

UNIT 1 Patterns of the Simple Sentence

WRITING APPLICATION A: Using Vivid Action Verbs

Have you ever had to reread a paragraph because it was so dull you could not remember what it said? Perhaps the writing seemed dull because the writer did not use vivid, precise verbs to describe actions. In your own writing, always try to use lively, precise action verbs to help your reader form a clear picture of what you are describing. Note how the second sentence in each of the examples below creates a clearer picture simply by using a more vivid action verb.

- EXAMPLES
1. The reporters *came* into the crowded auditorium.
The reporters *rushed* into the crowded auditorium.
 2. The two candidates *talked* for more than an hour.
The two candidates *argued* for more than an hour.

Writing Assignment: On a separate sheet of paper, write about a current event that is particularly interesting to you.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your paragraph.

- ___ My information is accurate.
- ___ I have used vivid action verbs in my writing.
- ___ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. If you have used vivid action verbs, your reader will be able to picture clearly the action you are describing. Proofread your revised draft. Then write your final version.

WRITING APPLICATION B: Varying Sentence Patterns and Lengths

How would you like to attend a variety show only to see the same act performed over and over again? You would probably lose interest quickly and leave. In a similar way, if you use the same sentence patterns and lengths over and over again in your writing, your reader may lose interest in your message and stop reading. Use a variety of sentence patterns and lengths to maintain interest.

NO VARIETY The magician wore a tuxedo and a top hat. He introduced his five pet rabbits. He pulled them out of his hat. He then made the rabbits disappear. He did this merely by snapping his fingers. His act was, all in all, well received by the audience.

VARIETY The magician wore a tuxedo and top hat, and he introduced his five pet rabbits by pulling them out of his hat. Then he made the rabbits disappear merely by snapping his fingers. All in all, his act was well received by the audience.

Writing Assignment: On a separate sheet of paper, write about a special function that you have attended. Describe some of the things you did or people you saw there. Include a topic sentence and supporting sentences in each paragraph you write.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your paragraph.

- ___ I have used a variety of sentence patterns and lengths in my writing.
- ___ I have included a topic sentence and supporting sentences in each paragraph I have written.
- ___ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Proofread your revised draft. Then write your final version.

WRITING APPLICATION C: Using Descriptive Adjectives

To prepare a meal that is both flavorful and appealing to the eye, you need to use foods that are fresh and colorful. In a similar way, to make your writing appeal to your reader, you need to use adjectives that are fresh, colorful, and descriptive. Adjectives give life and feeling to your sentences; however, using too many of them may overpower your writing. Choose your adjectives carefully as you write. You need not use them before every noun.

- EXAMPLES
1. The *fluffy little* puppy with the *big, bright* eyes nipped at Judy's stockings.
 2. Elise was welcomed by *thunderous* applause as she approached the stage.
 3. The *soft, powdery* snow created a *winter* wonderland for the children that year.
 4. The *shiny red* convertible cruised slowly down the *deserted* avenue.
 5. The *cool autumn* wind rustles and twirls *multicolored* leaves.

Writing Assignment: On a separate sheet of paper, write about your favorite season. Describe some of the things you do during that time that help make the season particularly special for you. Remember that you can use adjectives that add color and feeling to your writing.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your paragraph.

- ___ I have used adjectives that add color and feeling to my writing.
- ___ I have not used too many adjectives in my writing.
- ___ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Check that your adjectives add sufficient color and feeling to your writing. Proofread your revised draft. Then write your final version.

UNIT 3

The Complex Sentence to Show Relationship

WRITING APPLICATION A: Using Adverb Clauses

A good watch is made up of complex parts that work well together. Similarly, a good paragraph is often made up of complex sentences in combination with other types of sentences. Complex sentences frequently contain adverb clauses, which always begin with subordinating conjunctions, such as *when*, *whenever*, *while*, *as*, *as soon as*, *before*, *after*, *since*, and *until*.

EXAMPLE Although Sam was an artist, he never painted a picture or sculpted a statue. Sam was a flutist who lived directly above us in an apartment in Boston. He played with the Boston Pops for several years before moving to New York City three years ago. While I was growing up, I would hear him practicing early every morning. He used to drive my mother crazy, but I liked his music. To this day, whenever I hear the "William Tell Overture," I think fondly of Sam.

Writing Assignment: On a separate sheet of paper, write about someone you remember fondly but no longer see. Describe some of the characteristics of this person. Use adverb clauses in your writing.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your paragraph.

- I have used adverb clauses in my writing.
- Each of my paragraphs contains a topic sentence and supporting sentences.
- My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. You should have a subordinating conjunction in any sentence you think has an adverb clause. Proofread your revised draft. Then write your final version.

