ENGLISH 102

NSU Old Shop

ENG 102 :
Introduction to Composition

COURSE READER

F-1/A

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Writing Effective

One topic sentence states the subject and the controlling idea.	Topic sentence with a controlling idea ……..
Sentences in the body of the paragraph state the supporting details	Unity + Coherence + Adequate Development…
A concluding sentence wraps up the writer's final thoughts about the topic.	Concluding sentence. ……

In Chapter 2 you will learn about the following:

1. Writing effective paragraphs
2. The structure of a paragraph
3. Three qualities of a paragraph
4. Different kinds of paragraphs
5. Five grammar and usage tips

WRITING WARM- UP 2

Write about one of the following :

1. The most interesting, challenging, or unusual job you have ever had. Describe the job. Teel why it was interesting, challenging, or unusual.
2. The ideal job you would like to have now or in the near future. Describe the job and the position you would hold. Tell why this would be an ideal job.

Writing Effective Paragraphs

Acquiring strong paragraph-writing skills provides you with an effective way to communicate your ideas, share information, and demonstrate your comprehension of a given topic. A well-written paragraph demonstrates your ability to focus on one specific topic, generate and organize effective supporting details in a logical sequence, and precisely convey your ideas and understanding to your reader.

Writing powerful paragraphs is a skill you will utilize extensively throughout your college years. In college, you will frequently be required to write various types of paragraphs for tests and other course assignments. Some writing assignments will require a one-paragraph answer; other assignments or tests will require a longer piece, such as an essay, which consists of a series of well-written paragraphs that are related by the overall main point (the thesis) of the entire essay. Whether a paragraph stands on its own or is a part of a longer piece, a well-written paragraph is your opportunity to express your ideas, knowledge, and understanding to others.

Your paragraph-writing skills will carry over into your jobs or your career. In the work force, you will use strong paragraph-writing skills every time you write a business letter, report, email, proposal, or memo, as well as in other tasks that involve presenting information in a logical, organized manner.

The Structure of a Paragraph

A paragraph is a well-organized series of sentences that develops one main idea about a specific topic you wish to convey to your reader. The main idea of a paragraph is often stated in a **topic sentence,** which can also be called a **main idea sentence** or the **controlling sentence.** With the exception of the concluding sentence, the remaining sentences in a paragraph provide the reader with carefully selected **supporting details** that are closely related to the main idea. The supporting details provide your reader with additional information, understanding, or explanation of the main idea. The paragraph closes with a **concluding sentence** that wraps up your thoughts about the main idea.

You know from Chapter 1 that the structure of a paragraph consists of a beginning (a topic sentence with a controlling idea), a middle (the body of the paragraph with supporting details), and an end (a concluding sentence). In this chapter, you will learn the essential elements of a paragraph. In later chapters, you will learn to use these elements effectively in different kinds of paragraphs.

BASIC PARAGRAPH STRUCTURE

Beginning: Topic sentence with a controlling idea	**Title** Topic sentence with a main idea
Middle: Body with sentences that convey supporting details that have unity, coherence, and adequate development	Body of the paragraph with sentences that contain supporting details
End: Concluding sentence	**Concluding sentence**

Developing the Topic Sentence

The topic, sentence answers the question, "What is the main point or controlling idea the author is saying about the subject?" The topic sentence controls the content of the paragraph. All the sentences that follow the topic sentence must support the controlling idea that is stated in the topic sentence. The **controlling idea** reveals the author's point of view, opinion, or attitude toward the subject. When a topic sentence is well written, the body of the paragraph is easier to develop in a logical manner, and the ideas are more likely to flow smoothly. Spending ample time developing a strong, effective topic sentence *is* a writing habit you will want to develop. Following are key points about effective topic sentences:

1. The topic sentence should *state a specific, narrowed,* and *well-focused subject* that is a suitable and manageable topic for paragraph-size writing. Subjects that are too general or too broad will require more information than can fit within the structure of one paragraph.
2. The topic sentence should *get right to the point* with the controlling idea so the reader clearly understands your purpose, topic, and point of view, opinion, or attitude that you intend to express about the topic. Your reader should be able to predict some of the content and the direction the paragraph will take. Topic sentences that are vague or ambiguous or that lack a controlling idea do not provide your readers with a sense of the topic you intend to develop, and they make your task of developing the controlling idea with effective supporting details more difficult and frustrating.

3. The topic sentence should *capture your reader's interest.* The choice of words used in the topic sentence has the power to pique your reader's interest or leave your reader feeling neutral or uninterested in reading what you have to say about the topic.
4. The topic sentence should, in most instances, *be the first sentence in the paragraph.* Although the topic sentence does not have to appear in this location, placing the topic sentence at the beginning of the paragraph helps both you, the writer, and your reader stay focused on the main idea of the paragraph.

As an example, assume that you are enrolled in a communications class. Your assignment is to observe and record ways that individuals react to praise and then to write a paragraph describing your observations. You gather information for your paragraph by observing people receiving praise and recording their reactions. With data in hand, you organize it and explore different ways to express the main point in a topic sentence. After writing several possible topic sentences, you can then select the sentence that expresses your ideas most clearly and powerfully:

1. People are born to relate to all kinds of positive stimuli.
2. People seem to have many different reactions.
3. People get embarrassed when they receive praise for their work or appearance.
4. Praise is often given when work is done well.
5. I am going to write about things I observed about people's reaction to praise.
6. One way to respond to praise is to accept it and return the praise with a compliment.
7. People commonly demonstrate one of five reactions when they receive praise.

Sentences 1 and 2 are too broad and do not focus on the assigned topic. Sentence 3 is too limiting; it implies that getting embarrassed is the only response that occurs when people receive praise. Sentence 4 does not get to the point; it implies that the writer is going to discuss when praise is given or when work *is* done well. Sentence 5 is wordy and does not get right to the point; also, it announces the writer's intentions, which is not effective or acceptable for a topic sentence. Sentence 6 is similar to sentence 3; it more likely is a supporting detail for one of the common reactions. Sentence 7 is an effective topic sentence. The words *five reactions* are specific and appropriate to the assignment. They are interesting, too; the reader becomes curious and wants to know what five reactions are commonly demonstrated:

2.1 What do you think?

I. Read the following sentences carefully. Check the sentences that you find to be specific, well focused, and potentially effective topic sentences.

_____ a. Instead of becoming fodder or polluting the air when burned, straw can be used to make paper in a process that is environmentally friendly and nontoxic to people.

_____ b. Straw, a by-product of the harvesting of corn, wheat, and rice, can now be used to make biodegradable, environmentally safe paper products.

_____ c. The process of making paper products from straw benefits consumers, farmers, and the environment.

_____ d. The liquid generated in the process can be used for fertilizer.

_____ e. Traditional papermaking damages the environment, but papermaking with straw generates no pollution or environmental damage.

2. Check only the sentences that get right to the point and could work as effective topic sentences.

_____ a. Many national monuments falsify the true history of the United States.

_____ b. King County, Washington, was first named after Alabama Vice President Rufus King, a strong advocate of slavery; in 1986, King County was renamed King County to honor Dr. Martin Luther King, Jr.

_____ c. Inaccurate history represented on national monuments occurs in the form of omissions, distortions, or euphemisms.

_____ d. Behind many historical monuments lie two versions of history.

_____ e. In Tennessee, General Nathan Forest has more state historical markers than any other public figure in any of the fifty states even though history shows Forest was the first Grand Wizard of the Ku Klux Klan.

3. Check the topic sentences that capture your interest and could work as effective topic sentences.

_____ a. Serena and Venus Williams demonstrate power and grace on and off the tennis courts.

_____ b. I really like tennis.

_____ c. Sammy Sosa and Mark McGwire have more in common than just their home run records.

_____ d. Many athletes merit the label of role model for young children.

_____ e. Fifteen different guys at Wilson High School in my hometown decided to try out for the water polo team because water polo is a lot of fun and is good exercise, but they had no idea beforehand how difficult it is to play competitive water polo or how much conditioning is involved.

Developing the Body of the Paragraph

The body of the paragraph consists of carefully developed sentences with specific supporting details related to the topic sentence. The sentences in the body of the paragraph develop and strengthen the main idea by explaining, proving, or discussing the statement made in the topic sentence. The type and purpose of a paragraph dictates to some degree the methods used to develop the body of a paragraph. (The different kinds of paragraphs are explained later in the chapter.) For example, the body of a definition paragraph that defines a term or a concept will be different than the body of a narrative paragraph, which tells a story. Following are key points about a well-developed body for a paragraph:

1. Sentences in the body of a paragraph may use *explanations, examples, facts, definitions, reasons, comparisons, contrasts,* or *other kinds of information* as supporting details to develop or explain the topic sentence.

2. The sentences in the body of the paragraph expand the main idea of the paragraph. To have a well-focused paragraph, every sentence and each supporting detail must relate to the topic sentence. This is called *unity.*

3-. A well-developed paragraph provides your reader with a sufficient number of details to explain, expand, or discuss the topic sentence. A paragraph with an adequate number of quality details shows *adequate development.*

4, The sentences in a paragraph should flow together smoothly when the paragraph is read. You should present the details in an orderly, logical sequence. Your readers should not have difficulty following your ideas or details. When sentences flow smoothly and in a logical sequence, a paragraph is said to have *coherence.* If there is a lack of coherence, your reader has trouble following your ideas and has trouble understanding the relationships between sentences and between supporting details and the topic sentence.

Developing the Concluding Sentence

The main purpose of the concluding sentence is to briefly pull together or summarize the main idea that you developed by using supporting details in the paragraph. You want to signal to your reader that you have finished your thoughts. You need to leave your reader with a clear impression of the main purpose or intent of the paragraph. If you write a paragraph that lacks an effective concluding sentence, your reader may be left with the impression that you could have added more information, that you simply did not finish the paragraph, that you wandered from the topic sentence, or that you were unable to write a logical conclusion.

A concluding sentence is essential for paragraphs that are written to stand on their own; paragraphs that are a part of a larger piece of writing, such as an essay, do not require a concluding sentence. The concluding sentence of a paragraph that stands on its own usually does one of four things:

1. Restates or echoes the topic sentence.
2. Restates the main idea by including references to the key supporting details.
3. Draws a logical conclusion based on the supporting details used to develop the main idea.
4. Offers a final observation about the main idea and its significance.

The following checklist can be used to evaluate the effectiveness of your concluding sentences.

1. *Does the concluding sentence echo or restate the topic sentence?* If the concluding sentence expresses an idea considerably different from the topic sentence, you wandered from the topic sentence and did not fulfill the intent of the paragraph.
2. *Does the concluding sentence restate the topic sentence by summarizing key points or drawing a conclusion based on the key points?* Though a concluding sentence may do more than "echo" or restate the topic sentence, it should still be closely related to the main idea of the paragraph.
3. *Does the last sentence function as a concluding sentence?* If the last sentence is a continuation of the body and provides a final supporting detail, the paragraph lacks a concluding sentence.
4. *Does the last sentence offer a final observation about the main idea and its significance?* This final statement should reflect the significance stated or implied throughout the paragraph.

2.2 What do you think?

Read the following paragraph. Answer the questions that follow the paragraph. Write your answers on separate paper.

Two Hurricanes

Hurricane Floyd struck North Carolina in October 1999. One month later, the same state got clobbered with Hurricane Irene. Though Hurricane Floyd and Hurricane Irene occurred a month apart, they shared many common characteristics. Hurricane Floyd dumped heavy rains and caused record floodwaters. Hurricane Irene dumped more than a half foot of water in the same region that had been flooded by Hurricane Floyd. When Hurricane Floyd neared the coastal areas, residents were forced to evacuate. Residents were once again evacuated when Hurricane Irene moved steadily in the same direction as Hurricane Floyd once moved. Both hurricanes clocked winds over 80 miles per hour and caused extensive damage and destruction.

[Adapted from: AP, "Irene Inundates North Carolina," *Register Guard*, 10-18-99.]

1. Is the first sentence the topic sentence? Because the topic sentence controls the content of the paragraph, do all the details in the paragraph fit under the content of the first sentence?

2. Identify the topic sentence. Is the topic sentence effective; that is, is it specific, to the point, and interesting? Explain your answer.

3. Is the concluding sentence effective? Explain. (Use the checklist for evaluating concluding sentences.)

2.3 What do you think?

Read the following paragraph. Answer the questions that follow the paragraph. Write your answers on separate paper.

Facilitating Payments

In many cultures, giving bribes—also known *as facilitating payments*—is an acceptable business practice. In Mexico, a bribe is called *la mordida.* South Africans call it *dash.* In the Middle East, India, and Pakistan, *baksheesh,* a tip or ***gratuity*** given by a superior, is widely used. The Germans call it *schimengeld,* grease money, and the Italians call it *bustarella,* a little envelope. Companies that do business internationally should be aware that bribes are an ethical issue and that the practice is more prevalent *in* some countries than in others.

[Ferrell & fraedrich, *Business Ethics,* Houghton Mifflin, 1997, p. 209.]

1. Is the first sentence the topic sentence? Explain your answer.
2. Is the topic sentence effective; that is, is it specific, to the point, and interesting? Explain your answer.
3. Is the concluding sentence effective? Explain.

2.4 What do you think?

Read the following paragraph; Answer the questions that follow the paragraph. Write your answers on separate paper

Locus of Control

A person's *locus of control* reflects the way a person perceives and responds to the world, A person with an internal locus of control feels in charge of his or her life and has the power within to handle situations. A person with an internal locus of control accepts personal responsibility for his or her circumstances, and after objective analysis of a disappointing or stressful situation, seeks solutions so a similar situation will not reoccur. Problems become lessons to learn. The person who feels in control and empowered sees the world and life as positive, manageable, and rewarding. A person with an external locus of control perceives life quite differently. He or she feels other people, systems, or institutions hold all the power and are responsible for failures, disappointments, and frustrations. This individual feels powerless to control the events and circumstances in his or her world. Instead, a person with an external locus of control blames others for negative predicaments and refuses to accept any personal responsibility This person feels he or she "got a bum rap" or was treated unfairly. This pessimistic attitude is often accompanied by feelings of helplessness, frustration, and anger.

(Wong, *Essential Study Skills,* Houghton Mifflin, 2000, p. 241.]

1. Which sentence is the topic sentence? Do you think it is an effective controlling idea? Explain your answer.
2. Is the last sentence a concluding sentence? Explain your answer.
3. Write another topic sentence for this paragraph.
4. Write a concluding sentence for this paragraph.

Transition Words			
COMPOUND SENTJENCES			COMPLEX SENTENCES
Relationship	**Coordinating Conjunctions**	**;Conjunctive Adverb,**	**Subordinate Conjunction (adverbial clauses)**
addition	and	accordingly again also besides furthermore in addition moreover	
comparison, similarity	and	also in the same way likewise similarly	as as if as though just as
contrast or opposition	but or yet	however in comparison in contrast instead nevertheless on the contrary on the other hand otherwise still unfortunately	although even though though whereas whether while
time	and then	afterward at the same time finally first furthermore in the meantime later meanwhile next second subsequently thenthird . . .	after as as long as as soon as before once since until when whenever while
illustration		for example for instance in fact	

TRANSITION WORDS			
	COMPOUND SENTENCES		COMPLEX SENTENCES
Relationship	**Coordinating Conjunctions**	**Conjunctive Adverb,**	**Subordinate Conjunction (adverbial clauses)**
manner			as if as though like
concession	but yet	admittedly however nevertheless	although despite the fact that even though in spite of the fact though whereas
purpose			in order that so that
reason, cause, effect	for so	as a result consequently hence then therefore thus	as as long as because inasmuch as in order that now that since so that such that
condition	so		even if even though if in case only if provided that unless whether or not
summation		finally hence in conclusion in general in short in summary overall therefore	
emphasis		certainly indeed in fact to be sure	

2. Organize supporting details logically. When a paragraph has coherence, details are organized in one of three ways: chronologically, spatially, or emphatically. **A chronological** organization involves presenting the information in a time sequence that moves from the beginning of the event to the end. A **spatial** organization presents details according to their position in space. You may, for example, describe something from top to bottom, left to right, foreground to background, or inside to outside. An **emphatic** organization presents information by order or degree of importance. This involves beginning with the most important or most developed detail and finishing the paragraph with the least developed or least important detail. You can also use the reverse order: least important to most important.
3. Repeat key words or concepts in the paragraph to create a strong impression of the main idea in the mind of the reader.
4. Use pronouns to replace nouns, and make pronoun references clear and accurate.
5. Use parallelism, which involves a consistent form for words, phrases, clauses, or sentences that appear in a sequence. Parallelism moves ideas forward smoothly and with a natural rhythm. (See Chapter 9, page 365.)

Paragraphs that lack coherence often lack clarity. Your reader is not able to follow the development of the topic sentence nor to finish the paragraph with a clear impression of your purpose for the paragraph. The paragraph seems disorganized, disjointed, and unfocused. Your reader may quickly lose interest in reading or understanding the content of the paragraph.

2.6 What do you think?

The following paragraph has problems with coherence. Read the paragraph carefully and answer the questions that follow. Write your answers on separate paper.

Freelance Writing

[1]My first freelance writing job was a fluke. [2]I wanted to be a writer, so I bought *Writers Market* and started contacting magazine publishers for their guidelines. [3]One day I received a request for articles related to the blowing of Mount St. Helens in Washington. [4]An entire issue of a children's magazine was going to be dedicated to the massive eruption of this volcano. [5]I responded immediately to the magazine and claimed I could interview geologists from the U.S. Geological Survey Team, which was monitoring and studying Mount St. Helens. [6]Writers' guidelines for other types of feature articles were also received. [7]I struggled with topics and wondered what I could do that

would be of interest. [8]I had never done a live interview and had never written an article based on geology. [9]I packed up my portable typewriter and set out to find a geologist to interview. [10]The publishing company said it was interested in this article, so I acted as though I knew what I was doing. [11]Fortunately, the geologists at the Mount St. Helens observatory were cordial and cooperative. [12]No one asked for credentials, which was a relief; since I had none. [13]I wrote up a series of questions, got fresh batteries for my tape recorder, and showed up on the doorstep of the U.S. Geological Survey Team's trailer facilities. [14]At the end of the interview, the geologist I interviewed told me I had a very refreshing and different approach from other reporters and that he enjoyed sharing information with me, giving me photographs from inside the crater, and spending time with me. [15]I never told him that was the first time I had ever conducted an interview or attempted writing an article. [16]I raced back to my motel room and pondered how to process all the information on my tapes. [17]Within a few hours, I had written the article and dropped it in the mail. [18]To my delight, the article was accepted without further editing. [19]My first experience with freelance writing was a success and based on a stroke of good luck.

1. Which sentences break the coherence in the paragraph? (Refer to sentences by their numbers.)
2. Does the paragraph have coherence? Should the writer delete some sentences? Should the writer move some sentences to other parts of the paragraph? Explain.
3. Which words are transition words that help connect or link ideas effectively?
4. Does the writer organize the paragraph chronologically, spatially, or emphatically? Explain.

2.7 What do you think?

The following paragraph has problems with coherence. Read the paragraph carefully and answer the questions that follow. Write your answers on separate paper.

[1]Writing an effective cover letter for a job application can be done by following six basic steps. [2]First, carefully examine the job description or the classified ad and plan how to compete on paper for the job. [3]Highlight all the desired qualities and skills that are stated in the job posting. [4]On a separate piece of paper, list the qualities and skills under two categories. [5]Title the first category *job-related skills;* title the second category *personal qualities.* [6]Across from each item in your list, jot down specific skills or experiences you have that relate to the items. [7]Try to "read

between the lines" to predict what the employer wants from his or her employees. [8]Add these items to your list and your related qualifications. [9]Next, use a standard business letter format. [10]Write a draft with individual paragraphs to present yourself to the employer. [11]In the first paragraph, identify the position and tell where you saw the job posting. [12]In the next paragraph, emphasize the job-related skills you have that qualify you for the position. [13]Include work experience and course work. [14]Be sure to put your address and the date on the top of the paper. [15]Then include the inside address of the business. [16]The salutation, or greeting, should address the person by name if it is known or by position, such as "Personnel Director." [17]In the third paragraph, list the personal qualities that make you a worthy, desirable employee. [18]You can include words such as *responsible, attentive to details, friendly, team player,* and *conscientious.* [19]Finally, close with a short paragraph that tells your availability, interest in an interview, and a contact phone number. [20]Next, revise the draft of your letter. [21]Look for ways to strengthen the content. [22]Finally, sign the letter, make a copy of the letter for your files, and mail the letter without delay. [23]By using these six steps for an effective cover letter, you have greatly increased your chances of being considered for the job. [24]Because the employer will first "meet" you on paper, be sure the letter is neatly typed and free of grammatical and spelling errors.

1. Which sentences break the coherence in the paragraph? (Refer to sentences by their numbers.)
2. How can the writer achieve coherence? Should the writer delete some sentences or move some sentences to other parts of the paragraph? Explain.
3. Which words are transition words that help connect or link ideas effectively?
4. Does the writer organize the details chronologically, spatially, or emphatically? Explain.

Adequate Development

A paragraph has **adequate development** when a sufficient number of specific, relevant supporting details in the body of the paragraph explain or develop your topic sentence thoroughly and clearly. Supporting details that are general rather than specific will not adequately explain or develop the topic sentence. The response you will get from your reader is that your paragraph has nothing of value to say, reveals no new information, or does not fulfill its purpose. If your paragraph lacks adequate development, look at both the *quantity* and the *quality* of details in your paragraph. Return to the third step of the writing process, gathering and organizing information, to seek out and organize more details (or more effective details) to achieve adequate development.

You can achieve adequate development by using the following writing methods:

1. Include an adequate number of different details to develop your topic sentence. Usually two or three sentences for the body of the paragraph will result in an underdeveloped paragraph with too few details; adding additional supporting details to explain or develop the topic sentence will strengthen the paragraph.

