refers to health. To determine which word you should use in a sentence, first determine the part of speech. If you are still unsure, test the sentence using *well*. If *well* fits, you should be using that word. If it does not fit, you should be using *good*.

### EXAMPLES

1. Andrew did a *good* job of singing at the concert. (adjective)
2. The food they serve is *good*. (adjective)
3. Clara is not feeling *well* today. (adjective)
4. Juan ran *well* in last month's marathon. (adverb)

**Writing Assignment:** On a separate sheet of paper, write a narrative describing some task that you did particularly well. Use the words *good* and *well* at least twice in your writing.

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

- I have written my narrative in chronological order.
- I have used *good* and *well* correctly.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation. You may want to check one last time that *well* cannot be substituted for *good* in any of your sentences. Proofread your revised draft carefully, and correct any errors. Then write your final version.

## WRITING APPLICATION B: Using Degrees of Comparison

Each year, players on professional sports teams vote for their MVP, or "Most Valuable Player." *Most valuable* is the highest level of comparison the team members can make and is an example of a third-degree comparison. However, there are two other degrees of comparison that you can use as well when you write. These are first-degree and second-degree comparisons. In the first degree, no real comparison is made. In the second degree, only two things are compared. In the third degree, more than two things are compared.

### FIRST DEGREE

Carol is a good swimmer.

### SECOND DEGREE

Carol is a better swimmer than Dennis.  
(Carol is compared to one other student.)

### THIRD DEGREE

Carol is the best swimmer in this school.  
(Carol is compared to all other students in her school.)

**Writing Assignment:** On a separate sheet of paper, compare the skills of two or more of your favorite athletes, actors, singers, or authors. Use at least two degrees of comparison in your writing.

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

- I have used second-degree comparison when I compared two things.
- I have used third-degree comparison when I compared more than two things.
- I have included a topic sentence in each paragraph I have written.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation. Then proofread your revised draft. Write your revised draft in final form.

## WRITING APPLICATION C: Avoiding Double Negatives

People, in general, do not like to be told "no." They like it even less when they are told "no" twice in the same sentence. Using a double negative is like saying "no" twice in one sentence. One of the negative words in the sentence is unnecessary and should be eliminated. You can usually correct sentences that have this error by removing one of the negative words.

**DOUBLE NEGATIVE** Bill has *not* done *nothing* about the broken window.

**SOLUTION 1** Bill has done *nothing* about the broken window.

**SOLUTION 2** Bill has *not* done anything about the broken window.

**DOUBLE NEGATIVE** Sandy *never* asked *nobody* to help her with that project.

**SOLUTION** Sandy *never* asked anybody to help her with that project.

**Writing Assignment:** On a separate sheet of paper, describe some small task that you dislike doing but must do from time to time. Avoid using double negatives as you write.

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

- I have not used double negatives in any of my sentences.
- My description follows a logical order.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation. Then proofread your revised draft. Write your paragraph(s) in final form.

# UNIT 9 Using Pronouns Correctly

## WRITING APPLICATION A: Choosing the Correct Pronoun

Have you ever hesitated when speaking or writing because you were unsure which pronoun to use with a noun? Perhaps you did not know whether to use *us* or *we*, or *I* or *me*. In sentences in which you have a conjunction connecting a noun and pronoun, your choice of pronouns may at times seem confusing. However, you can easily choose the correct pronoun by quickly testing each pronoun alone in the sentence. The pronoun that makes best sense in the sentence is the correct one.

SENTENCE Russell and (me, I) visited Toronto last year.

TEST 1 Me visited Toronto last year. (makes poor sense)

TEST 2 I visited Toronto last year. (makes good sense)

SOLUTION Russell and I visited Toronto last year.

**Writing Assignment:** On a separate sheet of paper, write about a place you attended with another person, such as a friend, a classmate, or a family member. Possible places might be a park, a shopping center, a theater, or a baseball stadium. Describe some of the things you did in that place.

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

- 1. I have tested each of my pronouns to make sure it is correct.
- 2. My writing follows a logical order.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation. Make sure each of your paragraphs contains a topic sentence. Then proofread your revised draft. Write your revised draft in final form.