WRITING APPLICATION B: Writing Adjective Clauses

Just as a caboose never comes at the beginning of a train, an adjective clause never comes at the beginning of a sentence. An adjective clause must always follow the noun or pronoun it modifies. This rule is helpful to know if you have trouble distinguishing adverb clauses from adjective clauses. Note in the examples below how the adjective clause cannot be moved to the beginning of the sentence and still make sense.

- EXAMPLES**
1. The project manager is the person *who makes budget decisions*.
 2. The new word processor has the program *that he prefers to use*.
 3. Maria is a landscape painter *whose work has sold extremely well*.

Writing Assignment: Write a short paper explaining the responsibilities that various people have in a club or social group to which you belong. Use some adjective clauses in your writing.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- I have used adjective clauses in my writing.
- My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Proofread your revised draft. Then write your final version.

WRITING APPLICATION C: Using Who and Whom

Using a shortcut when you travel can be an invaluable timesaver. Using a shortcut when you need to decide whether to use *who* or *whom* in a sentence can also be an invaluable timesaver. To determine quickly which word you should use, mentally substitute the word *him* for *whom* and the word *he* for *who*. If *him* fits, you should be using *whom*. If *he* fits, you should be using *who*. In some cases, you will need to rearrange the sentence slightly to test the word.

EXAMPLE (*Who, Whom*) is going to make the presentation to the board of directors?

TEST WHOM *Him* is going to make the presentation to the board of directors? (*Him* does not fit.)

TEST WHO *He* is going to make the presentation to the board of directors? (*He* fits.)

SOLUTION *Who* is going to make the presentation to the board of directors?

Writing Assignment: On a separate sheet of paper, write a paragraph for a business letter, requesting the names of three people who will be able to give you information about a product or service for which you are interested. Use *who* or *whom* at least three times in your writing.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your paragraph.

- I have used *who* and *whom* correctly in my sentences.
- My paragraph contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Make sure your request has a courteous tone suitable for a business letter. Proofread your revised draft. Then write your final version.

UNIT 4 Other Devices of Subordination

WRITING APPLICATION A: Avoiding Dangling Participles

Although you may purposely want to end a story so that it leaves your readers hanging, you never want to leave your sentences dangling. A dangling participle is a participle that modifies a word it cannot logically modify in a sentence. If you are not careful when you write, you may accidentally write participles that dangle in your sentences.

INCORRECT Swinging with ease through the air, I watched the trapeze artist.

(*Swinging through the air modifies trapeze artist, not I.*)

CORRECT I watched the trapeze artist swinging through the air with ease.

Writing Assignment: On a separate sheet of paper, describe an interesting event you have watched as a spectator. Examples of events are a circus, a baseball game, or an air show. Use present or past participles in your writing. Be careful not to use dangling participles.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- ___ I have included present or past participles in my writing.
- ___ I have not used dangling participles in my writing.
- ___ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise the first draft carefully. If you have used participles correctly, they will logically modify specific words in your sentences. Proofread your revised draft. Then write your final version.

WRITING APPLICATION B: Using Appositives to Explain

Have you ever had to add a postscript to the end of a letter because you forgot to include important information in the body? In a way, an appositive in a sentence is like a postscript in a letter. An appositive explains or adds information about a noun or pronoun in a sentence. It is usually set off with commas.

- EXAMPLES**
1. Their son Paul, a *law student*, will graduate from college in June.
 2. Clara Barton, a *battlefield nurse*, founded the American Red Cross more than 100 years ago.
 3. George Washington Carver, a *chemist and an inventor*, became famous for his agricultural research.

Writing Assignment: On a separate sheet of paper, write about someone famous that you have admired. Explain some of the things this person has done to earn your admiration. Use some appositives in your writing.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- ___ I have used appositives in my writing to explain or add information about a noun or pronoun in a sentence.
- ___ I have set off appositives with commas.
- ___ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Proofread your revised draft. Then write your final version.

WRITING APPLICATION C: Using Reduction for Conciseness

To many people, reducing means losing weight to improve one's health or appearance. In writing, reducing means expressing your ideas in the fewest words possible without sacrificing clarity. The process of reducing a word group to a simpler word group is called reduction. In the examples below, note how entire word groups, shown in parentheses, can be omitted from the sentences without changing the meaning.

EXAMPLES 1. George whistled while (he was) building the house near the edge of the hill.