2. Avoid overdeveloping a paragraph. Excessive wordiness or too many supporting sentences may reduce the effectiveness of the paragraph and bore your reader. When you overdevelop a paragraph, eliminating weak or unnecessary details and combining relevant details more effectively can reduce the number of sentences and strengthen the paragraph.

3. Decide on an appropriate length and number of sentences to use in the body of your paragraph. A specific number of sentences for an effective paragraph cannot be defined, for the number of sentences necessary to effectively explain or develop the topic sentence will vary from one paragraph to another. However, as a general guideline, you can develop most topic sentences through five to ten well-developed sentences in the body of the paragraph.

In the following example, the paragraph is underdeveloped. It lacks specific details and does not adequately develop or explain the topic sentence.

EXTENDED FAMILIES

In many traditional Asian and African societies, the typical family is often an extended family. Couples live under the same roof as other family members. The family is a clan headed by a mother or a father.

The topic sentence is specific, gets right to the point, and captures the reader's interest. Specific supporting details that strengthen the main idea by explaining, proving, or discussing the statement need to follow the topic sentence. Though the supporting details in the body of the paragraph are accurate, they are insufficient. The result is an underdeveloped paragraph. Expanding the paragraph with additional information will result in a more effective paragraph. Notice in the following revision how the supporting details and the concluding sentence develop this paragraph more effectively.

REVISION: EXTENDED FAMILIES

In many traditional Asian and African societies, the typical family is often an extended family. A newly married couple lives with either the bride's or the groom's family. The couple raises their children under the same roof as their own brothers and sisters, who may also be married. The extended family is a large, three- or four-generation clan, headed by a patriarch or perhaps a matriarch. The extended family encompasses everyone from the youngest infant to the oldest grandparent. Every family member has a place in the extended family, from cradle to grave. This tradition of extended families, however, is diminishing as newly married couples now tend to move to new locations for greater economic opportunities. The traditional extended family is being replaced by nuclear families that establish their own homes and create their individual identities.

[Adapted from McKay, Hill, Buckler. *A History of Western Society*, 4th ed., Houghton Mifflin, 1991, p. 629]

The following paragraph is overdeveloped. Excessive wordiness and too many supporting sentences reduce the effectiveness of the paragraph and bore you and other readers.

DIVORCE AND A BATTLEFIELD

Divorce has much in common with a battlefield. In a typical divorce, both sides find great difficulty reaching a peaceful accord. Neither wishes to lose ground, compromise, or admit defeat. Both parties want to win at all costs. On a battlefield, both sides see each other as the enemy and have difficulty reaching a peaceful agreement. Neither side in a battle wants to lose its territory. Both sides lack desire to compromise their position or face defeat. Both sides fight, battle, maim, and kill to win. In a divorce, anger, resentment, and hostility increase the more the process is prolonged. On the battlefield, as injuries and mortalities mount, each side loathes the other to a greater degree, and each side becomes more aggressive, hostile, and determined to win the battle. Weapons are used in a divorce as means to achieve a victory. Laws, lawyers, courts, and appeals become the weapons of choice to manipulate and force a final verdict and victory. On the field, light- and heavy-weight artillery manipulate the direction of the battle and attempt to force a verdict and victory. Many emotional and legal strategies are used to get the upper edge in the final divorce decree. Offers and promises are broken, Assets are hidden or protected through legal loopholes or business dealings. On the field, emotional and military strategies are used to win the battle. Truthful details of the battle are withheld from the soldiers,

and tactics are used to keep the troops fired up and aggressive. Distrust, aggression, and hostility between the sides increase. Peace talks stall or are terminated. In a divorce, people and possessions become pawns that are pushed back and forth across the table as bargaining tools. Children, personal possessions, and bank accounts are moved around, divided, sorted, and shuffled. Their true meaning often gets distorted or lost. On the field, the soldiers are the pawns that are pushed back and forth. Territories, regardless of the people who live on the lands, are pawns. Political policies, principles, and economic and political rights are bargaining tools to splice and shuffle from one side to another. Divorce and battlefields share one final trait: both are damaging, destructive, and painful and leave wounds that are difficult to heal.

The similarities of divorce and a battlefield are interesting, but too many details turn an interesting paragraph into an overly long, drawn-out paragraph. During a revision, the writer eliminated insignificant, weak, and unnecessary details and combined ideas to avoid wordiness. The writer regains readers' interest by retaining the details that create the strongest images.

REVISION: DIVORCE AND A BATTLEFIELD

Divorce has much in common with a battlefield. In a heated divorce, both sides find great difficulty reaching a peaceful accord, and neither side wishes to lose ground, compromise, or admit defeat. On a battlefield, the same situations exist. The enemies have difficulty reaching peace, and neither side wants to lose its territory, compromise its position, or face defeat. In a contested divorce, cunning strategies, which increase anger, resentment, and hostility, are used to weaken the opponent. Promises are broken, offers are revoked, and assets are hidden or protected through legal loopholes. On the field, cunning strategies, which often breed distrust, aggression, and increased hostility, are also used to win the battle. Peace talks stall; negotiations are postponed or terminated. Promises to find solutions are broken. In a divorce, children, personal possessions, and bank accounts become pawns and bargaining tools. They are pushed back and forth across the bargaining table, divided, sorted, given, taken, and reshuffled. On the field, the soldiers, territories, and trade agreements are the pawns. Political, military, and economic policies are bargaining tools to shuffle and divide from one side to another. Divorce and battlefields share one final trait: both are damaging, destructive, and painful and leave wounds that are difficult to heal.

F3/A

2.8 What do you think?

Read the following paragraph. Answer the questions that follow the paragraph. Write your answers on separate paper.

Taxes

The federal government collects taxes to pay for government transfer payments. Government transfer payments support welfare and other kinds of social programs. Two kinds of federal taxes are the most significant sources of federal tax revenue. Income tax is one of the most significant sources of federal tax revenue. The revenue from income taxes is transferred to government accounts to pay for welfare and other kinds of benefits for American citizens.

1. Which sentence is the topic sentence? Is it an effective topic sentence? Explain.

2. Does the paragraph have adequate development? Answer each of the following questions, which are related to adequate development in a paragraph.

   a. Are the details specific or too general?

   b. Is there a sufficient number of different details?

   c. What details are missing?

3. Does the paragraph have a concluding sentence? Explain.

CHAPTER 4 SEQUENCING A PARAGRAPH

DISCOVERY WRITING

Write in your journal about one of the following suggestions. Take five to ten minutes to write whatever comes to mind about the topic. Don't worry about spelling or grammar or punctuation—just get those ideas down.

Suggested topics :

- designing a dream house
- building birdhouse
- planning your education
- planning a career

Suppose you have many notes about your ideas for a writing assignment. How do you put all those ideas together in a logical way that will make sense to the reader? This process of putting things in their proper order is called paragraph sequencing. There are several possible orders for sequencing: spatial, chronological, generality, and importance.

TRY-IT EXERCISE

Put these steps for writing a paragraph in their proper chronological order.

_____ Search for all those little mechanical errors in spelling, punctuation, and grammar.

_____ Think about what to write about and create an outline.

_____ Revise to make sure your ideas are expressed well

_____ Write a first draft.

Each step produces material that is used in the next step. The first step is to *think about what to write about* (the planning phase); the second step is to *write a first draft* (the drafting phase); the third step is to *revise* (the revision phase); and the fourth step is to *search for all those little errors* (the editing phase).

You could also use reverse chronological order in your paragraphs, putting events or steps in the order of most recent to least recent. This sequence is most useful when listing job experience or education on a résumé.

GENERALITY SEQUENCING

There are two types of sequencing that have to do with how general or specific your topic can become. They are general-to-specific sequencing and specific-to-general sequencing.

General-to-Specific Sequencing

When writing about a topic that involves many layers of details, you can start the paragraph with a general statement, followed by statements that become more and more specific. For example, if you are writing about the mountain lion, you might start with its general scientific classification, then make a general statement about its habitat, followed by specific details about the habitat, such as location, internal den temperature, den size, and den contents.

SPATIAL SEQUENCING

Spatial sequencing has to do with how things are located in physical space. You might ask, How does it look as you move around? For example, how are the pieces of furniture or rooms physically arranged? You can sequence from:

1. top to bottom or bottom to top
2. left to right or right to left
3. front to back or back to front
4. far to near or near to far
5. outside to inside or inside to outside.

TRY-IT EXERCISE

Put the following in spatial order to describe a passenger van. You choose the sequence (from front to back or back to front).

_____ The first backseat, behind the driver's seat, holds three people.

_____ The driver's seat and the front passenger seat are large, comfortable bucket seats.

_____ The back cargo area is big enough to hold many boxes and suitcases.

_____ A second tow of passenger seats holds four people and spans the width of the van.

If you decided to use the front-to-back sequence, you would have listed first the driver's row, then the first backseat, then the second backseat, then the cargo area.

CHRONOLOGICAL SEQUENCING

Chronological sequencing puts events or steps in their order of occurrence. If you are writing about events that occurred in a certain order or about a process that needs a specific sequence to work, then ask, when did each event happen? For example, you might tell a story of your first day on vacation, or describe the steps involved in a lab experiment. If the user skips a step or does a step out of sequence, the procedure may not work, or extra effort may be required to get it to work right.

TRY-IT EXERCISE

Put these steps in their proper order of generality:

_____ Dreams occur during rapid eye movement (REM) sleep.

_____ During these REM sessions, the body is paralyzed to prevent harm coming to the sleeping person from unconscious muscle movements that occur in response to the images in the dream.

_____ Dreams are common events during sleep.

_____ REM sleep takes place about every 90 minutes.

Start with a general statement about dreams and then become more specific about REM sleep. The sequence is three, one, two, four.

Specific-to-General Sequencing

Start with a specific statement and move to more and more general statements, relating to more and more people. Using the mountain lion example again, the essay could start with a specific event of a mountain lion attacking a person at home, which relates to how the mountain lion's natural environment is being invaded by humans. This would lead to a discussion of more general dangers to the mountain lion's habitat.

TRY-IT EXERCISE

Put these steps in their proper order of generality:

_____ Gerri's life became complicated with family problems and too much overtime at work, so she thought she had to drop out of school.

_____ Many students find juggling school work with family and work requirements a tremendous strain, but they can find help.

_____ Gerri is not alone in her reasons to leave school.

_____ Gerri sought help from the school counselor and found many school services that could relieve the stress.

_____ Services included child care and courses on time management and one on family budgeting.

The sequence starts with a specific event—in this case a specific person's experience, described in three sentences; then a transition bridges from the specific to a more general statement: *(Gerry is not alone:* Finally, the general statement is that *many students* have this problem. The sequence is one, four, five, three, two.

SEQUENCING BY IMPORTANCE

Another way to organize the order of the details in your paragraph is by importance. You can either begin with the most important details or begin with the least important details.

Most to Least Important Sequencing

If some points about your topic are more important than others, start with the most important idea, the one with the most impact on the reader; then include each detail in order of its importance, from most important to least important. For example, if you are writing about having a professional appearance on a job interview, the most important point is that without this professional appearance, you probably will not get the job. Another point that is important, but less so, is that by appearing in this professional clothing, you feel better about yourself. The paragraph could continue until you reached a relatively unimportant aspect, such as that the interviewer might like your outfit enough to ask where you bought it.

TRY-IT EXERCISE

Put these steps in their proper order of importance:

_____ Many of us require a basic understanding of science to perform our jobs.

_____ We need to take basic science classes to gain a background so that we can function in the complex world of today.

_____ Vacations and travel are more fun if we have some science background to understand what we are seeing.

_____ Watching the daily news programs and reading the newspaper often require some basic science information to understand the presentation.

First, start with) the most important statement, which is that we need a basic science background; second, move to the next most important point, that viewers of daily news programs cannot understand what is going on without some science background; third, discuss the issue of science knowledge in our jobs (although this could be reversed with the sentence about news programs, depending on which you feel is more important). The job sentence is listed third because nearly everyone watches news programs but not everyone requires science in his or her job. The fourth is a lesser reason, being able to enjoy a vacation. The sequence is two, four, one, three.

Least to Most Important Sequencing

This sequence builds to a climax or punch line of your main point. Your most important item is the climax. For example, to use the job interview appearance example, you could start with a general discussion about the value of a clean appearance and good hygiene, and end with the point that your first impression is a strong influence on how well you do in the job search.

TRY-IT EXERCISE

Put these steps in their proper order of importance:

_____ Vegetables add color to the appearance of our meals.

_____ Vegetables provide roughage in our diet, which prevents some kinds of cancer.

_____ Vegetables often taste good.

_____ Vegetables add variety to our meals.

The issues in sequence of least to most important are: *add color, taste good, add variety to meals,* and, most important, *prevent cancer*. Thus, the sequence is one, three, four, two. Of course, sentences two and three could be switched, depending on whether taste or variety is more important to you.

ASK YOURSELF ABOUT PARAGRAPH SEQUENCING

What is the best way to sequence a paragraph?

- spatial order (physical placement in space)
- time sequencing
- general-to-specific order
- order of importance.

PRACTICE PARAGRAPH SEQUENCING

EXERCISE 4.1

INSTRUCTIONS: Indicate the appropriate sequence of these sentences, then identify which sequencing method you have used.

EXAMPLE: Most castles have similar characteristics.

2 The visitor is confronted by the moat and drawbridge.

4 An inner courtyard is surrounded by the castle walls.

1 The castle usually sits on the highest point of the hill.

3 From the drawbridge, the visitor can see that the castle is surrounded by thick, high stone walls.

This is in *spatial* order.

1. Résumés take time and effort to create.

—— Proofread it twice to make sure it is perfect.

—— Organize the information into a résumé format.

—— Type the résumé as a first draft.

—— List all job experiences, skills, and abilities.

—— Have someone look over the final draft.

—— Revise for clarity and correctness.

This is in _____ order.

2 When making a "to do" list for the weekend, I had various activities to prioritize.

—— Go to the weekend party.

—— Study for a science exam to be held on Monday.

—— Watch a movie I have a mild interest in watching.

—— Write a paper that is due in two weeks.

—— Read the chapter due on Wednesday.

This is in _____ order.

NAME _____ DATE _____

INSTRUCTOR _____ CLASS TIME _____

PRACTICE EXERCISE 4-2 PARAGRAPH SEQUENCING

INSTRUCTIONS: Identify the best sequencing method for each topic.

EXAMPLE: changing a tire: *chronological (step by step)*

Topic	Best Method of Sequencing
1. community service	
2. an exciting date	
3. a historical event	
4. nail biting as a nervous behavior	
5. a train ride	
6. using a daily calendar	
7. a city map	
8. having a tutoring center on campus	
9. making cake	
10. motherhood	
11. the solar system	
12. voting	
13. a vegetable	
14. future career goals	
15. list of experience or education on a resume	

NAME_____ DATE_____

INSTRUCTOR_____ CLASS TIME. _____

REVIEW EXERCISE PARAGRAPH SEQUENCING

INSTRUCTIONS: Identify the most appropriate sequence (spatial, chronological, general-to-specific, order of importance); then put the sentences in order. Be prepared to discuss your thinking in class.

1. This is in _____ order

   ____ Tea is served at 4:00 P.M. in the lounge, with tea and pastries.

   ____ For those who prefer to sit at a table, breakfast is served in the dining room.

   ____ Dinner has two seatings, one at 6:00 P.M. and one at 8:00 P.M., both in the dining room.

   ____ Lunch is served in the main dining room, for those who insist on eating at tables with tablecloths.

   ____ A midnight snack is available at the buffet tables near the pool for those who have yet to get enough food.

   ____ Midmorning snacks are available in the lounge and by the pool.

   ____ The pizza bar is open beginning at lunch, all the way through to 10:00 P.M.

   ____ A buffet luncheon is served by the pool.

   ____ An early-riser breakfast is served by the pool each morning.

2. This is in _____ order.

   ____ The train takes more than 10 hours and travels over high peaks and across massive glaciers.

   ____ The traveler can remain astonished for hours, just watching one beautiful waterfall alter another.

   ____ One of my favorite train routes runs from Bergen, on the west coast, to Oslo, on the east coast.

   ____ The trains of Norway pass through some of the most spectacular scenery in the world.

   ____ It is almost disappointing to finally reach Oslo, but then the traveler is overwhelmed by another kind of beauty—that of a busy port city.

   ____ These water falls cascade and splash across the landscape, creating color and beauty for the traveler :

   ____ After traveling over the glaciers, the traveler is stunned by the numerous watch falls created by the summer sun melting the glaciers.

NAME _____ DATE _____

INSTRUCTOR _____ CLASS TIME. _____

CHAPTER QUIZ PARAGRAPH SEQUENCING

INSTRUCTIONS: Identify the sequence name (spatial, chronological, generality, importance); then put the sentences in order.

1. This is in _____ order

____ Get something to eat or drink.

____ Come home from work or school.

____ Figure out what you will do with the rest of the day.

____ Get into more comfortable clothing.

____ Check the answering machine,

2. This is in _____ order.

____ These knights fight over land and ladies and power.

____ The best movies are those set in the days of knights and castles.

____ And of course, the good knight always wins, getting the land and power, and kissing the lady

____ I really love historical movies.

____ These movies feature battles with sword fights between knights in full armor.

3. This is in _____ order.

____ And the smoker's teeth become yellow, stained with the nicotine.

____ For the smoker, it causes many of the health problems our overburdened medical system has to deal with.

____ Smoking is a nasty habit.

____ These diseases include many kinds of cancer and emphysema.

____ For the nonsmoker, it also causes diseases of the heart and lungs.

____ It also makes a smoker's clothes, car, and house smell horrible.

NAME _____ DATE _____

INSTRUCTOR _____ CLASS TIME. _____

CREATE A DESCRIPTION PARAGRAPH USING THE WRITING PROCESS

Using the process detailed in Chapter 1 and below, create a description paragraph, recording your ideas and efforts in the process on paper. At the end of the process, you will have several pages of notes, a draft, revisions, and a final version. Pick a topic appropriate to this type of paragraph, or your instructor might assign or offer topics for this paragraph.

PLANNING STAGE

1. Decide on an object, place, or person to describe in physical, sensory language.
2. Gather information.
3. Organize the information into groups.
4. Create an outline with a topic sentence, generalizations, and supporting details.

DRAFTING STAGE

5. Write a first draft from your outline.
6. Simmer.

REVISING STAGE

7. Revise, revise, revise.
8. Edit for mechanical errors.
9. Print/type and turn in.

Ask Yourself about Description Paragraphs

- Have you used sensory detail to describe the noun?
- Have you described the noun completely?
- Are the details offered in some logical order?
- Does your writing enable the reader to see in his or her mind the noun you are describing?

CHAPTER 3

Descriptive Paragraphs

The topic sentence introduces a specific person, place, thing, or event and states a central impression (the controlling idea).

The body provides a vivid, mental picture of the subject, Well-chosen descriptive details develop the central impression.

The concluding sentence restates or echoes the central impression or concludes the paragraph with one strong, final impression.

Topic Sentence .....

Unity + Coherence + Adequate Development .....

Concluding Sentence.....

In Chapter you will learn about the following:

1. Objective and subjective descriptive paragraphs
2. The structure of a descriptive paragraph
3. The writing process for descriptive paragraphs
4. Four additional grammar and usage tips

WRITING WARM UP

Write a description of an item in your home or your place of work that you use on a regular basis. State the item in the topic sentence and give the reader a sense of your attitude or feeling toward the item. Then proceed to describe the item with as much attention to detail as possible.

The Descriptive Paragraph

Descriptive writing is an essential element in many forms of paragraphs. The use of vivid, precise, descriptive words enriches and enhances any paragraphs that you write. In a narrative, for example, descriptive writing creates a powerful image in the mind of your reader and evokes emotions that are compatible with your topic sentence. Longer pieces of writing, such as an essay, often contain descriptive writing to help make ideas and supporting points clear. While descriptive writing is incorporated in many other kinds of paragraphs and longer forms of writing, this chapter focuses on descriptive paragraphs that stand on their own. The purpose of a descriptive paragraph that stands on its own is to focus the reader's attention on specific details in order to form a strong image of a person, place, object, or event. The purpose may be to entertain the reader, or it may be to inform the reader about a technical topic, such as a piece of equipment.

When you write a descriptive paragraph, you provide your reader with a vivid mental picture of a specific person, place, object, or event. Through your use of details, you convey a **central impression,** which reveals your specific attitude, opinion, or feeling about your topic. The mental picture and the central impression in your writing are not limited to how things look. When appropriate for your topic, you can make your descriptive paragraph come alive by including sensory details associated with sight, sound, smell, taste, and touch. Your main goal with descriptive writing is to select details that clearly and effectively develop or support the central impression you wish to convey to your reader.

Subjective and Objective Description

Descriptive writing with a central impression that evokes an emotional response from the reader is called **subjective description.** In subjective descriptive writing, your goal is to select words that trigger a specific image and emotional response from your reader. You want your reader to feel and experience the central impression in a personal, or subjective, way. The focus in this chapter is on subjective description.

Objective description, another form of descriptive writing, appears in many of your textbooks and college writing assignments. Objective description, which is impersonal, excludes personal feelings and experiences. Instead, it describes a person, an object, or an event without emotional appeal or an emotional central impression. Objective descriptive writing is *technical writing.* Manuals for equipment or machinery, workplace procedures, or operational policies are prime examples of technical writing. The purpose of objective description is to provide the reader with essential information and an impersonal description of an item and its functions.

The following descriptions about an automatic watering system show the differences between objective description and subjective description. Subjective words appear in italics.

OBJECTIVE DESCRIPTION: Impersonal/No Emotional Central Impression

The Water Wizard *is* an automated watering cycle system for home landscaping. The complete system mounts on a wall and requires 6 inches by 4 inches of wall space. Two program cycles, Program A and Program B, initiate two separate watering cycles. Each watering cycle opens and *closes* one to six separate valves. Each program is independent of the other, so different watering days and watering times can be set for each of the valves in each of the programs. The Water Wizard allows homeowners to select the best watering cycles and sequences for their landscape.