## WRITING APPLICATION B: Using Possessive Pronouns

Although there are exceptions to almost every rule, there is no exception to the rule about using apostrophes with possessive pronouns: *Never use an apostrophe with a possessive pronoun.* Possessive pronouns that end in *s* are *his*, *hers*, *ours*, *theirs*, *yours*, and *its*. Careless writers sometimes incorrectly write *it's* as *it's*. *It's*, however, is always a contraction that means *it is*.

- EXAMPLES
1. *It's* coarse fur is usually brown or gray.
  2. *Its* owners know when *it's* hungry.
  3. *It's* camouflaged in the wilderness by *its* unusual skin color.

Writing Applications

465

**Writing Assignment:** On a separate sheet of paper, describe something to your classmates so that they must guess its identity. Use the pronoun *it* to refer to your chosen "thing." Write clues that reveal specific details. In your last sentence, identify the thing you have been describing.

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

- 1. I have used *it's* as a possessive pronoun.
- 2. I have used *it's* only as a contraction.
- 3. My description provides detailed clues.
- 4. I have written all other possessive pronouns correctly.

**Revising, Proofreading, and Writing the Final Version:** Revise your first draft based on your evaluation. Make sure your last sentence identifies what you have been describing. Proofread your revised draft. Write your draft in final form.

## WRITING APPLICATION C: Using the "-self" Pronouns

If one day someone accuses you of being selfish, you might be offended. However, if that same person accuses you of being *selfish*, you might instead just laugh because you know the word *selfish* does not exist. Using the "-self" pronouns in your writing can have the same effect on your reader when you misuse their forms. Be careful not to write forms of these words that do not exist.

- EXAMPLES
1. They gave *themselves* extra time to complete the project (Never *themselfs*, *themself*, or *theirselves*.)
  2. Brad congratulated *himself* for finishing the project on time (Never *hissself*.)
  3. Phyllis and I introduced *ourselves* to the receptionist (Never *oursells* or *oursell*.)
  4. Always try to give *yourselves* a few moments to regain your composure (Never *yoursells*.)

**Writing Assignment:** On a separate sheet of paper, describe gifts you believe friends or relatives would give themselves if they could. Use the correct form of the "-self" pronouns in your writing.

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

I have used the correct form of the "-self" pronouns in my writing. Each of my paragraphs has a topic sentence and supporting sentences.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation. Then proofread your revised draft. Write your revised draft in final form.

466

Unit 9

# UNIT 10 How to Use Capitals

## WRITING APPLICATION A: Capitalizing Geographical Names

What is one of the first things you might do when taking pictures on vacation? You might focus your camera lens to get a clearer picture of a favorite spot. Focusing a camera lens is a little like capitalizing geographical names in writing. Capitalizing helps focus in on a specific place by calling attention to proper nouns.

**EXAMPLE** The tranquil St. John's River stretches halfway down Florida, from the busy shores of Jacksonville to the wetlands southwest of Cape Canaveral. Near Melbourne, the river melts into the landscape to provide a lush, marshy habitat for Florida's wildlife. Some say the majestic subtropical beauty of the St. John's is seconded only by that of the Everglades.

**Writing Assignment:** On a separate sheet of paper, describe one or more of the outstanding natural wonders in your state. Name specific lakes, mountains, parks, or large bodies of water. Write your description so that it will appeal to someone who has never visited your state.

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

- \_\_\_ I have capitalized all geographical names that are proper nouns.
- \_\_\_ I have capitalized all other proper nouns I have used.
- \_\_\_ I have not capitalized the word *the* or any short preposition when it is part of a name.

**Revising, Proofreading, and Writing the Final Version:** Revise your first draft based on your evaluation. Then proofread your revised draft. Write your revised draft in final form.

## WRITING APPLICATION B: Capitalizing Dates and Special Events

On most calendars, you will find days of the week, months, holidays, and special occasions. These words indicate specific dates or periods of time. What you will usually not see on a calendar are the four seasons. The seasons are important but are not as specific periods of time. In writing, the seasons and other references to time are treated in a similar way. Specific days, months, holidays, and special occasions are always capitalized. The four seasons are never capitalized.