2. Impatiens, pansies, and begonias grow well in indirect light if (they are) watered daily.

3. While (she was) working on the report, Elena was constantly interrupted by her secretary.

4. Mr. Hollins arrived at the theater early (so that he would be able) to get a good seat.

5. We have already hung all the birthday decorations (that were) delivered this morning.

Writing Assignment: On a separate sheet of paper, write about something for which you planned carefully, such as a party, a dance, special lessons, a class or family reunion, or a vacation. Describe some of the many things you had to do to make that event successful.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- ___ My writing follows a logical order.
- ___ I have used reduction to help eliminate all excess words from my writing.
- ___ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Eliminate any remaining unnecessary words that you find in your sentences. Proofread your revised draft. Then write your final version.

UNIT 5 Achieving Sentence Variety

WRITING APPLICATION A: Using Adjective Clauses

To single out a person in a crowd, you might call out that person's name. In a similar way, when you write, you can use adjective clauses to single out items in a group. Adjective clauses can help emphasize specific information about people, places, or things that are part of a larger group.

- EXAMPLES
1. Ryan has three cousins, *two of whom are older than 25*.
 2. The gymnast completed four routines, *one of which received a perfect score from the judges*.
 3. Megan collects seashells, *many of which she found in California and Florida*.

Writing Assignment: On a separate sheet of paper, write about something you collect. Use adjective clauses to describe specific items in your collection.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- I have used adjective clauses in my writing.
- I have used the pronoun *whom* in adjective clauses when I am referring to people.
- My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Proofread your revised draft. Then write your final version.

WRITING APPLICATION B: Using Effective Sentence Devices

Knowing how to use electrical devices such as hair dryers, computers, and washing machines makes life much easier for many people. In a similar way, knowing how to use a variety of sentence devices can make your writing tasks easier. The three sentence devices you practiced in the first part of this book were (1) “no sooner . . . than,” (2) “not only . . . but also,” and (3) “the more . . . the more” or “the more . . . the less.” Knowing how to use these devices will enable you to provide special emphasis in your sentences.

- EXAMPLES
1. When we arrived at the barber shop, Johnny wanted to leave.
No sooner had we arrived at the barber shop *than* Johnny wanted to leave.
 2. Johnny wanted to leave and go back to his old barber.
Not only did Johnny want to leave, *but* he also wanted to go back to his old barber.
 3. As I tried to calm Johnny down, he just fretted more and more.
The more I tried to calm Johnny down, *the more* he fretted.

Writing Applications

557

Writing Assignment: On a separate sheet of paper, write a narrative about a visit to a dentist's office, a doctor's office, a hair salon, or a barber shop. Try to use all three sentence devices in your writing to explain what happened.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- I have used three sentence devices in my writing.
- My writing follows chronological order.
- My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Check that you have properly used all three sentence devices in your writing and that your writing follows a logical order. Proofread your revised draft. Then write your final version.

WRITING APPLICATION C: Writing Noun-Particle Phrases

A person who is independent is one who is not affected or influenced by others. In writing, a specific word group called a noun-particle phrase is independent and does not refer to any other word in a sentence. Since this type of phrase stands on its own, it can be moved anywhere in a sentence without changing the meaning.

- EXAMPLES
1. *His hands trembling*, John opened the old, creaky basement door slowly.
 2. John, *his hands trembling*, opened the old, creaky basement door slowly.
 3. John opened the old, creaky basement door slowly, *his hands trembling*.
 4. *The car's left-rear tire becoming suddenly flat*, Sarah put on her signal to exit the freeway.
 5. Sarah put on her signal to exit the freeway, *the car's left-rear tire becoming suddenly flat*.

Writing Assignment: On a separate sheet of paper, write about a frightening experience you once had. Check that your writing follows a logical order. Use some noun-particle phrases to help you express your ideas.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- I have used noun-particle phrases in my writing.
- My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Proofread your revised draft. Then write your final version.

558

Unit 5

UNIT 6 Recognizing the Sentence Unit

WRITING APPLICATION A: Avoiding Sentence Fragments

Just as you must pass tests in your classes to be promoted to the next grade or to graduate, so must the word groups you use in your writing pass tests to be considered sentences. To test your sentences for completeness, ask these two questions: (1) Does the word group have a subject and a verb? (2) Does the word group make sense by itself? If you cannot answer yes to both questions, the word group is a fragment rather than a sentence. One of the most common fragment errors is made when an adverb clause is punctuated as a sentence rather than as a clause within a sentence. You can usually correct this error by joining the clause to another sentence.

INCORRECT When I finally found a seat, I realized I had taken the wrong bus.
CORRECT When I finally found a seat, I realized I had taken the wrong bus.