SUBJECTIVE DESCRIPTION: Positive Central Impression

The Water Wizard is an *incredible* watering cycle system for home landscaping. This *compact* and *user-friendly* system mounts *easily* on a wall and requires *only* a small amount of wall space. The system has two separate programs and six separate valves so users can *personalize* the system to reflect the watering needs *in their area and with their landscaping.* To make the process *easy* to program, a *large-print* screen guides the user through the steps. The entire system is *well designed* and *convenient.* The large, white dial, which is used to set the program, can first be set on Program A. The user can then select the starting time, the days of the week, and the amount of watering minutes for six different sprinkler heads in *his* or *her* yard. In addition, the user can set a second watering time by using Program B. *Homeowners do not need mechanical or computer skills* to program and use this *wonderful* home watering system. *Beautiful gardens and rich, lush lawns* will *adorn* the property of homeowners who use the Water Wizard.

SUBJECTIVE DESCRIPTION: Negative Central Impression

The Water Wizard is one of the *most frustrating* gadgets in my entire home. This tiny white box mounted on my garage wall is *doing nothing more than taking up wall space.* The big, *ugly* white dial on this gadget has yet to program the sprinklers to go on at the selected times. When I try to program the system, a tiny lime-colored screen starts flashing the letters A and B at me; some *small, blurred, hard-to-read directions, for soma unknown reason, emphatically* appear on the screen every few seconds. Small, gray arrows on the far left *side* of the screen point to one of the numbers one through six. An arrow pointing up and down flashes *impatiently,* waiting for *some unknown* command to be entered into

the system. Three round buttons on the bottom of the system are *a total mystery.* When each is pushed, the *only* thing that happens is a new screen appears with more flashing arrows and blinking lights. After *numerous attempts* at programming this *useless white box,* and after the *ugly,* white dial was placed on *Run,* a week later my sprinklers came on once, and *that was during a barbecue party.* The engineers of this *"clever" little device* did not program it in a way *an average, intelligent person can understand.* Needless to say, the *only miracle with this miracle gadget is that it is still taking up wall space.*

The Structure of a Descriptive Paragraph

The structure of a descriptive paragraph consists of the same key elements that are used in a narrative and in all other paragraph forms: a topic sentence with a controlling idea, a body with supporting details, and a concluding sentence. The following points serve as guidelines for developing the structure of a descriptive paragraph.

Developing the Topic Sentence

Use the following guidelines to write an effective topic sentence with a controlling idea (a central impression) that reveals your point of view, opinion, or attitude toward the subject of your paragraph.

1. Clearly identify a specific person, place, thing, or idea to use as the topic of your paragraph.
2. Select a central impression (your controlling idea), which expresses your attitude, opinion, or feeling toward the topic. If your descriptive paragraph lacks a central impression, it will lack unity.
3. Limit the scope of your topic and your topic sentence. Select a specific time frame for your description. Perhaps it is a specific time of the day, week, or season of the year. For example, the description of a forest at night will vary considerably from a description of a forest during the day; a forest during the fall season when the leaves change colors will vary considerably from a forest during a snowstorm. Your limited time frame may or may not be stated in your topic sentence, but it should be clear in your mind and reflected in the body of your paragraph if it is not stated in the topic sentence.
4. Experiment with different ways to express the topic and the central impression by writing several possible topic sentences. Reword or revise one or more of the topic sentences until an effective, powerful topic sentence emerges. Because the topic sentence plays the key role of controlling the content of the paragraph, spend ample time developing your topic sentence.

4.1 What do you think?

Which of the following are effective topic sentences for a descriptive paragraph? In class or with a partner discuss each of the topic sentences.

1. Clayton is a survivor.
2. Mrs. Manning, my childhood piano teacher, could scare any child into learning to play the piano.
3. The mountain peaks are tall and majestic.
4. The Delta Ponds are next to the shopping center.
5. Construction of subdivisions continues at a rapid pace.
6. The dilapidated house with a junkyard in front is a neighborhood eyesore.

4.2 What do you think?

Work with a partner or on your own. Read the following descriptive paragraph carefully. On separate paper, answer the questions that follow the paragraph.

Grandmother's Picture

One picture that I have of my grandmother in the courtyard of our home reminds me of what my grandmother was like. In the picture, she is sitting beside and almost dwarfed by a huge birthday cake with lighted candles. Her face is stern and unsmiling. Her lips are shut firmly, revealing the Confucian beliefs that society and legend taught her. She is small and delicately. boned with skin that is wrinkled but soft brown. Her white hair is neatly pulled back with a metallic hairpin called a *be nyou.* I always teased her about wearing a short chopstick in her hair. She always wore, whether with a housedress or her best-occasion *hanbok,* her white cotton apron. It is trimmed with handmade tatting, which she continued to make as long as her eyesight allowed. She wore her apron through all the years when she had the role of taking care of five grandchildren from birth to adulthood, and she wore the apron as she did years of house chores. She softly holds her hands with swollen knuckles in her lap. Her hands show her many years of harsh life.

Nicole Lee
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1. Which sentence is the topic sentence?,
2. What is the central impression the writer wants to express? Is the central impression expressed in the topic sentence? Explain.
3. Frequently, writers experiment with several different topic sentences for a paragraph before finding an effective topic sentence that clearly introduces the specific topic and expresses the central impression. Write an alternative topic sentence for this paragraph.

Developing the Body of the Paragraph

Use the following guidelines to develop the body of your paragraph and the controlling idea stated in your topic sentence.

1. When writing a descriptive paragraph, stay focused on the topic and limit the time frame. Do not get drawn into telling a story. Observe the subject from a stationary perspective. Focusing on your subject is much like looking through the lens of a camera; the description recounts what you see through the eye of the camera without a story or a plot.
2. Strengthen the *central impression* (the controlling idea) of your paragraph by carefully selecting descriptive words that create strong, vivid images in your reader's mind. Use a dictionary or a thesaurus to locate effective nouns, verbs, adjectives, and adverbs to use in your descriptive writing. Avoid using vague, meaningless, no descriptive words.
3. Include *sensory details* that describe more than what you see. Depending on your topic, your descriptions may include sounds, tastes, smells, and tactile (touch) sensations. For example, an item such as a couch may be described through a variety of sensory, details: squeaky, musty, pink, threadbare, perfumed, soft, velvety, coarse, prickly, cool, silky, sticky, or grimy. In another example, sensory details could be used to describe mud: brown, foul-smelling, rancid, stinky, malodorous, stagnant, disease-bearing, bug-infested, slimy, cold, gooey, lumpy, slipper, soothing, sensuous, therapeutic, invigorating, revitalizing, rejuvenating, or warm.
4. Create *unity* by selecting descriptive details that are consistent with the central impression in your topic sentence. Each sentence in the body of your paragraph needs to support the topic sentence. Eliminate any sentences or details within sentences that detract from your topic sentence, weaken your central impression, or wander beyond the scope, time frame, or physical boundaries of your paragraph.
5. Create *coherence* by using a logical method to sequence your details. You have a number of options for your descriptive paragraph. The first option, spatial order, is the most common organizational pattern used, to develop coherence in a descriptive paragraph.

Spatial Order: Organize the details in the order that they appear in space. In other words, present the details in the order that your eye would move. This may be from left to right, from top to bottom, from outside to inside, or from close to far. Avoid jumping randomly from one point in space to another.

Emphatic Order (Order of Importance): Organize the details in the body of a descriptive paragraph according to their order of importance, specificity, or complexity. Deductive and inductive order, which are opposite organizational patterns, may be used for descriptive paragraphs.

With **deductive order,** after the topic sentence, the body of the paragraph begins with the most important sentence, the most general sentence, or the sentence with the strongest impression. The details are then presented in the order of most important to least important, most complex or detailed to least complex or least detailed. The body of the paragraph ends with the least significant or smallest detail of the paragraph.

The order of details *in* **inductive order** is the reverse of the deductive order. To use inductive order, begin your paragraph with the least significant or least complex detail. Progress through the paragraph by presenting details with increasing importance or complexity. The topic sentence, which has the main idea and the central impression, *is* saved for last. Inductive order can be used when you want to build suspense or drama in a descriptive pattern.

Chronological: Develop your topic through a description of brief, generalized movements or actions that occur chronologically over a short time frame. Select actions that demonstrate the character, personality, or mannerisms of your subject. Avoid developing the action into a narrative.

6. Use *transition words* and conjunctions that show spatial, emphatic, or chronological order.

COMMON TRANSITION WORDS FOR DESCRIPTIVE PARAGRAPHS				
above	below	behind beside	in front of	in the distance
near	next to on	on the left	on the right	under
a more significant . . . a less significant . . . a smaller . . . a more complex . . .				
(Also see the transitions in Chapter 3, page 99 for chronological order.)				

7. Include *adequate development* in your paragraph by selecting a sufficient number of different details to develop the central impression clearly and vividly in your reader's mind. Check that each detail contributes to the development of your attitude, opinion, or feeling toward the subject.

4.3 What do you think?

Work with a partner or on your own. Read the following descriptive paragraph carefully. On separate paper, answer the questions that follow the paragraph.

My Wicked Piano Teacher

Mrs. Manning, my childhood piano teacher, could scare any child into learning to play the piano. Her plump little body greeted every student at the door of her humble home. With a stern look always painted on her face, her powerful, pudgy hands would grab her pupil's arm as she ushered the frightened child directly toward the piano bench. She barked at the unfortunate soul who sat on the bench to play different scales and then used her skinny, wooden pointer with a gold tip to poke the fingers that missed the correct keys. Abruptly, she would slap a page of sheet music on the music holder and command her-pupil to play with love and passion. The fat that hung from her arms wiggled and shook every time she slapped the rhythm of the tune on top of the piano. She would often tilt her head back, point her chin toward her pupil, and then peer from the bottom of her bifocals. She never held back frowns to show her displeasure with the sounds that came out of the piano. Sometimes her head shook back and forth so violently that it was a miracle that the tight bun nailed to the back of her head stayed in place. At the end of the lesson, she moved out of her typical character and softened up. She always gave her pupil a piece of candy, a hug, and told him or her that someday she would see that student give an outstanding performance at her annual piano recital. She was right. Every one of her frightened pupils learned to play the piano well enough to be in the annual piano recital.

1. The subject, Mrs. Manning, has been narrowed or restricted to a specific setting and time of day. What specific setting and time of day are used in the paragraph?
2. What is the central impression the writer wants to express toward Mrs. Manning? List words from that paragraph that develop this central impression.
3. Does the paragraph have unity? Explain your answer.
4. How does the writer develop coherence in the paragraph?
5. In your opinion, does the paragraph have adequate development? Explain your answer.

4.4 What do you think?

Read the following descriptive paragraph carefully. On separate paper, answer the questions that follow the paragraph.

The Moorea Lagoon

The Moorea Lagoon is filled with visions from a wild imagination. After experiencing the spectacular beauty of the white surf breaking as it meets the coral reef, my breath is taken away by the crystal clear, multicolored water of the lagoon. The mysteriously exotic mountains look down upon everything beneath them while at the same time they reach for the sky. The air is like breathing sweet pleasures in dreams, as if the breeze is intertwined with exotic flowers of the island. I know without a doubt that I am truly in the South Pacific, far from anything remotely familiar. The endless warm sand of the white beach beneath my feet touches my soul as the water reaches out to tempt me into the lagoon. Yielding to its plea, I am drawn into a world of exquisite beauty. All the colors in the capacity of thought are mingled among the coral. As I swim through the walls of lace, fans, castles, and shapes that are not even imaginable, instantly an empty space is filled with combinations of shapes and colors as the schools of fish appear. Some fish are curious, and some are not. Some come near and nudge, poke, or nibble on me; others swim by me as if I am a normal part of the sea. Surrendering to the total sensation, I follow and swim among them in fascination through a maze of beauty in their world.

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1. Which sentence is the topic sentence?
2. What is the central impression for the paragraph? List specific words, phrases, or details that develop the central impression.
3. Does this paragraph have *unity?* Explain your answer.
4. How does the writer develop *coherence?* What sequence does the writer use to organize the details in the body?
5. Does the paragraph have *adequate development?* Explain your answer.
6. Why do you think the writer chose to write this descriptive paragraph in present tense?

Developing the Concluding Sentence

Use the following guidelines to bring your paragraph to an end.

1. Check that your concluding sentence echoes the topic sentence. It should echo or emphasize the topic and the central impression (the controlling idea) that are stated in your topic sentence.
2. Compare your topic sentence to the concluding sentence. With the exception of the inductive approach, if the two sentences are considerably different, and thus do not echo each other, you wandered off course from your topic and your controlling idea. Check your paragraph carefully for unity and coherence. Remember, however, that when you use an inductive approach, the concluding sentence is the topic sentence, so the paragraph does not have two separate sentences to compare or to echo each other.

4.5 What do you think?

Work with a partner or on your own. Read the following descriptive paragraph. Write a topic sentence with a central impression that echoes the concluding sentence. Then, on separate paper, answer the questions that follow the paragraph.

Father-in-Law

Topic sentence: _____

My father-in-law was not a tall man compared with average American men. His arms and legs were not fat or big. Only his waist was huge compared to the other parts of his body. His waist looked liked a stuffed cushion. He loved to drink, which may have contributed to his waistline. His face was always gentle like a typical grandpa. His wavy hair was shiny white and gray, but he was not at all bald. His hairstyle reminded me of a movie star's hairstyle, which is called "romantic gray." He must have been a very handsome man when he was young. He had a wide forehead. When my son played with him, he would bump his forehead against my son's forehead. His eyes, which I could see through his glasses, became very sharp when he discussed politics with his son. He told me he had read most of the books in the neighborhood library. His eyes showed his high level of intelligence. His mind was active even in his later years. I was surprised by his tremendous knowledge. From his mouth, all different kinds of stories would come. His voice was deep and low. He always wore long-sleeved, button-down shirts and chino pants, which were always ironed neatly. He often looked like an early-age yuppie. My father-in-law was a warm-hearted person and a good grandfather for my sons.

Mariko Boyle
Bellevue Community College
Bellevue, Washington

1. What did you write for a topic sentence?
2. Does the writer develop coherence chronologically, spatially, or emphatically? Do you think this method for organizing the details is effective? Explain.
3. Is the concluding sentence effective? Explain your answer.

The Writing Process for Descriptive Paragraphs

Step 1 : Generate ideas.

Descriptive paragraphs describe a specific person, place, thing, or event that can be developed by using a central impression. To generate ideas for a descriptive paragraph, you can **brainstorm** to identify interesting people, places, things, or events to describe. Scanning through your life and your personal experiences is one of the best ways to brainstorm for topics. Descriptive paragraphs, however, do no need to be limited to personal-experiences. As long as you give proper credit, you can use the Internet, the library, television, and other forms of media can be used as sources for details about a topic that is outside your personal experiences. For example, a descriptive paragraph can be about a famous person, a historical place, a specific product or object, or a specific place or event you have read about or heard about.

Brainstorming

When you brainstorm, list every idea that comes to your mind; you can sort, discard, or accept topics later. Read the question on the left. Quickly write down possible ideas in the box at the right. Move through the questions, listing as many possible answers as you can in a 5- to 15-minute period of time.

Who do you know who is interesting, funny, unique, or unusual?	
Who do you know who is colorful or controversial?	
Who is significant to you?	
Who is your hero? Whom do you admire?	

Where have you been that made you feel happy, content, grateful, or appreciative?	
Where have you been that made you feel melancholic, pensive, reflective, or stunned?	
Where would you like to visit? Where would you never like to visit again?	
What do you own or want to own that is an antique, a treasure, or rare?	
What do you own or use that is sentimental, sacred, or cherished?	
What do you own that is funny, odd, colorful, trashy, or entertaining?	
What product would a reader like to know more about?	
What piece of equipment, machinery, or technology do you know how to use well?	
What ceremony have you participated in or observed?	
What event have you observed that was sacred, solemn, or serious?	
What event attracts people's interest because it is gaudy, exotic, disturbing, or dangerous?	
What historical event interests you?	

Step 2 : Get a focus

After you select a general topic, your next step is to focus the topic and make it specific. Narrowing the topic for a descriptive paragraph involves specifying the time frame, the setting, and the point of observation. You can use the following guidelines to focus your topic:

1. Identify a specific time frame. What time of the day do you have in mind for the description? What is the month, the season, or the year?
2. Identify a specific setting. Where is the location? Were you personally present as an observer or is the description based on information that you learned from means other than personal experience?
3. In your paragraph, decide if you will be observing and describing the subject from a stationary position or if you will be in motion, moving toward the subject, away from it, or around it.

Step 3 : Gather and organize your information

For Step 3 in the writing process, gather as many different details as possible that relate to your topic. Usually, you will gather more details than you will actually use in the paragraph. Gathering a wide variety of details provides you with an opportunity to see your subject from more than one perspective. You will then be in a better position to select an appropriate central impression and to develop your topic sentence.

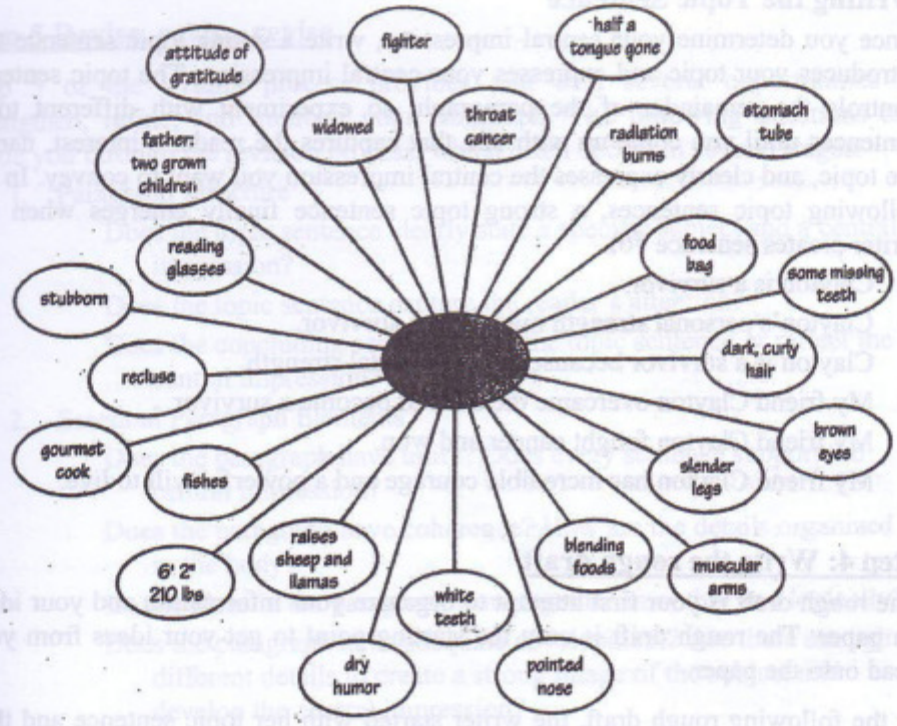
Clustering

Clustering is an effective technique to generate possible details for your descriptive paragraph. Unlike a cluster for a narrative that shows a chronological order of detail, a cluster for a descriptive paragraph shows a random order of detail. Jot down a wide variety of details, scattering the details randomly around the center of the cluster. The cluster on page 156 shows a variety of details written about a subject named Clayton.

Selecting a Central impression

After you create a cluster, examine all the details in your cluster to see whether a central impression, such as an opinion, an attitude, or a specific feeling, emerges. If a central impression does not immediately emerge, spend time thinking further about your attitude or feeling toward the subject. Are your feelings negative, positive, or neutral? Strive to state clearly and specifically how you feel about the subject; the result will be your central impression

In the first cluster on the following page, the writer could have selected a central impression that focused on Clayton's interests, hobbies, and skills. Instead he writer selected a central impression that focused on Clayton's strengths as a cancer survivor. Notice how the writer deleted details that did not develop the central impression in the second cluster. The remaining details, plus other details the writer may add while writing the draft, will be used to develop the central impression of the paragraph.


attitude of gratitude
fighter
half a tongue gone
widowed
throat cancer
radiation burns
stomach tube
father: two grown children
reading glasses
food bag
some missing teeth
stubborn
dark, curly hair
recluse
brown eyes
gourmet cook
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slender legs
raises sheep and llamas
blending foods
6' 2" 210 lbs
muscular arms
white teeth
dry humor
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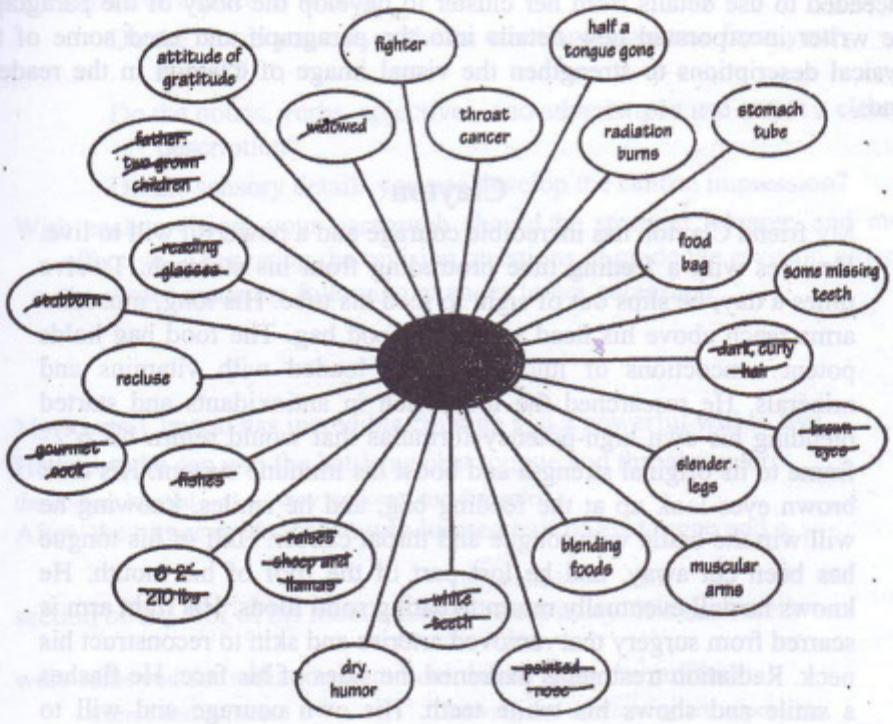
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fishes
slender legs
raises sheep and llamas
blending foods
6' 2" 210 lbs
muscular arms
white teeth
dry humor
pointed nose

Writing the Topic Sentence

Once you determine your central impression, write a strong topic sentence that introduces your topic and expresses your central impression. The topic sentence controls the remainder of the paragraph, so experiment with different topic sentences until you come up with one that captures the reader's interest, names the topic, and clearly expresses the central impression you want to convey. In the following topic sentences, a strong topic sentence finally emerges when the writer creates sentence #6:

1. Clayton is a survivor.
2. Clayton's personal strength made him a survivor.
3. Clayton is a survivor because of his personal strength.
4. My friend Clayton overcame the odds to become a survivor.
5. My friend Clayton fought cancer and won.
6. My friend Clayton has incredible courage and a powerful will to live.