- EXAMPLES**
1. In the winter, children look forward to Chanukah and Christmas.
  2. Our Thanksgiving last fall was particularly special.
  3. Celebrating the Fourth of July is an important summer event.

Writing Applications 467

**Writing Assignment:** On a separate sheet of paper, write about your favorite season. Describe the special holidays that are celebrated at that time and some of the things you do to celebrate.

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

I have capitalized all days of the week, months, holidays, and special occasions.

I have not capitalized any of the four seasons

I have included details that accurately describe the season and holidays I have chosen to write about

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation. Then proofread your revised draft carefully. Write your revised draft in final form.

## WRITING APPLICATION C: Capitalizing Titles of Artistic Works

Personal titles such as *Dr.*, *Colonel*, *Ms.*, or *Mr.* are always capitalized and help make the names they precede stand out in a similar way. Important words in titles of literary and artistic works, such as books, poems, and songs, are capitalized to make them stand out. Less important words in titles are not capitalized unless they are the first word. These less important words include conjunctions, articles, and short prepositions.

- EXAMPLES**
1. Peter Taylor's book *A Summers to Memphis* won the Pulitzer Prize.
  2. Alexander's favorite poems are "Velvet Shoes" and "Swift Things Are Beautiful."
  3. "Rhapsody in Blue" will always be my mother and father's favorite song.
  4. All his students were required to read "An Approach to Style," the fifth chapter in *The Elements of Style*.

**Writing Assignment:** Compare two of your favorite books. Describe what you like most about each book. Tell how each book is alike or different.

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

I have capitalized the important words in titles of books, poems, and songs.

I have not capitalized conjunctions, articles, and short prepositions unless they are the first word in titles.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation. Check that you have described how the books are alike or different. Then proofread your revised draft carefully. Write your draft in final form.

Unit 10

# UNIT 11 Learning to Use Commas

## WRITING APPLICATION A: Using Parallel Structure

Both the World Series and a lecture series are types of series. However, you would not expect to watch a baseball game at a lecture series, and you would not want to listen to a lecture during a baseball game. In a similar way when you use a series of items in sentences, you need to make sure each item in the series is alike. If two of the things in your series are nouns, then the remaining things should also be nouns. If most items in your series are prepositional phrases, then the remaining items should also be prepositional phrases. This rule can be applied when using any combination of words in a series. Use a comma to separate each of the items in the series except the last.

- EXAMPLES
1. I must take one teaspoon of that medicine before breakfast, after lunch, and during dinner. (prepositional phrases)
  2. Literature, art, architecture, and music are my favorite topics. (nouns)
  3. Please sweep, dust, and wax those particular floors before I return. (verbs)

**Writing Assignment:** On a separate sheet of paper, describe the things you have done to occupy your time during long car trips or long waiting periods. Use prepositional phrases in a series at least once.

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

- I have used the series comma after each item in my series except the last.
- Each of the items in each of my series is grammatically alike.

**Revising, Proofreading, and Writing the Final Version:** Revise your first draft based on your evaluation. Make sure you have included topic sentences and supporting sentences. Then proofread your revised draft. Write your revised draft in final form.

## WRITING APPLICATION B: Using Commas After Introductory Words

Not using a comma after an introductory phrase or clause is like driving past a yield sign without slowing down. Chances are that you will run into something coming in the other direction. Commas help create the necessary pauses that make your sentences understandable to your reader. Note how the following sentences are improved when a comma is inserted after the introductory phrase or clause.

Writing Applications 469

**Writing Assignment:** On a separate sheet of paper, describe whimsical and fantastic gifts you would give to your family and friends if money were no object. Use a comma after each introductory phrase or clause.

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

- I have used a comma after each introductory phrase.
- I have used a comma after each introductory clause.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation. Check that you have used correctly all punctuation in addition to commas. Then proofread your revised draft carefully. Write your draft in final form.

## WRITING APPLICATION C: Using Commas with Interrupters

No one likes to be interrupted while speaking or writing. However, every person interrupts his or her own speaking and writing from time to time with short phrases called interrupters. Examples of interrupters are *of course*, *by the way*, *if possible*, and *for example*. These phrases are of the main ideas in sentences and are set off with commas no matter where they appear in the sentences.