Writing Assignment: On a separate sheet of paper, write about an interesting experience you had your first year of high school. Begin several of your sentences with adverb clauses. Make sure all your sentences are complete.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- ___ I have punctuated each of my sentences correctly.
- ___ I have used adverb clauses correctly in my writing.
- ___ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Make sure you have used correct punctuation in sentences that have clauses. Proofread your revised draft. Then write your final version.

WRITING APPLICATION B: Writing Complete Sentences

The distance you travel on vacation does not determine whether you will enjoy that vacation. Similarly, when you write, the length of a word group you use does not determine whether the words make up a sentence. A sentence can be as short as one word or it can go on for pages. A sentence ends only when the last grammatically connected idea has been expressed completely.

COMPLETE Listen. (The subject you is understood.)
INCOMPLETE In the spring in Michigan, if you get up fairly early in the morning and hear the sweet, high-pitched song of a robin, which is also that state's bird, you may find that you want to listen to this morning melody for. (This sentence could be made complete by inserting a noun after the word *for*, or it could continue on and end later.)

Writing Assignment: On a separate sheet of paper, write about a vacation you have particularly enjoyed. Use sensory details of sight, hearing, touch, and smell in your writing. Write complete sentences.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- ___ Each of my sentences is complete.
- ___ I have punctuated each of my sentences correctly.
- ___ I have used sensory details in my writing.
- ___ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Proofread your revised draft. Then write your final version.

WRITING APPLICATION C: Stopping Run-on Sentences

Running head-on into another person or object can be a physically painful experience. In a similar manner, writing sentences that run into one another can be a mentally painful experience for a reader. When sentences run on, the reader becomes confused because the writing makes little sense. As you write, avoid run-on sentences by punctuating them in one of four ways: (1) Add a period between sentences. (2) Add a semicolon between sentences. (3) Add a comma and a conjunction between two sentences. (4) Make one part of a sentence dependent on the other, and add a comma if necessary.

RUN-ON My younger sister likes to get up before dawn I prefer to sleep late.
SENTENCE

- COMPLETE SENTENCES**
1. My younger sister likes to get up before dawn. I prefer to sleep late.
 2. My younger sister likes to get up before dawn; I prefer to sleep late.
 3. My younger sister likes to get up before dawn, but I prefer to sleep late.
 4. Although my younger sister likes to get up before dawn, I prefer to sleep late.

Writing Assignment: On a separate sheet of paper, write about what you believe would be the perfect weekend. Describe when you would get up in the morning, what you would do during the day and evening, where you would go, and what the weather would be like.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- ___ Each of my sentences is complete and correctly punctuated.
- ___ My writing follows a logical order.
- ___ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Correct any run-on sentences you have found in your writing. Proofread your revised draft. Then write your final version.

UNIT 7 The Smooth-Running Sentence

WRITING APPLICATION A: Avoiding Misplaced Modifiers

Have you ever misplaced your keys just as you were about to leave your house? If you were unable to find the keys quickly, you probably became quite frustrated. In a similar way, when you write, you will frustrate your readers if you misplace modifiers in your sentences. Your readers will not easily be able to make sense of your sentences and may become confused. In most cases, you can correct misplaced modifiers by moving the modifiers to their correct position.

MISPLACED MODIFIER We sold the car to our neighbor *with the blue upholstery*.

CORRECTLY PLACED MODIFIER We sold the car *with the blue upholstery* to our neighbor.

MISPLACED MODIFIER The package is in your room *that the courier delivered*.

CORRECTLY PLACED MODIFIER The package *that the courier delivered* is in your room.

Writing Assignment: On a separate sheet of paper, write about a special gift you have given or received. Use modifiers in your writing.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- _____ I have correctly placed modifiers in my sentences.
- _____ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully so that your modifiers are correctly placed. Proofread your revised draft. Then write your final version.

WRITING APPLICATION B: Using Parallel Construction

To ski down a snow-covered hill without falling, you need to keep your skis parallel. When you write, you need to express ideas in a similar or parallel way to make your sentences read smoothly. If you put one idea in a sentence into an infinitive phrase, you should also put any parallel idea in the same sentence into an infinitive phrase. If you express an idea using a gerund, you should express a parallel idea using a gerund. Apply this rule when using any part of speech.

- NONPARALLEL** I enjoy *planning* schedules much more than to *follow* them.
- PARALLEL** I enjoy *planning* schedules much more than *following* them.

NONPARALLEL Making two or three of your own outfits can sometimes be less expensive than to *buy* one outfit.

PARALLEL Making two or three of your own outfits can sometimes be less expensive than *buying* one outfit.