Step 4: Write the rough draft

The rough draft is your first attempt to organize your information and your ideas on paper. The rough draft is only the starting point to get your ideas from your head onto the paper.

In the following rough draft, the writer started with her topic sentence and then proceeded to use details from her cluster to develop the body of the paragraph. The writer incorporated new details into the paragraph and used some of the physical descriptions to strengthen the visual image of Clayton in the reader's mind.

Clayton

My friend Clayton has incredible courage and a powerful will to live. He lives with a feeding tube protruding from his stomach. Twelve times a day, he slips out of sight to feed his tube. His long, muscular arms reach above his head to hang a food bag. The food bag holds potent concoctions of juices that are loaded with vitamins and minerals. He researched the foods rich in antioxidants and started blending his own high-potency formulas that would return his 6'2" frame to its original strength and boost his immune system. His dark brown eyes look up at the feeding bag, and he smiles, knowing he will win the battle with tongue and throat cancer. Half of his tongue has been cut away, and he lost part of the roof of his mouth. He knows he will eventually return to eating solid foods. His right arm is scarred from surgery that removed arteries and skin to reconstruct his neck. Radiation treatments darkened the sides of his face. He flashes a smile and shows his white teeth. His own courage and will to survive cloak him with an air of gratitude and pride.

Step 5 Revise, revise, revise

Step 5 of the writing process provides you with several opportunities to strengthen, refine, and improve your paragraph. The following questions can guide you through the revision process, which often occurs in several stages:

1. Paragraph Structure

   Does the topic sentence clearly state a specific subject and a central impression?

   Does the topic sentence capture the reader's attention?

   Does the concluding sentence echo the topic sentence or reflect the central impression?

2. Essential Paragraph Elements

   Does the paragraph have unity? Does every sentence support the central impression?

   Does the paragraph have coherence? How are the details organized in the body?

   Do the ideas in the paragraph flow together smoothly and logically?

   Does the paragraph have adequate development? Are there enough different details to create a strong image of the subject and develop the central impression?

3. Effective Choice of Words

   Do the words you use evoke an emotional response from your reader?

   Do the nouns, verbs, adjectives, and adverbs you use create a clear description?

   Do the sensory details you use develop the central impression?

With each revision, your paragraph should be stronger, clearer, and more effective. After using the revision questions to guide the revision process, the writer made the following changes to her paragraph:

Clayton

My friend Clayton has incredible courage and a powerful will to live. He knows he can win the battle against tongue and throat cancer.

the doctors located they cut away and discarded
After the tumor in his throat, ~~was located~~ half of his tongue and a

They pulled his
section of the roof of his mouth, ~~had to be cut away~~. ~~His~~ back teeth

~~were removed~~ for radiation treatment; burns from the radiation

scarred and darkened Chewing and swallowing are impossible,
treatments ~~left~~ the sides of his face. ~~darkened and~~ ~~earred~~. ~~He cannot~~

~~chew or swallow~~ so he lives with a feeding tube protruding from his stomach. Twelve times a day, he slips out of sight to pour potent concoctions of juices that are loaded with vitamins and minerals into his ~~tube~~ feeding bag. He researched the foods rich in antioxidants and started blending his own high-potency formulas that would return his 6'2" frame to its original strength and boost his immune system. His long, muscular arms reach above his head to hang the soft plastic food bag. His right ~~arm~~ hand, scarred from surgery that removed arteries and skin to reconstruct his neck, straightens the tube. His long, slender fingers fiddle with the dial to adjust the flow of the liquids. His dark brown eyes ~~look up~~ glance up confidently at the feeding bag, and he flashes a smile, knowing that his efforts to return to health will pay off. His own courage and will to survive cloak him with an air of gratitude and ~~pride~~ courage.

Step 6 : Proofread and edit.

Use the following checklist to proofread and edit:

1. Does every sentence have a complete subject and a complete verb and form a complete thought?
2. Do you avoid using fragments, run-on sentences, or comma splices?
3. Does the paragraph have good sentence variety? Are there simple, compound, and complex sentences in the paragraph? (Complex sentences are discussed at the end of this chapter.)
4. Do you punctuate all sentences correctly?
5. Do you use correct spelling for all words?
6. Do you use verbs, adjectives, and adverbs correctly?

Step 7: Prepare the final version of your descriptive Paragraph

Use the standard format on page 28 in Chapter 1 to prepare the final version of your descriptive paragraph. This format includes a heading, an optional tide, and the filial version of your paragraph typed or handwritten with double spacing.

CHATTER 4

Narrative Paragraphs

The topic sentence introduces a significant, specific event, and a controlling idea.

The body tells a story in chronological order. Use vivid descriptive words and action verbs in past tense.

The concluding sentence echoes the topic sentence!

Topic sentence .....

Unity + Chronological Order + Adequate Development .....

Concluding sentence .....

In Chapter 3 you will learn about the following:

1. First-and third-person narratives
2. The structure of a narrative
3. The writing process for narratives
4. Three additional grammar and usage tips

WRITING WARM - UP 3

Write a narrative about a significant, specific event in your life in which you felt a sense of pride, accomplishment, or achievement. Write the story in first person, that is from your point of view, using the word I or we throughout the story. Use past-tense verbs to indicate that the story occurred in the past.

The Narrative Paragraph

To narrate means to tell or give an account of an event that has already occurred. A **narrative** is a story, usually about a significant event that has happened to you, the writer, or to someone you know. The purpose of a narrative is to inform, entertain, make a specific point, or evoke a certain emotional response from the reader. Above all, a narrative, like good storytelling, should capture the reader's interest with clearly defined characters, setting, and a time frame. The details should create images in the reader's mind so the reader can "see the events" unfold. Action verbs help move the story along and keep the reader involved in the event.

First-person Narrative

In writing a first person narrative, you tell a story about a specific event that happened in your life, an event that left a lasting impression or emotional memory. Your goal is to convey the feelings or emotions of that situation clearly and vividly and evoke the same emotional response from your reader.

3.1 What do you think?

Read the following narrative and respond to the questions that follow. Write your answers on separate paper.

Scared Stiff

My heart never raced as fast as it did when I was cornered in a voodoo shop in Brazil. Three of my high school friends and I decided to wander around downtown São Paulo to kill time and "be cool." We chose to window shop on an unfamiliar side street. The third shop window we passed startled us; it was a voodoo or *macumba* shop. I had grown accustomed to seeing remains of *macumba* rituals at the intersections of neighborhood streets, so I wasn't really surprised to discover that *macumba* shops existed to sell items for the various white and black magic rituals. All the foreign objects that cluttered the dusty shelves and hung from the ceiling intrigued me. One of my friends noticed my interest and dared me to go inside. I stood up to the challenge, but my heart pounded and my stomach churned. A little bell rang when I opened the big wooden door and walked into the musty smelling store. I noticed many kinds of candles, colored cloths, animal feathers, bells, beads, and other trinkets inside the glass cases. I wandered to the back of the store and looked up. Right in front of my eyes no more than twelve inches away, hung several shrunken heads. My head spun, my knees shook

uncontrollably, and I thought I was going to throw up right there on the dusty counter and in front of any spirits lingering around the shop. Suddenly, I felt a presence behind me. For a brief moment, I felt a sense of relief because I thought one of my friends had finally ventured in. Then an eerie, chilling feeling crept up my spine and swept over me. Somehow I knew that more than one person was behind me and that they were not my friends. The two shop owners moved uncomfortably close to me. One gently touched the top of my head and ran his hand down my long, blond hair. He said I was a goddess. They stepped closer and closer and finally asked what I wanted to buy from their store. My heart pounded even faster. I almost started to cry. I attempted a phony smile. I didn't know what to do. One of my friends knocked on the window. I used that as an excuse to flee without so much as a good-bye or a thank-you. I knew from that moment that curiosity and dares are not strong enough reasons to wander into places where I do not belong.

1. What emotional response do you think the writer wants to evoke from you? Was she successful? Explain.
2. In a narrative, you should clearly define the character, a specific setting, and a specific time frame. Answer each of the following questions.
   a. In this narrative, does the story focus mainly around one character?
   b. Is the setting specific? Where does the story take place?
   c. Is the time frame specific? When does the story occur? How much time passes before the main action of the narrative occurs?
3. A well-written narrative should capture your interest. Does this narrative capture your interest? Explain your answer.
4. The narrative begins with the main idea and several sentences that provide you with background information. Answer the following questions.
   a. Where does the action part of the story begin?
   b. Does the action move along or does the narrative seem slow? Explain your answer.
5. List descriptive words or action verbs that create strong images and emotional responses from you.

Third Person Narrative

In writing a third-person narrative, you tell a story about a specific event that happened to another person. A third-person narrative may be about an event you personally witnessed, or it may be an account of an event you know about from reading or from the media but did not personally

experience. Throughout a third-person narrative, use the pronoun *he, she,* or *they.* You become the observer who reports the story but does not refer to yourself in the story. As with a first-person narrative, the story should make a specific point and evoke an emotional response from your reader. The character, the setting, and the time frame should be specific.

3.2 What do you think?

Read the following narrative and respond to the questions that follow. Write your answers on separate paper.

Greg

Cancer can hit people whom you least expect to get sick. My cousin Greg was a good kid. He never did anything wrong. He was 22 years old and hardly ever drank alcohol. He was focused on school and getting his work done on time. He attended Salisbury State and was studying to be a meteorologist. When he wasn't studying, he would often go surfing. He loved the water, the hot weather, and Ocean City. One day Greg found a lump under his arm, but he did not think much of it. After a week or so, he decided to tell his mother, who is a nurse. My aunt told him to go to see a doctor. He got an appointment for a week later. The doctor wasn't sure what the lump was, so the doctor thought it was best to remove it. He scheduled surgery, a surgery Greg never got, for the day before Thanksgiving. Greg stayed at my house because he had no heat in his house. On the morning of November 18, 1999, my mother went to check on Greg. She found Greg on the floor rolling around with stomach pain. My mother immediately took him to the hospital and then called my aunt to tell her so she could come down. When the doctor came out to talk to my aunt, he told her that they were running some tests and would let her know the results soon. The x-rays showed that Greg had tumors completely covering his liver and one of his kidneys. They put him on a dialysis machine. Then the other test results came back; Greg had cancer. The doctors ran more tests, which took a couple of days. Greg remained on the dialysis machine. The tests came back on Thanksgiving Day. Greg had widespread skin cancer and had only a few weeks to a few months to live. The doctors transferred Greg to Baltimore. By now the cancer had gone to his head, and he could not see. The doctors said they could keep him on dialysis, but that would only prolong his life and put him through more pain, or they could just let the cancer take its course. Early Monday, November 29, 1999, my cousin was done with his pain and suffering. Cancer not only affects the individual, but it affects family and friends as well. This sickness came as a very unpleasant surprise for my entire family.

Lindsay R. Allen
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F-5/B

1. What emotional response do you think the writer wants to evoke from you? Is she successful? Explain.
2. In a narrative, you should clearly define the character, a specific setting, and a specific time frame. Answer the following questions.
   a. In this narrative, does the story focus mainly around one character?
   b. Is the setting specific? Where does the story take place?
   c. Approximately what length of time is involved in the main action of the narrative?
3. A well-written narrative should capture your interest. Does this narrative capture your interest? Explain your answer.
4. Where does the action part of the story begin?
5. Does the action move along or does the narrative seem slow? Explain your answer.
6. List descriptive words or action verbs that create strong images and emotional responses from you.
7. Does the concluding sentence evoke an emotional response from you? Explain.

The Structure of a Narrative

In Chapter 2, you learned that a paragraph is a well-organized series of sentences that develops one main idea about a specific topic the writer wishes to convey to a reader. The topic sentence, which has been narrowed, states the main idea of the paragraph (the controlling idea). The body of the paragraph provides the reader with carefully selected supporting details that develop and support the topic sentence with the controlling idea. A concluding sentence signals the end of the paragraph. Use this standard paragraph structure for the narratives that you write.

Developing the Topic Sentence

Use the following guidelines to write an effective topic sentence with a controlling idea that reveals your point of view, opinion, or attitude toward the subject of your paragraph.

1. Clearly identify a specific topic for your narrative. In order to stay within the scope of a paragraph, use one setting and one event that occurs in a relatively short time frame.
2. Use the topic sentence to show the reader the purpose or the intent of your paragraph by providing a glimpse or a hint about the significance of the event or the emotion you experienced. Is the controlling idea (your point of view, opinion, or attitude toward the subject) clear to your

reader? Will your reader be able to predict the subject of the paragraph and possibly some of the details?

3. Reword or revise the topic sentence to attract the reader's interest. An effective topic sentence entices the reader to continue reading.

3.3 What do you think?

Answer yes or no to the following questions for the following topic sentences that are from previous narrative paragraphs.

1. *My heart never raced as fast as it did when I was cornered in a voodoo shop in Brazil,*
   a. Is the topic specific rather than broad or general? _____
   b. Does it give the impression that the paragraph will take place in one setting? _____
   c. Does it give the impression that the story will cover a relatively short time frame? _____
   d. Do you get a glimpse or a hint about the significance of the event to the writer? _____
   e. Do you get a glimpse or a hint about the emotions that might be evoked? _____
   f. Can you predict the kinds of details that might be in the paragraph? _____
   g. Did the topic sentence capture your interest? _____ Were you enticed to read the paragraph to learn more about the topic? _____
2. *Cancer can hit people whom you least expect to get sick.*
   a. Is the topic specific rather than broad or general? _____
   b. Does it give the impression that the paragraph will take place in one setting? _____
   c. Does it give the impression that the story will cover a relatively short time frame? _____
   d. Do you get a glimpse or a hint about the significance of the event to the writer? _____
   e. Do you get a glimpse or a hint about the emotions that might be evoked? _____
   f. Can you predict the kinds of details that might be in the paragraph? _____
   g. Did the topic sentence capture your interest? _____

Developing the Body of the Paragraph

Use the following guidelines to develop the body of your paragraph and the controlling idea stated in your topic sentence.

1. Create *unity* by selecting a sequence of events that develops or supports the topic sentence.
   * Eliminate details that are insignificant or nonessential to the telling of the story. Each sentence in the body of the paragraph should be essential to the telling of the story.
   * Do not sidetrack from the main sequence of action in the story. Eliminate sentences that do not contribute to the development of the controlling idea.
   * Do not mix first person *(I* or *we)* and third person *(he, she,* or *they).*
2. Create *coherence* by writing the sequence of events in chronological order, which means that the story will be told in the order in which the individual actions occurred.
   * If you need to give brief background information before beginning the main sequence of action, place the background information after the topic sentence.
   * Generally, you should avoid shifts in time. Strive to tell the story without jumping back in time after you begin the main action of the narrative.
3. Use transition words and conjunctions that show time and create coherence.

COMMON TRANSITION WORDS FOR NARRATIVES					
after	afterward	at last	at the same time	as	as soon as
as long as	before	during	finally	first	furthermore
in the meantime	later	meanwhile	next	once	second
since	subsequently	then	third	until	when
whenever	while				

4. Use verbs in the simple past tense to show that the event or the story has already taken place. (See the Grammar and Usage Tips at the end of this chapter.)
5. Select descriptive words to create a strong visual image for the reader. Your goal is to re-create the event for the reader by activating his or her imagination. Use a thesaurus or a dictionary to locate precise words to express your ideas and emotions clearly to the reader.

* Keep the story moving by using action verbs instead of linking verbs. For example, saying I *wandered to the back of the store* is more effective than saying I *was in the back of the store.* Remember that a reader will lose interest in the story if the controlling idea is not developed at a reasonable pace.

* Create a vivid image of the story by selecting words that create a "movie in the mind of the reader." Carefully select adjectives and adverbs that describe the details and the action as precisely as possible. Your goal is to recreate the situation, the emotions, and your overall impressions for your reader.

* Select words that are consistent with the emotion or the mood of the paragraph. Avoid using words that convey a different or an opposite impression. For example, in the story about the voodoo shop, saying that *a warm feeling swept over me* would be inconsistent with the emotion of fear. Using the words *an eerie, chilling feeling crept over me* is consistent with the purpose of the paragraph and contributes to the development of the controlling idea that is stated in the topic sentence.

6. Include *adequate development* in your paragraph by selecting sufficient details to develop the story and re-create the experience for your reader.

* Too few details will distance your reader from the experience, its significance, and the emotions that you want to convey. The reader will not understand or have an adequate sense of the character, the setting, the time frame, or the significance of the narrative.

* Excessive details clutter the story, slow the story down, distract your reader, and weaken the emotional response and interest in the story.

3.4 What do yon think?

Read the following narrative and respond to the questions that follow. Write your answers on separate paper.

My Father's Advice

Being lost for hours as a child in the woods is frightening. When I was seven, my best friend and I went out to cut firewood with our fathers. We wanted to do some exploring, so my father told us that there was a beaver dam at the bottom of the draw and that we could investigate. As we came upon the beaver dam, we were so thrilled and mesmerized that we lost track of the time. The sky was darkening, so we unwillingly started walking back, only to realize that in all of our excitement, we had

lost track of where we were and where the path was to return us to our fathers. We stopped and listened to see if we could hear the sound of the chainsaws. We heard nothing but all the intimidating sounds of the great outdoors. I remembered one thing that my father had always told me: If I ever got lost in the woods, I should find a river or a creek and follow it downstream, and I would eventually come to a road. We walked along the stream for what seemed like hours before we finally found a road. We walked along the road until we came to the main road that we had traveled earlier in the pickup. I remembered that there was a little store just up the road. When we reached the store, the elderly couple who owned the store gave us something to eat and drove us back to the landing. Our fathers were just loading up the wood and the chainsaws. They were shocked when they saw us get out of the couple's car. That frightening experience in the woods taught me a very valuable lesson. Listening to my father's advice may actually have saved my life that day in the woods.

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1. Does this paragraph have unity? Does each sentence contribute to the development of the topic sentence? Should the writer delete any sentences? Explain your answer.
2. Does the paragraph have coherence? Is the sequence of events in chronological order? Explain your answer.
3. List transition words that the writer uses to achieve coherence and develop the story chronologically.
4. Does the writer use verbs effectively? Are all the verbs in past tense? Does the writer use action verbs?

   Does the action move along at an appropriate pace? Explain your answer and include examples.
5. Does the choice of wording activate your imagination so you sense what the experience was like for a child? Explain your answer.
6. Is there adequate development? Is the number of details sufficient, too few, or excessive? Explain your answer.

3.5 What do you think?

Read the following narrative and respond to the questions that follow. Write your answers on separate paper.

Providing life for a Child

In August of 1998, I made a decision that changed the life of a child in a poor country. I was at a Christian gathering in Atlanta, Georgia. Inside one of the rooms where a band was playing, I saw a display for Compassion International. This organization's goal is to give food, education, clothing, and health care to poor children around the world. As my eyes gazed at the table, I observed cream-colored papers neatly folded with the words "My Child of Compassion" sketched in chocolate-brown ink. My shaking hands carefully peeled the brochure open. A picture of a pale, heartbreaking face popped out at me. The gorgeous black hair on the young girl surrounded her soft, oval face. Her licorice eyes whispered her poor state of living conditions. Her frail, worn-out body yearned for tender loving care. My heart skipped a beat; I had to save this child's life! Eagerly, I picked up a pen and filled out the information on the form. Twenty-four dollars a month was all it would take to provide this girl with the health care and the attention she deserved. Finally, her parents would have hope of seeing their daughter grow up healthy. As the intern from Compassion International gave me the information for sponsoring this gift from God, my face beamed with joy. Somewhere, I was making the wish of this little girl's hope of breathing one more day come to life.

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1. Does this paragraph have unity? Does each sentence contribute to the development of the topic sentence? Should the writer delete any sentences? Explain your answer.
2. Does the paragraph have coherence? Is the sequence of events in chronological order? Explain your answer.
3. List the transition words the writer uses to achieve coherence and develop the story chronologically.
4. Does the writer use verbs effectively? Are all the verbs in past tense? Does the writer use action verbs? Does the action move along at an appropriate pace? Explain your answer and include examples.

5. Does the choice of wording activate your imagination so you can sense the writer's experience of making the decision to sponsor a child? Explain your answer.

6. Is there adequate development? Is the number of details sufficient, too few, or excessive? Explain your answer.

Developing the Concluding Sentence

Use the following guidelines to bring your paragraph to an end.