- EXAMPLES
1. *By the way*, Mrs. Bennet will be stopping by tomorrow. Mrs. Bennet, *by the way*, will be stopping by tomorrow.
  2. *Of course*, the launch will be stopping by tomorrow. *By the way* the launch, *of course*, is still scheduled for 6 a.m. The launch is still scheduled for 6 a.m., *of course*.

**Writing Assignment:** On a separate sheet of paper, write to a relative or friend you have not seen in a while. Describe some of the things that have happened recently that might interest that person. Use interrupters such as *for example*, *by the way*, and *of course* when appropriate to help you express your ideas.

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

- I have set off interrupters in my sentences with commas.
- Each of my paragraphs has a topic sentence and supporting sentences.

**Revising, Proofreading, and Writing the Final Version:** Using your evaluation, revise your first draft. Then proofread your revised draft. Write your draft in final form.

# UNIT 12 Apostrophes and Quotation Marks

## WRITING APPLICATION A: Using Apostrophes

Before you can buy something that is owned by someone else, you need to determine who the owner is. In a similar way, before you make a noun possessive, you first need to ask, "Who is the owner?" If the noun that will show ownership is singular, add 's. If the noun that will show ownership is plural, add '.

- EXAMPLES
1. Have you seen the writers' computers that are being used for word processing? (The computers are owned by more than one writer. *Writers* is plural. Add '.)
  2. The secretary's notebooks are kept here. (The notebooks belong to one secretary. *Secretary* is singular. Add 's.)

**Writing Assignment:** On a separate sheet of paper, write about the variety of student interests at your school. Use both the singular and plural possessive forms of the word *student* in your writing.

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

- \_\_\_ I have used 's with nouns that are singular.
- \_\_\_ I have used ' with nouns that are plural.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation and on other rules of grammar and composition you have studied. Then proofread your revised draft carefully. Write your draft in final form.

## WRITING APPLICATION B: Forming Contractions

One of the meanings of the word *contract* is "to shrink" or "to shorten." In writing, shortening words by omitting letters is called forming contractions. Apostrophes are always used in contractions to show that letters have been omitted from the words. Therefore, if you think you are writing a contraction but are not using an apostrophe, you may be mistakenly writing a pronoun instead. Several of the contractions often confused with pronouns are shown below.

- EXAMPLES
1. I am not sure *who's* planning to attend whose party on Friday. (*Who's* means *who is*. Do not confuse it with the word *whose*.)
  2. Miriam, I hope *you're* planning to audition for your sister's play. (*You're* means *you are*. Do not confuse it with the word *your*.)
  3. *They're* obviously not responsible for their actions at this time. (*They're* means *they are*. Do not confuse it with the word *their*.)

**Writing Assignment:** On a separate sheet of paper, describe a club or organization to which you would like to belong but have not yet joined. Use some contractions in your writing.

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

- Each of my contractions has an apostrophe.
- I have not confused contractions with pronouns.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation. Then proofread your revised draft. Write your draft in final form.

## WRITING APPLICATION C: Using Quotation Marks

To signal a taxi on a busy street in New York City, you need to wave one of your arms. To signal for a turn when you are driving, you need to turn on a turn signal. In writing, you signal that you are using the exact words of a speaker by enclosing those words in quotation marks. Use a comma as a separator between the quotation and the expression used by the speaker (such as, *he said*). If you are only reporting indirectly what someone else has said, you do not need to enclose the words in quotation marks.

- EXAMPLES
1. "This will be my last term in office," the senator said.
  2. The senator told reporters that this term in office would be her last.
  3. He warned Pandora, "Never open that box!"
  4. He warned Pandora that she should never open that box!

**Writing Assignment:** On a separate sheet of paper, describe an interesting conversation that you have had. Include both direct and indirect quotations.

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

- I have enclosed all direct quotes in quotation marks.
- I have used a comma as a separator in direct quotations.

**Revising, Proofreading, and Writing the Final Version:** Revise your draft based on your evaluation. Then proofread your revised draft. Write your draft in final form.