Writing Assignment: On a separate sheet of paper, write about a method you have used to simplify a task or to save yourself time.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- _____ I have used parallel construction in my sentences.
- _____ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Look for ways to use parallel structure to clarify your ideas. Proofread your revised draft. Then write your final version.

WRITING APPLICATION C: Making Logical Comparisons

Comparing people, places, and things in your writing will always be like comparing apples to oranges if you make illogical comparisons. When you are writing and want to compare one thing with a group of which it is part, include the word *other* or *else*. When comparing one thing with another using an “as” and “than” comparison, first complete the “as” comparison. Then add the “if” phrase at the end.

ILLOGICAL Los Angeles is larger than *any city* in California.

LOGICAL Los Angeles is larger than *any other city* in California.

ILLOGICAL Tanya studies as much, *if not more than*, her brother Richard.

LOGICAL Tanya studies as much as her brother Richard, *if not more*.

Writing Assignment: On a separate sheet of paper, write about two of your favorite cities. Compare their size, facilities, and physical characteristics. Make logical comparisons in your sentences.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- _____ I have used correct forms of comparison in my writing.
- _____ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Reread your sentences carefully to make sure you have made only logical comparisons. Proofread your revised draft carefully. Then write your final version.

UNIT 8 Making Subject and Verb Agree

WRITING APPLICATION A: Recognizing Singular Subjects

When a group of people is “in agreement,” its members agree with each other on at least one point. When a sentence is in agreement, its subject agrees in number with its verb. The words *each*, *each one*, *either*, *either one*, *neither*, *any one*, and *every one* are singular because they refer to only one person or thing at a time. These words always require a singular verb, whether the words that follow them are singular or plural.

- EXAMPLES
1. *One* of the witnesses was subpoenaed nearly two weeks ago.
 2. *Either* applicant *has* the right credentials for the position.
 3. *Any one* of those rings *is* available for sale.

Writing Assignment: On a separate sheet of paper, write about a particular item you hope to own someday. Compare that item to other items that are similar in some way. Use the words *one of*, *each*, and *any one* in your writing.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your paragraph.

- _____ I have used correct subject-verb agreement in all my sentences.
_____ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. If any sentence lacks subject-verb agreement, change the number of the verb to agree with the number of the subject. Proofread your revised draft. Then write your final version.

WRITING APPLICATION B: Using Combined Subjects

An architect walking past a building might see hundreds of structural details. Another person walking past the same building may see only a single structure. Whether a person sees one thing or many will depend on that person’s interests and inclinations. In writing, whether a combined subject in a sentence is considered singular or plural will depend on the writer’s intended meaning. If you join subjects with the conjunction *and*, determine whether you are writing about one combined subject or several subjects. When you join two singular subjects with *and* to refer to the same person or thing, use a singular verb. When you join two singular subjects with *and* to refer to different persons or things, use a plural verb.

- EXAMPLES
1. The *valedictorian* and the *recipient* of the Rosen Scholarship *are* to be announced at tonight’s banquet. (The valedictorian and the scholarship recipient are thought of as two separate people.)
 2. The *valedictorian* and *recipient* of the Rosen Scholarship *is* Anthony Orr. (Anthony is both valedictorian and scholarship recipient.)

Writing Assignment: On a separate sheet of paper, write about someone you know who has more than one title or occupation. The person may be a relative, a friend, an acquaintance, or someone famous. Discuss that person’s background and responsibilities. Use correct subject-verb agreement in your writing.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- _____ I have used a singular verb with combined subjects when my subject is one and the same person.
_____ I have used a plural verb with combined subjects when my subjects are different people.
_____ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Proofread your revised draft. Then write your final version.

WRITING APPLICATION C: Using Collective Nouns

A collection can be thought of as a number of items that are similar in some way, or it can be thought of as a single entity. Similarly, a collective noun refers to a collection of people, animals, or things that can be thought of as singular or plural. A collective noun takes a singular verb when the group acts together as a single unit. It takes a plural verb when the members of the group act individually. Examples of collective nouns are *audience*, *couple*, *family*, *flock*, *group*, *team*, *crowd*, *committee*, *class*, and *jury*. It is sometimes difficult to decide whether a group is acting as a single unit or as individuals. Whatever you decide, be sure to keep the pronouns you use consistent with your verbs.

- EXAMPLES
1. The history *class* was (singular) ready for *its* (singular) test.
 2. The *couple* were (plural) married early last year in *their* (plural) hometown.
 3. The *committee* agree (plural) that *their* (plural) bylaws need rewriting.
 4. Rose Marie’s *family* want (plural) to sell *their* (plural) house as soon as possible.
 5. The *team* was (singular) anxious to receive *its* (singular) equipment.