1. Write a concluding sentence that echoes the topic sentence. A concluding sentence that varies too much from the topic sentence often signals that you got sidetracked and that the paragraph lacks unity and coherence.
2. Use the same emotion and sense of significance that you stated in the controlling idea and expressed throughout the paragraph.
3. Check that your concluding sentence comfortably flows from the body of the paragraph and does not give your reader the sense that it was tacked on as an afterthought.

3.6 What do you think?

Read the topic sentences and the concluding sentences for the three narratives you have just read. Explain whether you think the concluding sentence is effective. Be specific. If you think the sentence is not effective, suggest an alternative concluding sentence.

1. Topic Sentence: My heart never raced as fast as it did when I was cornered in a voodoo shop in Brazil.

   Concluding Sentence: I knew from that moment that curiosity and dares are not strong enough reasons to wander into places where I do not belong.

   I think _____

   _____

   _____

2. Topic Sentence: Being lost for hours as a child in the woods is frightening.

   Concluding Sentence: Listening to my father's advice may actually have saved my life that day in the woods.

   I think _____

   _____

   _____

❖ CREATING A NARRATIVE PARAGRAPH USING THE WRITING PROCESS

Using the process details in Chapter 1 and the list below, create a narrative paragraph, recording your process on paper. At the end of the process, you will have several pages of notes, a draft, revisions, and a final version. Pick a topic appropriate to this type of paragraph. Your instructor may assign or suggest topics as well.

PLANNING STAGE

1. Decide on a narrative that proves your point. This can be one of your personal experiences or someone else's.
2. Gather information about the events and time period of the narrative.
3. Organize the information into groups.
4. Create an outline with a topic sentence, generalizations, and supporting details.

DRAFTING STAGE

5. Write a first draft from your outline.
6. Simmer.

REVISING STAGE

7. Revise, revise, revise.
8. Edit for mechanical errors.
9. Print/type and turn in.

3. Topic Sentence: In August of 1998, I made a decision that changed the life of a child in a poor country.

Concluding Sentence: Somewhere, I was making the wish of this little girl's hope of breathing one more day come to life.

I think _____

_____

_____

_____

The Writing Process for Narratives

Step 1: Generate ideas.

Everyone has a wealth of experiences that can be used as the topic of a narrative. The following topics will help you generate possible ideas for your narrative paragraph. Place a star next to ideas you may want to develop.

1. A personal experience that was exciting, scary, funny, humiliating, sentimental, inspiring, or motivational
2. A family story that has been passed down through the generations
3. A memory of a transition or time of change, such as an experience moving, a job interview, getting hired or fired, an engagement, graduation, getting your license, leaving home, or entering the military
4. A first-time event, such as skiing, driving a car, flying, bungee jumping, seeing an ocean/volcano/snow, getting a speeding ticket, going on a blind date, or getting caught doing something inappropriate
5. A personal experience in which you learned a valuable lesson
6. A story related to a specific emotion: joy, pride, jealousy, embarrassment, helplessness, faith, friendship, remorse, disgrace, awe, or anger
7. An unusual adventure, such as a rafting trip, climbing a volcano, scuba diving, entering a foreign country, participating in a search and rescue mission, or skydiving

List other possible ideas that came to mind as you read the above list or as you reread some of the previous narrative paragraphs in this chapter:

3.7 What do you think?

Brainstorming is the process of listing as many ideas for a writing topic as possible. During the process of brainstorming, do not evaluate, accept, or discard ideas; instead, simply list them quickly and evaluate them later. On separate paper, write headings for the following four topics that are from the introductory list of possible topics for a narrative. Under each heading, list as many events or incidents in your life that you could possibly use for a narrative.

A funny incident **Different emotions**

The first time I . . . **An unusual adventure**

Step 2: Get a focus.

After you select a general topic, your next step is to focus the topic and make it specific. Narrowing the topic for a narrative involves finding a starting point and a finishing point for your story. Many events lead up to your story and many events follow the main part of your story. The goal is to focus the paragraph on the key time frame when the action you wish to describe took place.

For example, in the narrative "Scared Stiff" on pages 94-95, the writer and her friends were involved in activities prior to wandering downtown to kill time. However, the story would have dragged on too long and the reader might have lost interest if the writer had included all of the events of the day leading up to the window shopping at a voodoo shop. Instead, the writer decided that the reader did not need to know the information prior to the event. Invariably, conversations and other events followed the exit from the voodoo shop. Again, the writer decided to end the main action part of the story by fleeing from the shop. Continuing to tell "what they did next" would have diluted the drama and the emotions of the story.

The following guidelines can help you focus the topic of your narrative:

1. Limit the main action of the story to one setting. For example, "Scared Stiff" takes place in a voodoo shop in Brazil. "My Father's Advice" takes place in the woods.

2. Limit the time frame. Sometimes the situation of the story occurred in a matter of minutes or at the most a few hours. Extending the time frame to a day or longer may move the narrative paragraph outside the range or scope of a paragraph. For example, "Scared Stiff" occurs within a five-minute time frame. "My Father's Advice" occurs within a time frame of several hours.

Focusing the topic also involves paying attention to your audience and the purpose of your paragraph. For your narrative paragraph, the audience is

your classmates and your instructor. Your purpose is to tell a story and let your reader know its significance to you. Your purpose is also to evoke feelings or emotions from your reader that are similar to the ones you experienced at the time of the event.

Keep in mind that the writing process involves revisions throughout the various steps of writing. If you find yourself moving unnecessarily from one location to another when you write your first draft, seek ways to limit the main action of the narrative to only one location. If you find the story encompasses a time frame longer than a few hours, examine whether the longer time frame is essential to the story. If it can be shortened, seek ways to delete the events that lead up to or follow the main action of the paragraph.

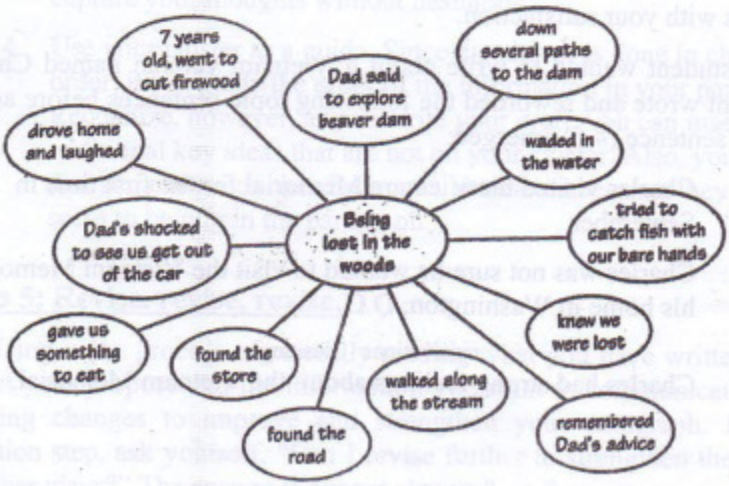
Step 3: Gather and organize your information.

Once you select and focus your topic, the next step is to gather information and details for your paragraph, organize them chronologically, and then write a strong topic sentence.

Clustering

Clustering is an excellent technique for organizing details on paper. Write your narrowed topic in the center of your paper. Begin the details in your cluster in the upper left-hand corner of your paper. Use words, phrases, or short sentences to indicate the starting point of your story. Continue adding the sequence of events in a chronological order, writing them in a clockwise direction. Add all the details that come to your mind. You can eliminate unnecessary details later.

For example, a cluster for "My Father's Advice" may have looked like the following cluster. Notice that all of the details in the cluster were not used in the final paragraph.



Developing the Topic Sentence

At this stage in the writing process, you have selected a topic, narrowed the topic to reflect your audience and purpose, gathered ample ideas that may work as details for your paragraph, and organized them in a cluster. You now have a much stronger sense of the direction you can move with this narrative. Using all of this preliminary information, it is time to draft a strong topic sentence.

Your **topic sentence** needs to clearly state the controlling idea for your paragraph in a direct and powerful way. Recall the following key points about topic sentences:

1. The topic sentence should state a specific, narrowed main idea.
2. The topic sentence should get right to the point so the reader clearly understands your purpose and senses the emotions, the significance, or the type of incident that will be developed in the paragraph.
3. The topic sentence should capture the reader's interest. Your choice of words and the way you state the controlling idea need to intrigue the reader and create a desire in the reader to read the paragraph for more details.
4. The topic sentence is usually placed at the beginning of the paragraph to help the writer and the reader stay focused on the topic.

Writing a powerful topic sentence often involves writing several possible topic sentences and then revising and refining one of the sentences. Because the topic sentence controls the content of the paragraph, spend ample time writing, rewording, revising, and refining your topic sentence. Do not settle too quickly on a topic sentence. Select a topic sentence to use only after you have experimented with several possibilities and have created one that truly meets with your satisfaction.

One student wanted to write about a Vietnam veteran named Charles. The student wrote and reworded the following topic sentences before an effective topic sentence (# 6) emerged:

1. Charles visited the Vietnam Memorial for the first time in September.
2. Charles was not sure he wanted to visit the Vietnam Memorial near his home in Washington, D.C.
3. Charles had strong ~~feelings~~ reservations about visiting the Vietnam Memorial.

4. Charles had stronger feelings about the Vietnam Memorial than
   could comprehend.
   most people had.
5. The Vietnam Memorial triggered more feelings for Charles than most people could comprehend.
6. The Vietnam Memorial represented more to Charles than most
   ever begin to
   people can comprehend.

Step 4: Write the rough draft.

Remember, a rough draft is exactly that: rough. A rough draft is the starting point for later revisions and editing. It is your first attempt to move your ideas from your head and your planning sheet onto paper in paragraph form.

Use the following suggestions for writing your rough draft:

1. Double space your work so you have space on the paper to add words or phrases or make minor revisions even as you write the rough draft.
2. If you know how to use a computer and type at a rate that allows your ideas to flow, write the rough draft on the computer. Revising and editing are easier to do on a computer. If your typing rate slows you down, or if you are not comfortable composing on the computer, handwrite the rough draft and then type it on the computer later.
3. Focus mainly on getting your ideas on paper. Do not be concerned at this time with grammar, spelling, or sentence structure. During this step, you want your ideas to flow as smoothly as possible so you can capture your thoughts without hesitation.
4. Use your cluster as a guide. Since the cluster is done in chronological order, it can guide the order of the information in your paragraph. Recognize, however, as you write your draft, you can insert additional key ideas that are not on your cluster. Also, you may find that some ideas on the cluster can be deleted because they do not seem to belong in the paragraph.

Step 5: Revise, revise, revise.

Revising is the process of carefully reading what you have written, thinking about your purpose and the information you want to communicate, and then making changes to improve and strengthen your paragraph. During the revision step, ask yourself, "Can I revise furth r to strengthen the paragraph in other ways?" The answer is almost always " s."

Methods for revising will vary from one person to another and one assignment to another, but here are some possible stages of revision:

1. Evaluate the effectiveness of the topic sentence and the concluding sentence. The topic sentence should indicate the topic, provide the reader with clues about the event, significance, and/or emotion, get right to the point, and capture your reader's interest. The concluding sentence should echo the topic sentence; if the concluding sentence does not reflect the same topic, emotion, and significance of the topic sentence, you need to revise it further.

2. Evaluate your effective use of the three elements of the body of a paragraph: unity, coherence, and adequate development. Revise as needed.

3. Evaluate your use of transition words. Do you use appropriate transition words to connect the events and show the reader the coherence of the story?

4. Evaluate your effective use of words. Can you use more effective action verbs? Do you need to include more descriptive language, such as more adjectives or adverbs? Do the words in the paragraph really say what you want to say and convey the emotions and impressions you want to convey?

5. Evaluate the effectiveness of your sentences. Can you combine some sentences more effectively?

6. Use the checklist in Chapter 1 (page 26) to identify other elements in your paragraph that can be strengthened.

Step 6: Proofread and edit.

After you complete one or more revisions, your attention now needs to focus on the mechanics of your writing. **Proofreading** requires careful and accurate reading of the individual words and sentences in your paragraph. Get into the habit of reading each sentence out loud to increase your proofreading accuracy. **Editing** involves correcting any errors you identify during the process of proofreading. During the process of proofreading, pay close attention to spelling, punctuation, and sentence structure.

Use the following checklist to guide you through the proofreading and editing of your narrative.

1. Check that every sentence has a subject and a complete verb.
2. Check that you used subject and object pronouns correctly. (Refer to Chapter 2, pages 72-74.)
3. Correct any fragments by adding the missing subjects, verbs, or words to form a complete thought.
4. Consider greater sentence variety by including some sentences with compound subjects or compound verbs.
5. Check that all the verbs are in past tense.
6. Check the spelling of all words.
7. Check that each sentence begins with a capital letter and ends with a period or a question mark.
8. Check that you used descriptive words (adjectives and adverbs) correctly and effectively.

Step 7: Prepare the final version of your narrative.

For the final version of your narrative, use the format shown in Chapter 1, page 28, unless your instructor specifies another format to use. On the top of your paper, write a heading that includes your name, the name of the course and the instructor, the name of the assignment, and the date.

For easy reference, give your narrative a title. Then, if possible, type your final paragraph. Papers that are typed are usually easier to read and have a neater appearance. Use double spacing between lines. Use a 12 point font. Type each sentence carefully. Check that you have incorporated all the editing changes made in Step 6.

By using this seven-step approach to writing, you should have a finished product that reflects your very best quality of work. The time you have spent writing, revising, and refining will be reflected in your final version.

WRITING ASSIGNMENT

Use the steps of the writing process to write a narrative paragraph.

Complete each of the following steps for writing a narrative paragraph. Unless your instructor indicates a different approach, use the Narrative Planning Sheet on page 117 for each step of the writing process.

Step 1: Gather ideas.

Select a topic for your narrative paragraph. Refer to the brainstorming ideas on pages 104 and 105. Write the topic on the Planning Sheet. If you need additional ideas, consider one of the following:

a humbling experience	a desperate act	a memorable holiday
the birth of a child	an ambulance ride	giving roadside help
an act you regret	a haunting experience	being the butt of a joke
a disastrous party		a moment of glory
an act of generosity	a hospital visit	experiencing someone's death
a careless accident	putting a pet to sleep	getting locked in
visiting a kindergarten	an April Fool's prank	defying a parent or authority figure
	winning a game	

Step 2: Get a focus.

Focus the topic for your paragraph. Answer the questions for Step 2 on the Planning Sheet

Step 3: Gather and organize your information.

On separate paper, create a cluster to show the different details you plan to include in your paragraph. Begin near the top of the cluster. List the details in chronological order and in a clockwise direction around the center of the paper. Then, write several topic sentences to consider for the paragraph. Select the topic sentence that works best as a controlling idea for your narrative.

Step 4: Write a rough draft.

Write your rough draft. Answer the question for Step 4 on the Planning Sheet.

Step 5: Revise, revise, revise.

Use the checklist on page 109 to guide the revision process. On the Planning Sheet, use the Partner Feedback form to get feedback from one of your classmates. Revise your paragraph.

Step 6: Proofread and edit.

Use the checklist on page 115 to guide the proofreading and editing process. Answer the question for Step 6 on the Planning Sheet.

Step 7: Prepare the final version of your paragraph.

Use the guidelines provided by your instructor or the guidelines on page 115. If your instructor does not ask you to turn in your prewriting materials and drafts, save them in a file.

NARRATIVE PLANNING SHEET

Name _____

Step 1: Write your topic for a narrative paragraph:

_____

Step 2: Show your plans for focusing your topic:

What is the one specific setting for your narrative? _____

How long is the time frame for the main action of your paragraph?

_____

What emotions do you want to evoke in the reader, or what impression do you want to create in the reader's mind?

_____

Step 3: On separate paper, create a cluster to show possible details for your paragraph. Attach your cluster to this Planning Sheet.

Write several possible topic sentences for your paragraph.

Option 1: _____

_____

Option 2: _____

_____

Option 3: _____

_____

Place a star next to the topic sentence you prefer.

Step 4: When did you finish writing the rough draft? _____

Step 5: Revise, revise, revise. Save all your revisions. Ask a partner to read your latest revision and to answer the following questions.

❖ CREATING A PROCESS ANALYSIS PARAGRAPH USING THE WRITING PROCESS

Using the process details in Chapter 1 and below, create a process analysis paragraph, recording your process on paper. At the end of the process, you will have several pages of notes, a draft, revisions, and a final version. Pick a topic that must be presented in step-by-step format. Your instructor may assign or offer topics for this assignment.

PLANNING STAGE

1. Find a topic that involves a process (step by step).
2. Gather information by actually doing the process, if at all possible. If not, then visualize doing the process.
3. Organize the information in chronological order, by the steps.
4. Create an outline with a topic sentence, generalizations, and supporting details.

DRAFTING STAGE

5. Write a first draft from your outline.
6. Simmer.

REVISING STAGE

7. Revise, revise, revise.
8. Edit for mechanical errors.
9. *Print/type and turn in.*

ASK YOURSELF ABOUT THE PROCESS ANALYSIS PARAGRAPH

- Are the steps in their proper order?
- Have you included all steps?
- Have you tested your procedures?
- Have you tailored your language to your audience?

CHATTER 5

Process Paragraphs

The topic sentence introduces the subject, the controlling idea, and the word *steps or stages*.

The body provides specific steps in chronological order and secondary details. The body has unity, coherence and adequate development.

The concluding sentence echoes the topic sentence and identifies, the outcome.

Topic Sentence ..... + controlling idea + steps/stages.....

Step 1 .....

Secondary details .....

Step 2 .....

Secondary details .....

Step 3 .....

Secondary details .....

Concluding Sentence .....

In Chapter 5 you will learn about the following:

1. Informational and directional process paragraphs
2. The structure of a process paragraph
3. The writing process for process paragraphs
4. Four additional grammar and usage tips

WRITING WARM-UP 5

Write a paragraph that explains how to do a simple task that you do as a part of your everyday life. Assume that the reader does not know how to do this task effectively or efficiently. Provide the reader with all the necessary steps to perform or duplicate this task.

The Process Paragraph

A process paragraph presents a series of well-defined steps that explain how to complete a task or how a process works. Knowing your audience is essential for writing process paragraphs. If your readers are unfamiliar with the process you are describing or the technical terms related to the process, you will need to provide more specific details and definitions than you would for readers who are familiar with the process or the terminology. Your purpose is to provide your readers with a clear explanation of the steps they could follow to do, make, or repair something or the steps involved in a process that is important or valuable for them to understand.

Informational Process Paragraphs

In an informational process paragraph, you provide your reader with a clear understanding as to how an operation, an event, a system, or a procedure works. Your reader is not expected to duplicate this process. For example, you may explain how lenses for eyeglasses are made, how a volcano forms, or how an initiative becomes a ballot measure, but you would not expect your reader to make a pair of eyeglasses, create a volcano, or develop an initiative to be placed on a voter's ballot. Social science and science textbooks and a variety of training materials or manuals in the workforce use informational process paragraphs extensively. Informational process paragraphs frequently are written in the third person, using the pronouns *he, she, they,* or *it.*

The following informational process paragraph explains the steps a person in Iowa must go through to become a delegate at a national convention. The paragraph provides the reader with background information about the political system of caucuses without expecting the reader to personally complete the steps to become a delegate at a national convention. Marginal notes provide brief explanations about the structure of an informational process paragraph.

Iowa's Political Process

Topic sentence

Signals a process

Secondary details offer explanations

Citizens of Iowa who want to represent the state at the national convention must be willing to *progress through several levels* of political meetings. First, they must participate in the caucus for their precinct or their voting area. A caucus is the lowest level of party politics; grassroots politics takes center stage at caucuses. Iowa, a state with more than 2,100 different precincts, has more than 2,100 caucuses *prior to a national convention.* About 180,000 people in Iowa, about 6.5 percent of the total population, participate in caucuses. Citizens at each caucus argue and debate politics,

their party's platforms, and party business. A party chairperson leads the debates, and then the participants vote for their caucus's preference for their party's presidential nomination. Next, each caucus picks delegates for the county convention, which is the second level of political meetings. At the county conventions, after participants discuss the politics, candidates, and platforms, and the preference for the presidential nomination, they select their delegates for the district meetings. The *process continues* in a similar fashion for the third level of political meetings, the district meetings. Participants at the district meetings select the delegates who will attend the state convention. At the fourth level the state convention, the representatives once again vote to show their party's preference for a presidential nomination, and they select the delegates who will represent the state of Iowa at the national convention. Delegates from Iowa who attend the national convention have logged many hours of political discussions, debates, and political experiences. They earned their positions by working their way through the four levels of political meetings.

Transition words signal each step or level of the process.

Secondary details

Concluding Sentence

[Adapted from: AP, "Iowa Caucuses Q & A," *Register Guard*, January 23, 2000, p. 3A.)

Directional Process Paragraph

In a *directional process paragraph*, you provide your reader with specific steps and instructions to do, make, or repair something. The purpose of a directional process paragraph is to guide your reader through a series of clear, precise steps that he or she can duplicate. Following your directions will bring the reader to a result, which may be a specific product, a completed task, or some other identifiable outcome. In a directional process paragraph, you must consider your audience carefully. If you oversimplify the steps, or if you do not provide your reader with crucial details and instructions, your reader may not be able to complete the task or the process correctly.

The following directional process paragraph explains precisely how to generate more fuchsia plants by using cuttings from existing plants. The writer wants you, the reader, to be able to duplicate the process.

Growing Fuchsias

To guarantee the beauty of fuchsias in the coming season, you can take fuchsia cuttings to make new plants by following these *five easy steps*.

Topic Sentence

"You" is often used in directional process paragraphs.