Writing Assignment: On a separate sheet of paper, write about a field trip you once took that left a lasting impression. Describe some of the things your class saw and did. Use the collective nouns *class* and *group* in your writing.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- _____ I have used the collective nouns *group* and *class* in my writing.
_____ Any pronouns I have used are consistent with my verbs.
_____ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Proofread your revised draft. Then write your final version.

UNIT 9 Solving Your Verb Problems

WRITING APPLICATION A: Selecting Irregular Verb Forms

To teach a person how to do something well, you need to give good directions. To give good directions, you need to tell exactly *when* and *how* to complete specific steps. You also need to use correct wording so that your directions are not misunderstood. Three frequently used pairs of words that are often used in directions but are confused or misused in writing are *lie* and *lay*, *sit* and *set*, and *rise* and *raise*. Knowing the correct meaning and forms of these irregular verbs will help you write clearer directions.

Present	Past	Past Participle
lie (to rest)	lay	(have) lain
lay (to put)	laid	(have) laid
sit (sitting position)	sat	(have) sat
set (to place)	set	(have) set
rise (to get up)	rose	(have) risen
raise (to lift)	raised	(have) raised

Writing Assignment: Think of something you know how to make or do well. Then, on a separate sheet of paper, write directions for a classmate. Use at least three verbs from the irregular verb pairs shown above. Write your directions in a step-by-step order.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- ___ I have used irregular verb forms correctly in my writing.
- ___ I have used at least three verbs from the irregular verb pairs shown.
- ___ My directions follow a step-by-step order.
- ___ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Check that your directions are accurate, complete, and in correct order. Proofread your revised draft. Then write your final version.

WRITING APPLICATION B: Using the Present Perfect Tense

An Olympic diver must have perfect timing to complete a series of somersaults in midair and then enter the water a moment later in a vertical position. When you write, you can use tenses called the perfect tenses to help you describe actions that continue into another time period. For example, you can use the present perfect tense to describe an action that began in the past but that continues, or whose effect continues, into the present.

PAST

We *waited* a long time for them to arrive. (We are no longer waiting.)

PRESENT PERFECT

We *have waited* a long time for them to arrive. (We are still waiting.)

Writing Assignment: On a separate sheet of paper, write about something interesting you have done that you continue to do even today. Use the present perfect tense in your writing.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- ___ I have used the present perfect tense in my writing.
- ___ I have used logical order in my writing.
- ___ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Check that you have used the present perfect tense correctly. Proofread your revised draft. Then write your final version.

WRITING APPLICATION C: Using the Active Voice

The difference between acting in a play and watching one is similar to the difference between writing in the active voice and writing in the passive voice. An actor participates directly in a play, while a person watching a play merely observes the action. The audience is the bystander rather than the center of attention. Similarly, a sentence written in the active voice has a subject that is doing or being something, while a sentence written in the passive voice has a subject that is merely receiving the action. In general, you should use the active voice when you write, because doing so will make your sentences more effective.

ACTIVE

The new batter smashed the ball into left field.

PASSIVE

The ball was smashed into left field by the new batter.

Writing Assignment: On a separate sheet of paper, write about a game or a sports activity in which you played particularly well. Use the active voice in your writing.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- ___ I have primarily used the active voice in my writing.
- ___ I have used logical order in my writing.
- ___ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Check carefully that you have used the active voice rather than the passive voice in most of your sentences. Proofread your revised draft. Then write your final version.

UNIT 10 Using Adverbs and Adjectives

WRITING APPLICATION A: Selecting Adverb Forms

Using an adjective in a sentence where you should be using an adverb is a little like using salt in a recipe that calls for sugar. Three of the adjective and adverb forms that are commonly confused by inexperienced writers are *bad* and *badly*, *real* and *really*, and *sure* and *surely*. *Bad*, *real*, and *sure* are adjectives that can modify only nouns and pronouns. *Badly*, *really*, and *surely* are adverbs that modify verbs, adjectives, and other adverbs.

EXAMPLES

1. The soprano's singing was *bad* at last night's performance.
2. Colt's fractured finger hurt *badly* for hours after the construction accident.
3. Each of his concerns is *real* and requires immediate attention.
4. Additional seating in the stadium would *really* improve concession sales.
5. Joanna's appointment as director of marketing and sales seemed a *sure* thing.
6. The owners of the building will *surely* need to repair the air conditioner before summer.