Preparation information

Before you begin the process, make sure the plants you are taking cuttings from are not in the flowering stage. Trim them back to encourage new growth. To do this, you will need a sharp knife to slice the stems without crushing the cambium layer, the layer where the new growth occurs. Water the plant well before you start taking cuttings for transplanting. For the first step, fill your containers with sterile, moist soil. Do not pack the soil; keep it light and fluffy. This prevents the tender cuttings from getting bruised or broken when you stick them in the soil. Next, count down three to four nodes from the stem tip, and then slice a little below that point. Be sure to remove the last leaves or stems on that cutting. Next, if you are using Rotone, a rooting compound, dip the cut end in the powder just enough to cover it. This is not absolutely essential, but it does promote root growth. For the fourth step gently push the cuttings into the soil deep enough to cover the last node toward the cut end. This cutting should be pushed one to one and a half inches below the soil. Finally, water the containers with the cuttings and cover them with a cellophane wrap, such as Saran Wrap. Place the containers in a warm, bright place; the cuttings will begin to root and to grow. You can now look forward to many beautiful flowering plants in the season to come.

Transition words introduce each

Secondary details explain each step.

Concluding sentence

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5.1 What do you think?

Read the following process paragraph. On separate paper, answer the questions that follow the paragraph.

Piaget's Cognitive Stages

According to Jean Piaget, children progress through four stages to develop their cognitive abilities. First, infants from birth to the age of two show little understanding of their environment. Most of their behavior occurs instinctually. Gradually, they begin to learn to connect their sensory experiences to their physical environment. This first stage is called the *sensorimotor stage.* Next, children enter the *preoperational stage.* In this stage, which occurs in children ages two to seven, children begin to understand language. They begin to learn the connection between images and words and to start thinking symbolically. The third stage, the *concrete operation stage,* occurs between the ages of seven and eleven. Children's

cognitive abilities develop, and they begin to reason logically about the concrete, physical world. They are able to differentiate and classify objects into various categories. Finally, in the *formal operational stage,* adolescents learn to think abstractly. They form their own concepts and understand the relationship between many existing concepts. Piaget developed this theory of cognitive development, which consists of four stages, by observing the cognitive progression experienced by a small number of children.

[Adapted from: Payne, Wenger, *Cognitive Psychology,* Houghton Mifflin, 1998, p. 353-5]

1. Which type of process paragraph is this? Is it a directional or an informational process paragraph? Explain.
2. List the four distinct stages.
3. How do you know where in the paragraph one stage ends and the next begins? Explain.
4. What word is used frequently in the paragraph to keep the reader focused on the controlling idea?

The Structure of a Process Paragraph

A process paragraph has a topic sentence with a controlling idea, a body with supporting details, and a concluding sentence. If you are describing a process for which specific materials or tools are needed, you can tell your reader about them after the topic sentence and before you begin to explain the specific steps. You can also alert your reader to any special precautions that he or she needs to take before proceeding with your directions.

Developing the Topic Sentence

Use the following guidelines to write an effective topic sentence with a controlling idea that reveals your point of view, opinion, or attitude toward the subject of your paragraph.

1. Narrow the topic for your process paragraph so it covers a process that can be explained in one paragraph. Some processes are very complex and require several stages to complete; such topics are too large for a paragraph. For example, explaining how to build a house, how to restore a classic car, or how to design a golf course are too broad to develop well in one paragraph. You could, however, explain how to pour concrete, finish the chrome on a car, or maintain a green on a golf course.
2. State your controlling idea in the topic sentence. Tell your reader what process or procedure he or she will understand after reading your paragraph, or what he or she will learn to do, make, or repair.

3. Use the words *steps* or *stages* to signal to your reader that the paragraph will explain a process. These words "set the stage" and help the reader predict the direction your paragraph will follow.
4. Avoid weak sentence starters, such as starting your topic sentence with the words *there are* or *here are*. To make your topic sentence more effective, rearrange the sentence by reordering and adding words and by using an action verb. Avoid other kinds of weak sentence starters such as the following. Instead, get right to the point and be specific.

Weak: *There are* five steps to take cuttings to make new fuchsia plants.

Stronger: Fuchsia cuttings become new plants if you follow these five steps.

Weak: *I will tell you how to* repair a dripping faucet.

Stronger: Using four easy steps to repair a dripping faucet can save you the expense of calling a plumber.

5.2 What do you think?

Check the sentences that are effective topic sentences for a process paragraph. The subject should be narrowed sufficiently so it can be developed in one paragraph.

_____ 1. Hot tubs can be cleaned easily by using the following steps.

_____ 2. To wax a car properly, there are five steps you need to do.

_____ 3. Genealogy is an interesting hobby.

_____ 4. Here is what you need to do to raise a healthy and happy baby.

_____ 5. Choosing a childcare center for your child is less stressful when you use four basic steps.

_____ 6. Cleaning exterior windows need not be difficult.

_____ 7. If you are caught in the rapid currents of a river, the following three steps may save your life.

_____ 8. Fighting brush fires is hard work.

_____ 9. My baseball coach taught me six effective steps to use to warm-up before a game.

_____ 10. Five things can be done to quit smoking.

Developing the Body of the Paragraph

Use the following guidelines to develop the body of your paragraph and the controlling idea stated in your topic sentence.

1. In a directional process paragraph, using the pronoun *you* is appropriate because you are giving directions or commands for the reader to follow. In *imperative sentences,* sentences that give directions or commands, the subject *you* does not need to be stated; *you* can be an implied or an understood subject.

   Stated subject: You cover the wood surface with a layer of primer.

   Implied subject: [You] Cover the wood surface with a layer of primer.

2. Plan every step carefully. Do not to leave out minor steps, for those may be the steps the reader needs the most to complete the process.

3. Provide *adequate development* by clearly naming each step and providing the reader with the necessary supporting details that explain each step. In other words, name or identify the step, and then follow it with another sentence or two to provide secondary details, such as cautions, words of encouragement, definitions, or extra clarification. Secondary details can also alert readers to common mistakes that frequently occur during that step so they can avoid making those mistakes. If you cannot think of any secondary details for a step, perhaps the "step" would work better as a secondary detail of the previous step.

4. Develop *coherence* by presenting details in chronological order and by using transition words.

TRANSITION WORDS FOR PROCESS PARAGRAPHS					
as long as	in the meantime	after	as	next	third
as soon as	the first step	afterward	before	once	until
at the same time	the following step	also	first	second	when
		another	finally	then	while

Use a comma after transition words that begin a sentence; they are introductory words.

First, sand the surface with a fine grade sandpaper.

Next, apply a thin coat of shellac.

Finally, buff the surface with a soft cloth.

5. Develop *coherence* by repeating key phrases from the topic sentence.

   The first *stage in Piaget's theory* of child development . . .
   In the second *stage* of *his theory* . . .
   The final *stage of Piaget's theory* . . .

6. Develop *unity*. Check carefully that every sentence develops or supports the topic sentence. Because there often are many secondary details in a process paragraph, you will want to maintain a focus on the main idea and not wander off course.

7. Define technical terms or any terms that may be unfamiliar to the reader. Select an appropriate level of wording for and secondary details.

8. Avoid "recipe or cookbook language" that is often shortened, missing words, and grammatically incorrect.

   Recipe language: Wash brushes.
   Correct: Wash the brushes.

5.3 What do you think?

Working with a partner or on your own, read the following paragraph. On separate paper, answer the questions that follow the paragraph.

Picture Frames

What do you do when you notice a bare spot on your wall? You can fill the bare spot by creating a fabric picture frame in five easy steps. To begin, find a sturdy piece of material with a print, a design, or a quote that you like. T-shirts make great possibilities. Next, purchase a picture frame complete with a cardboard backing and a glass face. You can often pick up a used picture frame at a secondhand store. If the frame has a picture in it, be sure the picture can be removed so you can replace it with your finished product An 8″ x 10″ frame is a good, standard size; an 11″ x 14″ frame also works well, but it can be a little more difficult to handle. The third step is to take a pair of sharp scissors and trim the fabric so it is 1/4″ wider than the cardboard backing of your picture frame. Now, starting with the sides, stretch the fabric so it is taut around the edges. Use a stapler to secure it to the cardboard. Repeat this step for the top and the bottom, beginning with the corners. Fifth, press the glass frame and the covered cardboard into the frame. Most frames have built-in clips to hold the cardboard in place. Most frames also have a hook on the side or the top for hanging. The finished product is a fabric picture that can dress up any wall in your home. These fabric pictures are a fun and inexpensive craft, they also make exceptionally special gifts.

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Eugene, Oregon

1. Which sentence is the topic sentence?
2. In the draft, the writer used the following topic sentence:

   I could teach you how to make a picture frame from fabric.

   Why is the revised topic sentence more effective than the draft version? Explain.
3. Briefly list the individual steps used in this process paragraph.
4. Does each step have an adequate number of secondary details? Explain.
5. List the transition words used in this paragraph and explain why transition words are important in a process paragraph.
6. Does the paragraph use good sentence variety? Explain.
7. Are the steps clear enough for you to duplicate? Explain.

5.4 What do you think?

Read the following paragraph. On separate paper, answer the questions that follow the paragraph.

Yahoo

Yahoo began as an idea, grew into a hobby, and later turned into full-time positions. In 1994, two Ph.D. candidates in electrical engineering at Stanford University, Filo and Yang, started Yahoo as a way to keep track of their personal interests on the Internet. In 1995, Yahoo became a commercial company. The goal of Yahoo was to create a great service that many people could use. The first office of Yahoo in 1995 was in Mountain View, California, a few miles south of the Stanford campus. Visitors could not open the front door without hitting a desk. Now the new suburban office complex near San Jose, California, is much larger. The Yahoo site is visited by 80 million people a month, and the number will likely increase by tens of millions in the near future. Yahoo's stock recently rose to a stunning $30 billion. The owners, Filo and Yang, are worth $3 billion. The *New York Times* and the *Washington Post* combined are worth less than Yahoo. This success is not bad for a company that is only five years old.

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1. Is this an informational process paragraph or a directional process paragraph? What process does it show? Explain.
2. Does the topic sentence state the controlling idea of the paragraph? Explain.
3. Does the writer use transition words eff ctively to introduce each stage of the process? Explain.

4. List the individual steps or stages in the development of Yahoo.
5. Does the paragraph have unity? Explain.

Developing the Concluding Sentence

Use the following guidelines to bring your paragraph to an end.

1. Echo, summarize, or reinforce the topic sentence and the controlling idea.
2. In a directional process paragraph, the concluding sentence may summarize what the reader will accomplish by following the prescribed steps.
3. In an informational process paragraph, the concluding sentence may echo or reinforce the controlling idea from the topic sentence.

5.5 What do you think?

The following topic sentences and concluding sentences appeared in previous paragraphs. Read the sentences carefully. Do you think the concluding sentence for each paragraph is effective? Write your answers on separate paper.

1. Iowa's Political Process, pages 180-181:

   Topic Sentence: Citizens of Iowa who want to represent the state at the national convention must be willing to progress through several levels of political meetings.

   Concluding Sentence: They earned their positions by working their way through the four levels of political meetings.

2. Growing Fuchsias, pages 181-182:

   Topic Sentence: To guarantee the beauty of fuchsias in the coming season, you can take fuchsia cuttings to make new plants by following these five easy steps.

   Concluding Sentence: You can now look forward to many beautiful flowering plants in the season to come.

3. Piaget's Cognitive Stages, pages 182-183:

   Topic Sentence: According to Jean Piaget, children progress through four stages to develop their cognitive abilities.

   Concluding Sentence: Piaget developed this theory of cognitive development, which consists of four stages, by observing the cognitive progression experienced by a small number of children.

4. Picture frames, page 186:

Topic Sentence:	You can fill the bare spot by creating a fabric picture frame in five easy steps.
Concluding Sentence:	These fabric pictures are a fun and inexpensive craft; they also make exceptionally special gifts.

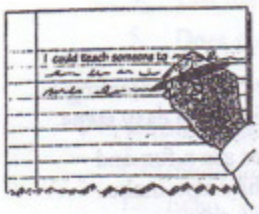
The Writing Process for Process Paragraphs

Step 1: Generate ideas.

You have learned to brainstorm and create clusters to generate ideas. **Freewriting** is another prewriting method that generates ideas. For the process of freewriting, select a specific length of time, such as five minutes. Instead of writing lists of ideas, the goal is to write in a continuous stream of words, phrases, or sentences. Write down every idea that pops into your head. The sentences do not necessarily need to be connected or closely related to each other. During freewriting, you will often find yourself skipping from one topic to another. One idea triggers an association to another idea, and you quickly move along another thought pattern. If you stall or get stuck, simply repeat the last word several times until a new thought enters your mind. Strive to keep your pen moving the entire time. Refer back to the freewriting example about the term *apathy* in Chapter 1 (page 9).

To generate ideas for a directional process paragraph, use the topic *I know how to.* Begin writing sentences that name and briefly tell about the things you know how to do, make, or repair. You can use concrete examples, such as how to repair a toaster or hang wallpaper, or you can use abstract processes that involve human transitions, changes, or self-improvement. Abstract processes, for example, could tell how to reduce stress or improve test scores. Following is an example of freewriting after about one minute.

I know how to make my own flies for fly-fishing. I could tell about the different flies and the different knots used. I could tell how to break brush and make a trail in the woods. That could include some of the things I remember from Boy Scouts. I could tell how to get street smart real fast. There are several steps I could teach someone about being safe on streets. I could explain how to burglar-proof a home. I know how to make a home childproof. I could tell the steps to make the home safe for toddlers. I could explain how to teach kids to do their own laundry. I don't know if I could explain how to teach a husband to keep a neat bedroom. Haha. I could give steps to follow to be a good friend or a good partner in a specific situation, like when my husband watches his football and basketball games. I could teach the steps to making a free throw shot at the line: I could . . .



Now it is your turn to generate some ideas and be amazed at the number of items that come up during the prewriting process of freewriting. Let the ideas flow. Remember, you are not writing a complete paragraph here, so do not stay with one idea too long. Write a few sentences or comments about one idea and then move on to other possibilities. On separate paper, freewrite about things you could teach someone else to do.

Step 2: Get a focus

Look back at the ideas you generated in your freewriting. If there is an idea in your freewriting that you would like to consider for a process paragraph, examine the topic carefully. Consider answers to the following questions:

1. Is the topic narrow enough to be developed in one paragraph? If not, can you narrow it to a manageable size?
2. Is the process one that will interest your reader? Will the reader learn something from your paragraph? If the process is an everyday process that most people know how to do, your paragraph will have little value or significance. Select a different topic.
3. Can you identify clear steps that need to be done in chronological order in order to achieve the outcome or final product?
4. How much does your reader know about your topic? Do you need to give minute details and explain technical terms, or can you safely assume that your reader knows the basics?

If your first attempt at freewriting did not produce a range of topics, the following topics may interest you. If you see a suggestion in the following chart that you would like to use, answer the four preceding questions for the topic.

POSSIBLE TOPICS FOR A DIRECTIONAL PROCESS PARAGRAPH		
How to: replace a car battery	give a newborn a bath	change oil in a car
replace brakes	repair a hole in a wall	paint a sweatshirt
choose a Christmas tree	get access to your credit rating	apply makeup
repair a scratch on a car	critique a movie	plan a budget
study for a test	quit smoking	register for a class
chat online	make greeting cards	saddle a horse
make candles	clean a gun	gut a deer
clean fish	win at paintball	stop hiccups
plan family meals	soothe hurt feelings	stop a child's temper tantrum

Step 3: Gather and organize information.

Alter you select your topic, narrow it, and consider your reader's knowledge or familiarity with your subject, the next step is to gather and organize the information you will use in your process paragraph. **Listing** is a prewriting organizational technique that works well for Step 3 of the writing process for a process paragraph.

Listing the Steps

Begin by making a chronological list of the steps involved in the process. You can also show secondary details under each step. Use these guidelines to carefully examine your list of steps:

1. Be sure that each item in the list is an individual step, not a secondary detail for one of the other steps.
2. Look to see whether you can combine several small steps into one larger step, thus reducing the number of individual steps in the paragraph.
3. Jot clown significant supporting details that you will want to use to explain each step. You can later add additional details when you write the draft for the paragraph.

Steps for Cleaning a Hot Tub

Topic: cleaning a hot tub

Steps: 1. Drain the tub.
-Takes three hours
-Bucket out water.

2. Wipe down the sides and bottom.

3. Polish.
-Seals the tub and adds shine
-Apply the polish (dry paste).
-Use elbow grease.
-Let it dry.

4. Clean the filter.
-Hose it off.
-Replace it if dirty.

5. Fill the tub.
-Add the chemicals.

With this list, the writer knows there will be five steps. The writer can use this information to write an effective topic sentence.

Writing the Topic Sentence

After you focus on your topic and make the list of steps, which may include some of the secondary details, you are ready to use this information to write a strong topic sentence. The topic sentence should state the controlling idea, inform the reader what the result will be after following the steps, and, preferably, use the word *steps* or *stages*. Stating the number of steps in the topic sentence helps focus the reader's attention on the individual steps in the process. Write several versions of your topic sentence and consider which option is strongest and most effective. Since your topic sentence controls the information in the paragraph and must capture your reader's interest, plan to write, rewrite, and revise several sentences before selecting a topic sentence. The following examples show the options drafted by the writer before his strong topic sentence emerged.

Options for a Topic Sentence

1. There are several steps involved in cleaning a hot tub.

   [No. This begins with a weak sentence starter: *There are.*]

2. Because of all the germs and grime that build up in a hot tub, you need to know how to clean and sanitize your hot tub.

   [No. This is too long and wordy.]

3. Hot tubs are a lot of work.

   [No. This does not signal that a process paragraph follows.]

4. I can tell you from experience how to clean a hot tub.

   [No. The announcement, *I can tell you how,* is not effective.]

5. You might hate it, but you need to clean your hot tub.

   [No. This is too negative.]

6. Hot tubs can be easily cleaned by following five steps.

   [Yes. The process is stated and the number of steps is clear.]

Step 4: Write the rough draft

Using your list of steps as a "roadmap," write the rough draft. The following checklist will guide you through the process:

1. After you state the topic sentence and before you begin to discuss the steps, provide the reader with a list of supplies, materials, tools, or equipment that will be needed to successfully complete the process.

2. Give careful consideration to your readers (your audience) and their level of familiarity with your topic. Select the appropriate level and simplicity or complexity of details to match their general level of knowledge with your topic.

3. Use transition words at the beginning of each step. Transition words signal the reader that the direction has shifted to a new step in the process.

4. Strive for *unity.* Include only information that directly supports or develops the topic sentence and the individual steps. Do not get sidetracked with irrelevant information.

5. Achieve *coherence* by listing the steps in chronological order, repeating key words from the topic sentence, such as the word *step,* and using transition words.

6. Provide *adequate development* by including every step in the process and by giving meaningful secondary details for each step.

5.6 What do you think?

Read the following draft about cleaning hot tubs. On separate paper, answer the questions that follow the paragraph.

Cleaning Hot Tubs

Hot tubs can be easily cleaned by following five steps. Before you begin, gather old towels, the polish for your hot tub, a hose, and your hot tub chemicals. Begin by draining your hot tub. Pull the plug on the bottom of the hot tub to let the water run out either on the ground or through a hose. Allow approximately three hours for the hot tub to drain. Very few hot tubs completely drain themselves empty, so you will need to climb inside the hot tub to finish this step. Use a large cup or a bucket to bail out the remaining water. Your hot tub must be completely empty. The second step involves wiping down the inside and the outer rim of the hot tub. Use old towels to wipe down or scrub off any scum or residue that has built up on the walls. Once you have completely wiped the hot tub you are ready for the next step: polishing. Polishing your hot tub with a wax polish that is specifically designed for hot tubs is essential, for the polish seals the hot tub surface and puts a shine back on the walls. Most polishes for hot tubs come in the form of a paste. Use an old cloth to spread the polish evenly on all the plastic surfaces both inside and outside of the hot tub. Let the polish dry for thirty minutes; a misty film on the surface of your hot tub appears when the polish is dry. Climb in the hot tub with several old towels. With a circular motion, start wiping away the dried paste. Apply pressure and a lot of elbow grease. The shine will return to your hot tub. The fourth step involves cleaning the filter. Unscrew the filter and rinse it off with a hose. If the grime and dirt do not wash off the filter, you need to replace the filter. Finally, you are ready to fill your hot tub with water. Add the appropriate chemicals. Check that the water is chemically balanced before you enter your clean hot tub. This five-step process should be followed every six months. If you use your hot tub frequently and use a lot of chemicals, you will need to clean it more often. Though this five-step process takes time, a clean, shiny, smooth-surfaced hot tub with clear, clean water is your reward.

1. Following the topic sentence, does the writer inform the reader about all the necessary supplies required to clean a hot tub? Explain.
2. Is the level of details appropriate? Could you clean a hot tub by following these directions? Explain.
3. List the transition words used in this process paragraph.
4. Does the paragraph have unity? Explain.
5. How does the writer achieve coherence? Explain.
6. Does the writer develop each step adequately with secondary details? Explain.

Step 5: Revise, revise, revise.

Revising is your opportunity to refine and improve your paragraph. The goal of writing a rough draft is to get your ideas on paper. The goal of the revision step of the writing process is to examine, modify, and revise the rough draft. Seldom are rough drafts in a good enough form to be the final revision. The following questions can guide you through the revision process:

1. Is the topic sufficiently narrowed? If not, narrow the topic to give it a sharper focus.
2. Is the topic sentence clear and effective? If not, write several new topic sentences and then select the best one.
3. How many steps are in the paragraph? Can you clearly identify the beginning of each step? Do you use transition words effectively? Select ways to improve the body of the paragraph.
4. Does each step have sufficient secondary details? If not, add the necessary secondary details.
5. Does the paragraph have unity? If not, delete the unnecessary and unrelated sentences.
6. Does the paragraph have coherence? Are the steps organized in a logical order?
7. Do you use formal language in the paragraph? If not, replace slang or informal language with formal language. Replace contractions with the two words the contractions represent.
8. Is the concluding sentence effective? Does it echo the topic sentence?