Writing Assignment: On a separate sheet of paper, write an argument to persuade your classmates that a much-needed improvement to your school or community should be completed as soon as possible. Give at least three reasons for your argument and support those reasons with evidence. As you write, try to use a few of the commonly confused adverbs described above.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- ___ I have used the adjectives *bad*, *sure*, and *real* correctly in my writing.
- ___ I have used the adverbs *badly*, *surely*, and *really* correctly in my writing.
- ___ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Check that you have correctly used adjective and adverb forms in your writing. In addition, make sure your argument is serious but does not have an angry tone. Remember that your argument should be supported with evidence. Proofread your revised draft. Then write your final version.

WRITING APPLICATION B: Using Sense with Adverbs

Knowing when to use an adverb form in your writing is often a matter of using good sense. Sensory verbs that directly relate a person's experiences to sight, smell, taste, touch, and hearing require adverbs rather than adjectives to help describe actions.

- EXAMPLES**
1. Darrell could hear *distinctly* the crackle of the burning wood in the next room.
 2. Irene looked *curiously* at each person's unusual makeup.
 3. I *carefully* felt the coarse texture of the rough-hewn wood.
 4. Joe *suddenly* smelled smoke coming from the shed behind the barn.
 5. We *quickly* tasted each of the colorful cheeses on the plate.

Writing Assignment: On a separate sheet of paper, describe a favorite food to your classmates, using sensory details of sight, smell, taste, touch, and hearing. Include adverbs in your writing.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- ___ I have included sensory details in my writing.
- ___ I have used adverbs correctly in my sentences.
- ___ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Proofread your revised draft. Then write your final version.

WRITING APPLICATION C: Using Adjectives with Linking Verbs

Links in a chain make connections that hold the entire chain together. Similarly, in writing, linking verbs connect a subject in a sentence with an adjective to hold a sentence together. As you have read in the first part of this textbook, adverbs should never be used with linking verbs. When you are unsure whether a verb is a linking verb, mentally substitute a form of *seem*, which is always a linking verb. If the substitution does not greatly change the meaning of the sentence, the verb is a linking verb and should be followed by an adjective rather than an adverb.

EXAMPLES

1. Leon's forehead felt (seemed) *hot*.
2. The itinerary for Margie's trip to Europe looked (seemed) *wonderful*.
3. The broccoli quiche cooling near the window smelled (seemed) *delicious*.
4. The water from the hose tasted (seemed) *cool* and *sweet*.

Writing Assignment: On a separate sheet of paper, write about the sights, sounds, and smells of your favorite place. Examples of places might include a library, a sports arena, a movie theater, or a fishing dock. Use linking verbs and adjectives in your writing.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- ___ I have used sensory details in my writing.
- ___ I have used adjectives with linking verbs.
- ___ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Proofread your revised draft. Then write your final version.

UNIT 11 Solving Your Pronoun Problems

WRITING APPLICATION A: Choosing the Correct Pronoun

How would you like to arrive at school one morning and discover you are wearing two different color shoes? Chances are that you would feel quite embarrassed. Similarly, in writing, using the incorrect form of a pronoun with another pronoun or noun in a sentence is a little like wearing shoes that do not match. In sentences in which you have a conjunction connecting two pronouns or a noun and a pronoun, your choice of pronouns may at times seem confusing. However, you can easily choose the correct pronoun by quickly testing each one alone in the sentence. The pronoun that makes the best sense in the sentence is the correct one.

SENTENCE Brett and (*her, she*) arrived early at the auditorium.

TEST 1 *Her* arrived early at the auditorium. (makes poor sense)

TEST 2 *She* arrived early at the auditorium. (makes sense)

SOLUTION Brett and *she* arrived early at the auditorium.

Writing Assignment: On a separate sheet of paper, write about a special function you have attended with a friend or relative. Describe some of the things you did together. Use pronouns in your writing.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- ___ Each of my pronouns is in the correct form.
- ___ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Proofread your revised draft. Then write your final version.

WRITING APPLICATION B: Using Pronouns in Comparisons

To imply means to hint at or to suggest. In writing, for the sake of brevity, words are frequently implied rather than written out. For example, in sentences in which the word *than* or *as* is used in making a comparison, unnecessary words are often implied rather than written out. To decide which pronoun should follow the word *than* or *as* in these comparisons, think of the missing words in the sentence, and you will have no trouble deciding which case of the pronoun to use.

- EXAMPLES
1. Bob can draw much better than *I* (can draw).
 2. Paulette gave Ralph just as good a review as (she gave) *me*.
 3. They think more of her than *I* (think of her).
 4. They think more of him than (they think of) *me*.
 5. The Steinbergs have a better garden than we (have).

Writing Assignment: On a separate sheet of paper, write about and compare two of your favorite movies, books, or records. Use pronouns in your comparisons.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing. Check that you have used the correct pronoun forms in your sentences by mentally inserting any missing words.