5.7 What do you think?

Working with a partner or on your own, read the following paragraph that provides you with valuable information and tips for changing a tire. On separate paper, revise the paragraph. Use the revision checklist on page 194 provided to guide your revision.

Changing a Tire

The following instructions will guide your through the process of changing a tire. This can be a good thing to know, especially if you're in the middle of nowhere without a cell phone to call the auto club. The first thing you want to do is locate your owner's manual and review the section on. changing a tire. Here's where you hope and pray your spare tire is full of air. Position the jack in the spot specified by your manual. Insert the handle in the jack and pump the jack, just enough so it starts to raise the car. The

next thing you want to do is loosen all the lug nuts. After all the nuts have been broken loose, continue to raise the car until it is sufficiently off the ground. Remove all the nuts, and remove the tire. Place the new tire on the car and replace the nuts. After all the lug nuts are on, tighten them just enough so the wheel does not spin. Before you lower the car, make sure the tire is firmly seated against the hub. You can now begin lowering the car to its original position. Once the jack is removed, you can now start by tightening all the lug nuts in a crisscross fashion to make sure they set against the rim properly. Place your jack, the handle, and the flat tire in your trunk, and you are ready to roll. I would suggest a little preventive maintenance though. Every couple of months, check your spare tire to make sure it is full of air. Nothing is worse than having a flat tire and finding out your spare tire is as flat as the tire you want to change.

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Devry College
Addison, Illinois

Step 6: Proofread and edit.

Proofreading involves careful analysis of different aspects of each sentence. The Grammar and Usage Tips in each chapter provide you with specific aspects of sentences that you can analyze during proofreading. In addition to proofreading individual sentences, proofreading can include one final look at the relationship between sentences and the various options for combining sentences effectively. The items on each proofreading checklist will increase as we add more grammar and writing tips. For now, use the following proofreading and editing checklist:

1. Does every group of words punctuated as a sentence have a complete subject and a complete verb and form a complete thought so it can stand on its own and make sense?
2. For sentence variety, do some sentences have compound subjects or compound verbs? Is there a variety of simple, compound, and complex sentences?
3. Do you use correct punctuation between the clauses in compound and complex sentences?
4. Have you corrected all fragments, run-on sentences, and comma splice errors?
5. Do you use commas correctly throughout the paragraph?
6. Have you checked the spelling of all words?
7. Does each sentence begin with a capital letter and end with proper punctuation?

5.8 What do you think?

Not all process paragraphs express a serious tone. You can use light-heartedness and humor in a process paragraph. **Irony** is one method that you can use to convey a serious process through a humorous tone. A writer who uses irony cleverly selects words and ideas that are exactly the opposite of their literal or true meaning. Read the following paragraph that conveys an idea through irony. Complete the directions that follow the paragraph.

How to Lose, Friends

You can become proficient at losing friends by following these four basic steps. First overbook yourself with many different schedules and responsibilities so you don't have time to spend with friends. When they call to invite you to get together with them for lunch dinner a movie or a sporting event make it clear to them that you have other You can become proficient at losing friends by following these four basic steps. First overbook yourself with many different schedules and responsibilities so you don't have time to spend with friends. When they call to invite you to get together with them for lunch dinner a movie or a sporting event make it clear to them that you have other priorities and that you simply do not have time for them. Second avoid returning their calls. If you call them back each time they call they will get the idea that you want to build a strong friendship and that you care about them. Never give the impression that you care about them or about what's happening in their lives. They need to know that their problems and concerns are not your problems and concerns. The third step is a little harder. Whenever you have the opportunity to talk about your friends behind their back don't hold back. If you are privileged to have some personal information about your friends. Share it with other people. Remember, nothing is really sacred when it comes to • personal information confidential feelings or gossip. The most important point in this step is to be careful not to praise your friends, talk about their positive traits, or stick up for them if someone else says negative things about them. The final step involves your own character. Strive to be as untrustworthy as possible. You will lose your friends more quickly. If they are given ample opportunity to distrust your actions and your words. Your friends will vanish quickly if you're labeled a liar and if you have proven worthy of the label. These four steps, when used properly, will rid you of your friends and leave you alone isolated happy, and self-reliant.

Locate and correct the following errors that were identified during the proofreading step:

1. Two commas missing after introductory words
2. Seven commas missing between words in a series
3. Three commas missing after dependent clauses
4. Two fragments
5. Four contractions that should each be written as two separate words

Step 7: Prepare the final version of your process paragraph.

Follow your instructor's directions for preparing the final version of your paragraph. As always, save all your prewriting materials, rough draft, and revisions. You may be asked to turn them in with the final version of your work.

WRITING ASSIGNMENT

Write a directional process paragraph to teach the reader to do, make, or repair an item. Use steps and secondary details that make it possible for the reader to duplicate the process.

Complete each of the following steps for writing a directional process paragraph. Unless your instructor indicates a different approach, use the Planning Sheet on page 199 for each step of the writing process.

Step 1: Generate ideas.

Select a topic for your directional process paragraph. You may select one of the ideas you generated through freewriting or one of the ideas listed on page 190. If you need additional ideas, consider one of the following "how to" ideas.

plan a surprise party	stop procrastinating	open a locked car door
enjoy a trip to a dentist	plan a camping trip	organize a productive meeting
chip to the green (golf)	hotwire a car	help children with homework
approach a difficult person	ask for a raise	patent an invention
assemble an object	weed without pesticides	end a relationship amicably
reduce sibling rivalry	handle jealousy	detail a car
scan photographs on a computer	learn to skateboard	create friendships
develop trust	understand a teenager	choose a nursing home
winterize a home	prepare for a storm	install a car radio
study more efficiently	organize a study area	be an effective discussion leader

Step 2: Get a focus.

Narrow your topic, consider your audience, and be certain that you understand the steps involved in the process you will describe. Complete Step 2 on the Planning Sheet.

Step 3: Gather and organize information.

On separate paper, list the individual steps for your process paragraph. You may include secondary details. Examine the list carefully and reorganize the information if necessary. Draft a topic sentence. Complete Step 3 on the Planning Sheet.

Step 4: Write the rough draft.

Use your topic sentence and your list of steps to write a draft paragraph. Refer to the checklist on page 192 to guide you with this step. Answer the questions for Step 4 on the Planning Sheet.

Step 5: Revise, revise, revise.

Make at least one revision of your paragraph. Use the revision checklist on page 194 to guide you with the revision process. Save each of your revisions. Share your revised draft with a partner and ask your partner to complete the feedback questions on the Planning Sheet.

Step 6: Proofread and edit.

Use the proofreading and editing checklist on page 196. Make corrections on your paper. Write the date you completed step 6 on your Planning Sheet. Save your edited paragraph.

Step 7: Prepare the final version of your process paragraph.

PROCESS PARAGRAPH PLANNING SHEET

Name_____

Step 1: Write the topic for your paragraph : _____

Step 2: Did you need to narrow your topic? Explain. _____

_____

_____

How does your level of details reflect your audience's level of familiarity with your subject?

_____

_____

Step 3: On separate paper, list the steps for your paragraph chronologically. Organize or reorder the steps if necessary. Include key secondary details that you will want to use for the individual steps.

Write several possible topic sentences. Star the one you prefer to use.

1. _____
2. _____
3. _____
4. _____

Step 4: When did you complete your rough draft? _____

Step 5: Revise, revise, revise. Save all your revisions. Show your revised draft to a partner. Ask your partner to answer the following questions. Use your partner's comments for further revisions of your paragraph.

Building Sentences

"Writers seldom write in only one sentence type for the same reason that good cooks season their food with more than just salt."

Every sentence must have a subject and a verb: To this rule, there is no exception. Not every construction with a subject and verb, however, is a sentence. It could be a **dependent clause.**

Dependent and Independent Clauses

A clause is a group of words with both a subject and a verb. If a clause makes sense on its own and is a complete sentence, it is called an **independent clause.** The following are independent clauses and, therefore, complete sentences:

He cleaned his glasses.

They took the bus home.

We are saving money for a vacation.

What about the following passages?

When he cleaned his glasses

If you take the bus

While we saved money for a vacation

Each of the above clauses has a subject *(he, you, we)* and a verb *(cleaned, take, saved),* but none makes complete sense. These are **dependent**

Sentence Variety

clauses—a group of words with a subject and verb that must be connected to an independent clause to make sense.

John could see the crack—when he cleaned his glasses.

If you take the bus, get off at Maple Street.

While we saved money for a vacation, we didn't feel deprived.

Your ear for language is the best judge of whether a clause makes sense or not and is therefore independent or dependent. Many dependent clauses begin with a telltale sign—one of these words:

who	which
whom	that
whose	

These words are called **relative pronouns.** They get that name because they show how a dependent clause is *related* to a main clause. A dependent clause may also begin with one of these words, called **subordinating conjunctions:**

after	if	so that	whenever
although	in order that	than	where
as if	now that	that	wherever
because	once	though	whether
before	provided that	unless	while
even if	rather than	until	why
even though	since	when	

Typically, it is these linking words that make a clause dependent. In fact removing the subordinate conjunction changes a dependent clause into an independent one. Here are some examples:

Dependent: Until you forgave him.

Independent: You forgave him.

Dependent: Because you served on the jury.

Independent: You served on the jury.

ESL Advice!

If you don't trust your ear to tell a dependent from an independent clause, look for the presence of a relative pronoun or subordinate conjunction. Either one will help you identify the construction as a dependent clause.

IN A NUTSHELL

- Clauses are either dependent or independent.
- One telltale sign of a dependent clause is the use of a relative pronoun or subordinating conjunction in its beginning.

PRACTICING 1

In the blanks provided, write *D* if the clause is dependent and I if the clause is independent. For each clause you label *D*, underline the word that makes the clause dependent.

1. —— Who spoke with a high, nasal voice.
2. —— He imagined himself walking down the street.
3. —— The cover was torn and dirty.
4. —— Although no one spoke.
5. —— Rather than covering up the mistake.
6. —— They stood there with their hats on.
7. —— Since it is such a beautiful day.
8. —— That she decided to become a nun.
9. —— If war could have solved the problem.
10. —— The temptation is to rush.

PRACTICING 2

In each blank, write an independent clause to complete the sentence.

1. ————, who won first prize.
2. If you agree, ————
3. ————, where I collapsed from fatigue.
4. Now that he has graduated, ————.
5. ———— while watering the lawn.
6. Before you give him the gift, ————
7. While I'm trying to finish the story ————.
8. ———— whenever he opens his mouth.
9. If we ask him to join us for lunch, ————
10. ———— where we finally found a piece of land for sale.

Three Basic Sentence Types

There are three basic sentence types: simple, compound, and complex. All three sentence types are commonly used in writing and talking. We will discuss each separately.

The simple sentence

A simple sentence consists of a single independent clause. First graders routinely write simple sentences such as these:

I like Billy.
Peggy is mean.
I like green beans.

But the simple sentence, in spite of its name, is not always short, crisp, and childlike. It can be expanded if given more than one subject or verb. Here are some examples:

Simple sentence with plural subject:	The hens and chicks scratched for bugs.
Simple sentence with one subject and three verbs:	Too many people speak without thinking, read without understanding, and work without goals.

Another way to expand the simple sentence is to add **modifiers**, words that describe and explain the subject or verb. Here are some examples:

Simple sentence:	The chicken scratched for bugs.
First expansion:	The chicken, a big, beautiful Rhode Island Red, scratched for bugs.
Second expansion:	The chicken, a big, beautiful Rhode Island Red, scratched for bugs in the dusty barnyard.

PRACTICING 3

Expand the simple sentences below by adding subjects, verbs, or modifiers.

1. The bed is old.

_____

2. The wife took the stand.

_____

3. The old man sat on the bench.

_____

4. A book can be a good friend.

_____

5. My cousin throws money away.

_____

6. Foolish friends are a burden.

_____

7. To face reality is sometimes difficult.

_____

8. The two cars crashed.

_____

9. My aunt tells wonderful stories..

_____

10. All the foods I like are fattening.

_____

The compound sentence

A compound sentence consists of two or more simple sentences joined by a coordinating conjunction. There are seven **coordinating** conjunctions: *and, but, for, or, nor, so,* and *yet.* The simple sentences in a compound sentence should express ideas of equal importance. Here are some examples

Simple: Comic strips entertain. Sermons inspire.

Compound: Comic strips entertain, and sermons inspire.

Simple: Jason must get some sleep. He will get sick.

Compound: Jason must get some sleep, or he will get sick.

Simple: He was athletic. He didn't practice. He lost the match.

Compound: He was athletic, but he didn't practice, so he lost the match.

Simple: She had never ridden a bicycle.

Compound: She had never ridden a bicycle, nor had I. (Notice the change in subject and verb order in a *nor* clause.)

Notice that a comma comes immediately before the coordinating conjunction that joins the sentences.

PRACTICING 4

Use a coordinating conjunction to join each pair of simple sentences into a compound sentence. Write your answers below the sentences.

Example: Money is important. Money can create greed.

1. The dog fetched the bone. Those watching enjoyed the sight.

_____

_____

2. I telephoned my grandmother. I congratulated her on her 75th birthday.

_____

_____

3. I have dieted for one month. I have not lost any weight.

_____

_____

4. The doctor made a house call. He had forgotten his medical bag.

_____

_____

5. John will straighten but the living room. It will look good for company.

_____

_____

6. Give me a big hug. I need to feel loved.

_____

_____

7. The moon is bright and golden. We should go for a walk.

_____

_____

8. I have studied all day. I still don't feel ready for the test.

_____

_____

9. Everyone has left. The room is empty.

_____

_____

10. I drank some strong coffee. Now I can't sleep.

_____

_____

The complex sentence

The complex sentence consists of one or more independent clauses joined to one or more dependent clauses. Unlike the compound sentence, which connects two equal ideas, the complex sentence emphasizes one idea over the other. The less important idea is said to be *subordinate.* Naturally, the more important idea is expressed in the independent clause:

Alicia's heart is broken because her sweetheart left.

Alicia's broken heart is the main idea; the less important idea is why it is broken—because her sweetheart left.

Common sense and your ear for language will help you decide which of two ideas is more important and therefore belongs in the independent clause. Here are, for example, two sentences:

I hung out the American flag. I went to the post office.

If you want to emphasize *going to the post office,* you will put it in the independent clause:

After I hung out the American flag, I went to the post office.

If you want to emphasize *hanging the American flag,* you will put it in the independent clause:

Before I went to the post office, I hung out the American flag.

Bear in mind the words that signal a dependent cause. You may wish to review the relative pronouns and subordinating conjunctions on page 356 before you do the exercises.

PARCTICING 5

Join the following sentences into complex sentences using a relative pronoun or subordinating conjunction. Be sure to express the most important idea in the independent clause.

Example: *(Although anger)* Anger causes suffering. *(indifference)* Indifference is even worse.

1. I congratulated Henry. He was pleased.

_____

2. We are at a crossroads. We shall succeed or fail.

_____

3. I bought a Chevrolet. It has more room than a Honda.

_____

4. We need a curfew on our street. The noise pollution is terrible.

_____

5. She acts very mature. She is the youngest.

_____

6. He put down the heavy box. He rang the doorbell.

_____

7. Skydiving is exciting. It is extremely dangerous.

_____

8. Children often feel responsible for their parents' divorce. They suffer guilt.

_____

9. Moving away can be difficult. It often means losing old friends.

_____

10. I love suspense movies. They keep me awake at night.

_____

PRACTICING 6

Write a series of sentences on one of your favorite activities—something you really enjoy. Each sentence should be of the specific type listed below.

1. Simple sentence with more than one subject:

_____

2. Simple sentence with more than one verb:

_____

3. Simple sentence with modifiers:

_____

4. Two compound sentences:

(a.) _____

(b.) _____

5. Three complex sentences:

(a). _____

(b.) _____

(c.) _____

PRACTICING 7

Exchange papers with a classmate and discuss the sentences you wrote in Practicing 6. Help each other make any necessary corrections.

The Statement, the Question, the Command, the Exclamation

So far, we've been discussing sentences as grammatical units and classifying them according to their structure. But sentences can also be classified by purpose. Sentences, whether simple, compound, or complex do not always make straightforward statements. Some times they ask questions, give commands, or offer exclamations. Here are some examples:

Simple statement:	The table has not been set.
Simple question:	Has the table been set?
Simple command:	Set the table immediately!
Simple exclamation:	How nicely the table is set!
Compound statement:	Charities receive a lot of money, and they have an obligation to use it wisely.
Compound question:	Do charities receive a lot of money, and do they use it wisely?
Compound command:	Sir, your charity has received a lot of money, but stop wasting it!

Compound exclamation: How amazing to realize the huge amount of money charities receive and how often they waste it!

Complex statement: Because diabetes causes heart disease, it is life threatening.

Complex question: Since diabetes causes heart disease, is it life threatening?

Complex command: Let's cure diabetes since it is a life-threatening disease!

Complex exclamation: How sad it is to realize that 20 million people are at risk of becoming seriously ill each year because diabetes is a life-threatening disease!

PRACTICING 8

In the space provided, label the sentences that follow as *S* for simple, *CO* for compound, and *CX* for complex.

Example: *CX* Was she crying because tie left?

_____ 1. Get out and never come back!

_____ 2. If the dog bites you, will you sue he owner?

_____ 3. Why is Ariana so determined?

_____ 4. How beautifully the lake shimmers and how mysteriously it laps the shore!

_____ 5. Although you are tired, will you help me?

Sentence Variety

Writers seldom write in only one sentence type for the same reason that good cooks season their food with more than just salt. Any sentence pattern that is overused will quickly seem boring. Variety is the key to a good writing style and can be achieved easily if you use a mix of simple, compound, and complex sentences. The following is a ho-hum passage:

> Rap music started during the 1970s. It comes from African chanting. It also comes from chatting. Rap music means "chat music." It contains …

This passage consists of a string of simple sentences. Notice how it is immediately improved when the sentences are varied:

> Rap music, which started during the 1970s, comes from African chanting. It also comes from chatting. Rap music means "chat music," and it contains...

This sort of sentence variation is exactly what you instinctively do in your everyday talking. It is what you must also try to do in your writing.

PRACTICING 9

Rewrite the following paragraph to eliminate the choppy effect of too many simple sentences. Read the sentences aloud to determine the relationship between them. Then reduce the number of simple sentences by combining some into compound and complex sentences.

Hairdressers often function as therapists for their clients. They listen to all kinds of personal confessions. I have my hair cut once a month. I am always surprised by what I overhear. Once I heard a women literally broadcast her husband's affair. She told the entire salon. She was speaking above the noise of the blow drier. She was not aware of how loud she was. I have pondered why such intimacy exists between hairdressers and clients. For one thing, hair dressers are service oriented. They are kind to their clients. Also, hairdressers do not belong to most clients' normal social groups. Hairdressers can be objective. They can be uninvolved listeners. Many hairdressers understand human nature. They offer good advice. They offer practical, advice. They can help with personal problems.

Building Sentences

"Writers seldom write in only one sentence type for the same reason that good cooks season their food with more than just salt."

Every sentence must have a subject and a verb: To this rule, there is no exception. Not every construction with a subject and verb, however, is a sentence. It could be a **dependent clause.**

Dependent and Independent Clauses

A clause is a group of words with both a subject and a verb. If a clause makes sense on its own and is a complete sentence, it is called an **independent clause.** The following are independent clauses and, therefore, complete sentences:

He cleaned his glasses.

They took the bus home.

We are saving money for a vacation.

What about the following passages?

When he cleaned his glasses

If you take the bus

While we saved money for a vacation

Each of the above clauses has a subject *(he, you, we)* and a verb *(cleaned, take, saved),* but none makes complete sense. These are **dependent**

Sentence Variety

clauses—a group of words with a subject and verb that must be connected to an independent clause to make sense.

John could see the crack—when he cleaned his glasses.

If you take the bus, get off at Maple Street.

While we saved money for a vacation, we didn't feel deprived.

Your ear for language is the best judge of whether a clause makes sense or not and is therefore independent or dependent. Many dependent clauses begin with a telltale sign—one of these words:

who	which
whom	that
whose	

These words are called **relative pronouns.** They get that name because they show how a dependent clause is *related* to a main clause. A dependent clause may also begin with one of these words, called **subordinating conjunctions:**

after	if	so that	whenever
although	in order that	than	where
as if	now that	that	wherever
because	once	though	whether
before	provided that	unless	while
even if	rather than	until	why
even though	since	when	

Typically, it is these linking words that make a clause dependent. In fact removing the subordinate conjunction changes a dependent clause into an independent one. Here are some examples:

Dependent: Until you forgave him.

Independent: You forgave him.

Dependent: Because you served on the jury.

Independent: You served on the jury.

ESL Advice!

If you don't trust your ear to tell a dependent from an independent clause, look for the presence of a relative pronoun or subordinate conjunction. Either one will help you identify the construction as a dependent clause.

IN A NUTSHELL

- Clauses are either dependent or independent.
- One telltale sign of a dependent clause is the use of a relative pronoun or subordinating conjunction in its beginning.

PRACTICING 1

In the blanks provided, write *D* if the clause is dependent and I if the clause is independent. For each clause you label *D*, underline the word that makes the clause dependent.

1. —— Who spoke with a high, nasal voice.
2. —— He imagined himself walking down the street.
3. —— The cover was torn and dirty.
4. —— Although no one spoke.
5. —— Rather than covering up the mistake.
6. —— They stood there with their hats on.
7. —— Since it is such a beautiful day.
8. —— That she decided to become a nun.
9. —— If war could have solved the problem.
10. —— The temptation is to rush.

PRACTICING 2

In each blank, write an independent clause to complete the sentence.