- ___ I have made comparisons using pronouns.
- ___ I have used pronouns correctly in my comparisons.
- ___ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully, changing any pronouns that you have used incorrectly. Proofread your revised draft. Then write your final version.

WRITING APPLICATION C: Using Possessive Pronouns

A possessive person may cling so tightly to another person or object that he or she leaves no room for other people or experiences. In a similar fashion, possessive personal pronouns have specific forms that include no room for apostrophes. Examples of possessive personal pronouns are *his, hers, ours, theirs, and its*. One of the most common errors made in writing is confusing the possessive pronoun *its* with *it's*. *It's* is always a contraction that means *it is*.

- EXAMPLES
1. The common parakeet, which is native to Australia, is known for *its* colorful plumage.
 2. Joseph could hardly contain *his* excitement about attending the circus.
 3. *Yours* is the beige leather coat on the left.
 4. All the books in the new reference library are *theirs*.
 5. The report delivered to *his* office by mistake was actually *hers*.

Writing Assignment: On a separate sheet of paper, use the pronoun *it*, the possessive pronoun *its*, and the contraction *it's* to describe an object in your classroom. Provide details that will enable your classmates to easily guess what you are describing.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- ___ I have used *its* as a possessive personal pronoun.
- ___ I have used *it's* only as a contraction.
- ___ I have written all other possessive pronouns correctly.
- ___ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Proofread your revised draft, checking that you have written possessive pronouns correctly. Then write your final version.

UNIT 12 Skill with Graphics

WRITING APPLICATION A: Inserting Introductory Commas

Everyday items that many people take for granted are sorely missed when they are needed but are not around. Similarly, introductory commas in sentences often seem unnecessary but become quite useful in sentences that would otherwise be misread. Note how the following sentences are improved when a comma is inserted after the introductory phrase or clause.

- EXAMPLES
1. To advertise the circus owners need only fill out a short form.
To advertise, the circus owners need only fill out a short form.
 2. According to Robert Joe Christmas was one of William Faulkner's most interesting characters.
According to Robert, Joe Christmas was one of William Faulkner's most interesting characters.

Writing Assignment: On a separate sheet of paper, write about the opinions of someone with whom you may not agree but nonetheless respect. Use introductory commas after introductory phrases that might be misread.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- ___ I have used a comma after each introductory phrase or clause that might otherwise be misread.
- ___ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Check that you have used all punctuation correctly in addition to commas. Proofread your revised draft. Then write your final version.

WRITING APPLICATION B: Using Colons

The table of contents in a book prepares readers for what follows. Similarly, in a sentence, a colon prepares readers for one or more items that follow in the sentence. However, a colon may be used only when the statement preceding the item or items is grammatically complete.

- EXAMPLES
1. Ethan has only one goal: to become a landscape architect.
 2. The painting used only three colors: red, blue, and black.
 3. Alicia planned to visit the following cities in Massachusetts: Springfield, Cambridge, Worcester, and Boston.

Writing Assignment: On a separate sheet of paper, write about the variety of materials you have used in making or assembling something. Ideas might include ingredients in a recipe, materials for a mobile, parts for a car or a piece of furniture, or materials for clothing. When you introduce a list, use a colon.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- ___ I have used a colon only before an item or a series of items introduced by a grammatically complete statement.
- ___ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Proofread your revised draft. Then write your final version.

WRITING APPLICATION C: Using Quotation Marks

Footprints in the sand serve as reminders that someone or something actually walked along a beach. Similarly, in writing, quotation marks serve to remind readers that the words between the marks are actually those of the speaker. When using quotation marks in your writing, insert 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. The electrician said, "I will stop by the house tomorrow."
The electrician said that she would stop by the house tomorrow.
 2. "My vacation was so wonderful and action-packed," said Marshall,
"that it would take me hours to describe everything that happened."
Marshall said his vacation was so wonderful and action-packed that it would take hours to describe everything that happened.

Writing Assignment: On a separate sheet of paper, write about a compliment you have received that especially pleased you. Use a direct and an indirect quotation to identify what the other person said about you.

Evaluation Checklist: After you write your first draft, use these guidelines to help you evaluate your writing.

- ___ I have enclosed all direct quotes in quotation marks.
- ___ I have used a comma as a separator in direct quotations.
- ___ My writing contains each of the points found on the checklist on page 547.

Revising, Proofreading, and Writing the Final Version: Revise your first draft carefully. Proofread your revised draft, checking that you have used quotation marks correctly with other punctuation marks. Then write your final version.