1. ————, who won first prize.
2. If you agree, ————
3. ————, where I collapsed from fatigue.
4. Now that he has graduated, ————.
5. ———— while watering the lawn.
6. Before you give him the gift, ————
7. While I'm trying to finish the story ————.
8. ———— whenever he opens his mouth.
9. If we ask him to join us for lunch, ————
10. ———— where we finally found a piece of land for sale.

Three Basic Sentence Types

There are three basic sentence types: simple, compound, and complex. All three sentence types are commonly used in writing and talking. We will discuss each separately.

The simple sentence

A simple sentence consists of a single independent clause. First graders routinely write simple sentences such as these:

I like Billy.
Peggy is mean.
I like green beans.

But the simple sentence, in spite of its name, is not always short, crisp, and childlike. It can be expanded if given more than one subject or verb. Here are some examples:

Simple sentence with plural subject:	The hens and chicks scratched for bugs.
Simple sentence with one subject and three verbs:	Too many people speak without thinking, read without understanding, and work without goals.

Another way to expand the simple sentence is to add **modifiers**, words that describe and explain the subject or verb. Here are some examples:

Simple sentence:	The chicken scratched for bugs.
First expansion:	The chicken, a big, beautiful Rhode Island Red, scratched for bugs.
Second expansion:	The chicken, a big, beautiful Rhode Island Red, scratched for bugs in the dusty barnyard.

PRACTICING 3

Expand the simple sentences below by adding subjects, verbs, or modifiers.

1. The bed is old.

_____

2. The wife took the stand.

_____

3. The old man sat on the bench.

_____

4. A book can be a good friend.

_____

5. My cousin throws money away.

_____

6. Foolish friends are a burden.

_____

7. To face reality is sometimes difficult.

_____

8. The two cars crashed.

_____

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PRACTICING 8

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Error 1

Sentence Fragments

A **sentence fragment** is only part of a sentence. It is a "wannabe" sentence that lacks either subject, verb, or sense. Sometimes the omission occurs because the writer is "on a roll" and flying across the page. It's fine to write fast and get all your thoughts down in a hurry, but then you must always proofread for errors.

Here are some examples of fragments:

Lost his wallet.	**(Missing subject)**
Mary's job.	**(Missing verb)**
Despite his charm.	**(Missing sense)**

A fragment can spring from one of several causes. If you learn to recognize these, you will be able to avoid fragments in your own writing.

Fragments Caused by a Missing Subject

When you include the verb but forget to write the subject, the result will be a fragment. Here are some examples:

Lenny made a date with Fern. Then never showed up.

After the party they had double milk shakes. Also apple pie.

In these examples the writer mistakenly thought that the subject of the first sentence also applied to the second group of words. It does—but the second thought must be formally joined to the first by a conjunction such as *and* or *but*. If you forget the conjunction, you must write the two thoughts as separate, complete sentences.

Lenny made a date with Fern, but he never showed up.

or

Lenny made a date with Fern. Then he never showed up.

After the party they had double milk shakes and apple pie.

or

After the party they had double milk shakes. They also had apple pie.

PRACTICING 1

Correct the following fragments caused by a missing subject. You can either join the fragment to the sentence before or rewrite it as a separate sentence.

1. The children were excited. And ran into the gym.

_____

_____

2. Murphy found out that he was adopted. Then searched for his biological mother.

_____

_____

3. Grandma put on the rented ice skates. Stood up and let go of the railing. And started to skate as if she were still a teenager.

_____

_____

4. He locked the door. Or at least thought he did.

_____

_____

5. The courtship was passionate. But burned out in two months.

_____

_____

Fragments Due to -ing Words

Some fragments are triggered by an *-ing* word such as, say, *puffing*. Here are some examples:

He sat there with contentment. Puffing on his cigar.

I remained at my desk. Playing with some yellow silly putty.

Why beginning with an *-ing* word often leads to a fragment is something of a puzzle. Possibly, the writer mistakes the *-ng* word for a full verb, but it isn't.

To correct a fragment due to an *ing* word, either join it to the sentence that went before (use a comma to set off the first part of the sentence), or rewrite it as a separate sentence:

He sat there with contentment, puffing on his cigar.

I remained at my desk, playing with some yellow silly putty.

or

He sat there with contentment. He puffed on a cigar.

I remained at my desk. I played with some yellow silly putty.

PRACTICING 2

Correct the *-ing* fragments by rewriting the sentences below.

1. The lions slept in the sun. Snoring contentedly.

_____

_____

2. Max and I stood at the bus stop, Waiting for Joe.

_____

_____

3. Dad loves soy sauce. Pouring it on everything.

_____

_____

4. Judy loves to create romance. Using candlelight for every dinner she cooks.

_____

_____

5. I am a registered Democrat. Voting often, however, for Republican legislation.

_____

_____

Fragments Due to "To" Constructions

A third common type of fragment is triggered by *to* The constructions. Two examples follow:

We are trying to save money. To pay our bills.

Melany read the newspaper. To see if the Trojans had won the game.

As before, you can correct this type of fragment by either joining it to the sentence before or rewriting it as a separate and complete sentence:

We are trying to save money to pay off our bills.

or

We are trying to save money. We want to pay off our bills.

Melany read the newspaper to see if the Trojans had won the game.

or

Melany read the newspaper. She wanted to see if the Trojans had won the game.

Note that you could also move the *to* construction to the beginning of the combined sentence. If you do this, put a comma after the *to* construction.

To pay off our bills, we are trying to save money.

To see if the Trojans had won the game, Melany read the newspaper.

PRACTICING 3

Correct the following *to* fragments by either joining them to the sentences before or rewriting them as separate sentences.

1. The students went on a trail hike. To clean up the environment.

_____

_____

2. The hog was created as a scavenger. To clean the earth.

_____

_____

3. He wanted desperately to persuade her. To quit calling him "Snooky."

_____

_____

4. She stood outside the office waiting for enough nerve. To speak to her professor.

_____

_____

5. Try to get some spirit and loyalty. To cheer the team on.

_____

_____

Fragments Due to Dependent Words

You have learned about fragments caused by omitted subjects, *-ing* words, and *to* clauses. You have also learned two main ways of correcting fragments—by joining the fragment to the sentence before or by rewriting the fragment as a separate sentence.

We come now to a fourth kind of fragment, This one is triggered by misused relative pronouns and subordinate conjunctions. *This fourth type of fragment is corrected in only one way: by joining it to the sentence before.* Here is a list of relative pronouns that can cause fragments:

who

whom

whose

which

that

Here are examples of fragments caused by unconnected relative pronouns:

We looked at the flat tire. Which was beyond repair.

We have a week to pay our landlord, Mrs. Smith. Who has been most patient.

Here are the corrections:

We looked at the flat tire, which was beyond repair

We have a week to pay our landlord, Mrs. Smith, who has been most patient.

As you can see, both fragments were corrected by joining them to the sentence before. Indeed, both were caused by the writer's use of a period instead of a comma.

Similarly, a fragment can be caused by the misuse of a subordinate conjunction. As with relative pronouns, this type of fragment can only be corrected in one way—by joining it to the sentence before. Here is a list of subordinate conjunctions:

after	although	as if
because	before	even if
even though	if	in order that
now that	once	provided that
rather than	since	so that
than	that	though
unless	until	when
whenever	where	wherever
whether	while	why

Here are some examples of fragments caused by unconnected subordinate conjunctions:

Although his desk is messy. He runs a well-organized program.

Wherever he lives and works. Discord breaks out.

To correct such fragments, simply join them to the neighboring sentence:

Although his desk is messy, he runs a well-organized program.

Wherever he lives and works, discord breaks out.

Note that if the dependent clause comes first, it is separated from the independent clause by a comma:

Incorrect: Since it was raining. We brought along our umbrellas.

Correct: Since it was raining, we brought along our umbrellas.

Or: We brought along our umbrellas since it was raining.

PRACTICING 4

Rewrite the following fragments by joining them to a neighboring sentence.

1. Even though the old roof is leaking. We are not getting a new one.

_____

_____

2. She bought a new watchband. Which looks very expensive.

_____

_____

3. Ask him about his family. If you see pictures of children on his desk.

_____

_____

4. Find out more about his background. Before you hire him.

_____

_____

5. Purchase one good outfit each season. Rather than a dozen cheap ones.

_____

_____

Fragments Due to Added Details

Details added to a sentence can also cause a fragment. Beware of the words listed below. They often lead to added-detail fragments.

especially	including
except	not even
particularly	such as
in addition	for example

Here are three examples of fragments caused by added details:

No one knew exactly what they were feeling. Not even the boss.

They won several prizes. Including a trip to Hawaii, a new car, and a refrigerator.

Abraham Lincoln saw violence as the supreme threat to America. Particularly war.

To correct a fragment caused by added details, simply attach the details to the previous sentence, adding any words necessary. Use a comma to set off the added details.

No one knew exactly what they were feeling, not even the boss. They won several prizes, including a trip to Hawaii, a new car, and a refrigerator.

Abraham Lincoln saw violence as the supreme threat to America, particularly war.

If the additional detail fragment is long, you can make it into a separate sentence:

Fragment: Fred tends to antagonize people because he acts like a real jerk. For example, never being on time, talking only about himself, interrupting others, and talking with his mouth full.

Corrected: Fred tends to antagonize people because he acts like a real jerk. For example, he's never on time, talks only about himself, interrupts others, and talks with his mouth full.

PRACTICING 5

Correct the following fragments caused by added details by joining them to the sentence before.

1. Rick is so paranoid he's put three locks on his door. In addition to installing a security system.

_____

_____

2. She can't stand to be touched. Except by her own sister.

_____

_____

3. I suffer from allergies all year round. Ragweed, treemold, and dust.

_____

_____

4. We gave her some excellent suggestions for staying out of debt. Including creating a budget.

_____

_____

5. A major problem of our industrialized world is job boredom. Such as the boredom of factory assembly jobs.

_____

_____

Error No. 1 Review

The following paragraph contains fragments. Correct each error by one of the methods you have learned.

I often wonder how old people manage to stay happy. Especially when their health fails. One afternoon I expressed this wonderment to my 85-year-old grandmother. Because I felt it important to find an answer. She was in her wheel chair. Having suffered a broken hip last year. I sat in a chair next to her. Thinking about how frail she had gotten. Though I didn't really know exactly what words to use. I finally took courage and asked, "Grandma, how do you handle being confined to a wheel chair? When you were always so active?" She thought for an instant. Then she said, "Getting old is not for sissies. Not even for people who are not sissies. Especially if you have lost your health and mobility. But, as long as I have my mind, I can enjoy something every day. For instance, your visit right now. It's such fun to hear about your college life. Particularly the classes you are taking and the friends you are making." What she was really telling me was that people have to make the best of their situation. Which is true at any age. Not just when you're old. I felt inspired by her attitude.

Error 2

Run-On Sentences

A **run-on sentence** is actually two sentences written as one. There are two main types of run-on sentences: the fused sentence and the comma splice.

The **fused sentence** consists of two sentences joined—or fused—without any punctuation between them:

We drove to Las Vegas it is an exciting city

Here is how the sentence should be written:

We drove to Las Vegas. It is an exciting city.

The second type of run-on sentence is the **comma splice**—two full sentences separated by a comma instead of a period:

We took a day trip to Hoover Dam, it's so impressive.

Here is the sentence, corrected:

We took a day trip to Hoover Dam. It's so impressive.

PRACTICING 1

In the blanks provided write *FS* if the run-on sentence is fused and *CS* if it is spliced. Then correct the error.

1. ____ Stop talking to me I have no time for this.
2. ____ You must be on time, he will be angry if you aren't.
3. ____ Golf is a very hard game it is probably the hardest game of all.
4. ____ It was a lovely evening, there wasn't a cloud in the sky.
5. ____ Take the bus save gas money.

Correcting Run-On Sentences

There are four ways to correct run-on sentences. Take, for example, this one:

I'm in a good mood you are in a better mood.

To correct it, you can do one of the following:

- Put a period at the end of the first sentence:

I'm in a good mood. You are in a better mood.

- Put a semicolon at the end of the first sentence:

I'm in a good mood; you are in a better mood.

- Put a coordinating conjunction at the end of the first sentence (note that a comma goes before the conjunction):

I'm in a good mood, but you are in a better mood.

- Use a subordinating conjunction (note that a comma is placed between the two clauses):

Though I'm in a good mood, you are in a better mood.

Note that no comma is needed if the independent clause comes first as in the example that follows:

I'm in a good mood, though you are in a better mood.

PRACTICING 2

Correct the following run-ons in all four possible ways.

1. He missed his plane he had to take a later flight.

Insert a period: _____

Insert a semicolon: _____

Insert a coordinating conjunction and comma: _____

_____

_____

Insert a subordinating conjunction and comma: _____

_____

_____

2. I like to play chess I'm no good at the game.

Insert a period: _____

Insert a semicolon: _____

Insert a coordinating conjunction and comma: _____

_____

_____

Insert a subordinating conjunction and comma: _____

_____

_____

3. I'll go to the bookstore we can drive your car.

Insert a period: _____

Insert a semicolon: _____

Insert a coordinating conjunction and comma: _____

_____

_____

Insert a subordinating conjunction and comma: _____

_____

_____

4. She lived for a while in Mexico she was not happy there.

Insert a period: _____

Insert a semicolon: _____

Insert a coordinating conjunction and comma: _____

_____

_____

Insert a subordinating conjunction and comma: _____

_____

_____

5. Many men have courted Cathy none has been successful.

Insert a period: _____

Insert a semicolon: _____

Insert a coordinating conjunction and comma: _____

_____

_____

Insert a subordinating conjunction and comma: _____

_____

_____

PRACTICING 3

Correct the following run-on sentences using one of the four possible ways.

1. Jennifer is a lucky person she should play the lottery.

_____

_____

2. The political season is upon us, there are daily ads on the television for the candidates.

_____

_____

3. Worms are beneficial to the soil they are everywhere.

_____

_____

4. Shop lifting is not just a nuisance crime it is paid for by honest shoppers.

_____

_____

5. Speeding is a common traffic offense it is not as bad as reckless driving, though.

_____

_____

6. My landlord is very punctual he's always on-time to collect the rent.

_____

_____

7. Don't sneeze on me, I don't want your cold.

_____

_____

8. I'm madly in love with my neighbor she doesn't even know I exist.

_____

_____

9. Men are vainer than women they just hide it better.

_____

_____

10. Many people read for pleasure, on the other hand, more people read for business.

_____

_____

Error No. 2 Review

The following long paragraph contains fused sentences and comma splices. Correct each error in any way you choose.

One summer I worked as a lifeguard at the local pool, I found the job surprisingly difficult. Chief among my difficulties was keeping the rough housing kids in line, especially the teenagers, I found that frequently they would defy my authority. Since I was a teenager myself, it was a constant struggle to control them, I had to really put my foot down. One day an incident occurred that taught all of us a lesson. Some boys were horsing, around in the deep end, dunking each other and splashing I told them to stop but they wouldn't listen they kept right on churning up the water and disturbing other swimmers I yelled at them repeatedly. Finally, I said to myself, that's it, this has to stop and it has to stop right now. I got off my lifeguard stand and went down to the pool deck to really let them have it when I thought I saw the vague outline of a submerged swimmer. I screamed at the boys to stop their splashing they screamed right back at me. I dove in they started to splash me, too, but in spite of all the foam I swam to the bottom, found an unconscious swimmer, and brought him to the surface. While someone called the paramedics, I worked on the boy the other teenagers suddenly become very serious they stopped all the horsing around. By the time the paramedics arrived, I had pumped most of the water out of the victim's lungs he was conscious and talking. He said he had had a seizure because of all the splashing he had been unable to attract attention and get help. For the rest of the summer, those boys never gave me any more trouble I think they realized that they had almost caused someone to drown.

Error 3

Lack of Subject-Verb Agreement

Subjects and verbs must agree in number: that is the one rule of subject-verb agreement. A singular subject always takes a singular verb; a plural subject always takes a plural verb. Most of the time, this rule is plain and easy to follow, as in the following sentences:

Peggy admires Fred.

The workers admire Fred.

Peggy, a singular subject, takes the singular verb *admires. Workers,* a plural subject, takes the plural verb *admire.*

We are also likely to come across sentences like these:

Jack don't want company.

There is pickles in the refrigerator.

He a singular subject, is incorrectly paired with the plural verb *don't. Pickles,* a plural subject, is incorrectly paired with the singular verb *is.*

Subject-verb agreement errors are typically caused by some common words and grammatical situations. Here they are, in no particular order:

- *Don't, was,* and *wasn't:*

Incorrect: He don't remember his promise.

Correct: He doesn't remember his promise.

Incorrect: You was right again.

Correct: You were right again.

- *Each, every, eiiher / or,* and *neither / nor:*

Incorrect: Each of us are to blame for the mistake.

Correct: Each of us is to blame for the mistake.

Incorrect: Either of the shirts are the right size.

Correct: Either of the shirts is the right size.

- Prepositional phrase between a subject and verb:

Incorrect: One of the three television sets are broken.

Correct: One of the three television sets is broken.

- Sentences beginning with *there/here:*

Incorrect: There is too many potatoes to peel.

Correct: There are too many potatoes to peel.

Incorrect: Here is the best solutions to the problem.

Correct: Here are the best solutions to the problem.

- Questions:

Incorrect: Where is the warm blankets?

Correct: Where are the warm blankets?

- Compound subjects joined by *and, or, either/or,* or *neither/nor:*

Incorrect: The doctor and nurse was talking.

Correct: The doctor and nurse were talking.

Incorrect: The doctor or the nurse were upset.

Correct: The doctor or the nurse was upset.

- The indefinite pronouns *each, everyone, anybody, somebody,* and *nobody:*

Incorrect: Each of the passengers wish to get off here.

Correct: Each of the passengers wishes to get off here.

- *Who, which,* and *that:*

Incorrect: Larry is one of those people who gives cheap gifts.

Correct: Larry is one of those people who give cheap gifts.

We'll take up these situations one by one.

Do, Don't, Was, and Wasn't

Subject-verb disagreements are often caused by the words *do* and *don't, was* and *wasn't.* Here are the correct forms of *to do:*

SINGULAR	PLURAL
I do	we do
you do	you do
He, she, it does	They do

Here are examples of agreement errors made with *do* and *don't:*

Incorrect: She do her assignments on time.

Correct: She does her assignments on time.

Incorrect: He don't realize what time it is.

Correct: He doesn't realize what time it is.

Was and *wasn't* are also often involved in many subject-verb agreement errors. Here are the correct forms:

SINGULAR	PLURAL
I was	We were
you were	You were
he, she, it was	They were

Here are some examples of errors commonly made with this verb:

Incorrect: You was in the kitchen.

Correct: You were in the kitchen.

Incorrect: They was eating taffy apples.

Correct: They were eating taffy apples.

PRACTICING 1

Underline the correct verb in parentheses.

1. They (was, were) sitting in the bleachers.
2. That answer (doesn't, don't) make sense.
3. (Wasn't, Weren't) you already up by 6:30 this morning?
4. Donna, you (was, were) supposed to get dessert.
5. Matthew (doesn't, don't) always act on principle.

Each, Every, Either/Or, and Neither/Nor

The words *each, every, either,* and *neither* all take a singular verb. Here are some examples:

Each dog, cat, and owner was (not were) listed by name.
Every skirt and blouse is (not are) being ironed and folded.
Neither of the senators votes (not vote) for more college funds.
Either of the photos is (not are) flattering to her.

Don't be confused by the prepositional phrase—for example, *of the photos*—that usually follows *each, every, either,* or *neither.* Cross it out and the verb choice will be clear.

Either/or and *neither/ nor* are also trouble-spots. Here are some examples:

Incorrect: Neither the pitcher nor the catcher were any good this season.

Correct: Neither the pitcher nor the catcher was any good this season.

Incorrect: Neither the teacher nor the student were in the wrong.

Correct: Neither the teacher nor the student was in the wrong.

If one subject joined by *either/or* or *neither/nor* is singular and one is plural, the verb should agree with the nearer subject.

Incorrect: Either the coyotes or our dog bark all night.

Correct: Either the coyotes or our dog barks all night.

Incorrect: Either our dog or the coyotes barks all night.

Correct: Either our dog or the coyotes bark all night.

PRACTICING 2

Underline the correct verb in parentheses in the following sentences.

1. Neither of the sandwiches (has, have) mayonnaise.
2. Each of the contestants (hold, holds) a little flag.
3. Every house on the block (is, are) blue.
4. Either the criminal or the victims (is, are) being interviewed now.
5. Neither the cherries nor the apricots (has been, have been) picked.

Phrases Between a Subject and Its Verb

A prepositional phrase that comes between a subject and verb can cause an agreement error. Here is a list of common prepositions:

about	along	behind	between
above	among	below	beyond
across	around	beneath	by
after	at	beside	despite
against	before	besides	down
during	near	past	underneath
except	of	since	until
for	off	throughout	up
from	on	through	upon
in	out	to	with
into	outside	toward	within
inside	over	under	without
like			

Here is a typical agreement error caused by a prepositional phrase coming between a subject and verb:

Only one of his many movies have won an Oscar.

The prepositional phrase *of his many movies* comes between the subject *one* and the verb *have.* However, the subject is still *one,* and *one* is always singular. Cross out the prepositional phrase and the subject is immediately clear:

Only one ~~of his mony movioo~~ has won an Oscar.

PRACTICING 3

Cross out all prepositional phrases in the sentences that follow. Circle the subject and underline the correct verb.

1. The bicycles leaning against the ladder (is, are) for sale.
2. The sheets on the bed (look, looks) like silk.
3. That box of cans and bottles (go, goes) to the recycling center.
4. Out of season, a pound of cherries (costs, cost) more than $5.00.
5. The vase on the piano (is, are) filled with pink silk flowers.

Sentences Beginning with There/Here

Subject-verb agreement errors can easily occur in sentences that begin with *there is, there are, here is,* and *here are.* Here are some examples:

Incorrect: There <u>was</u> three women sitting in the back row.
Correct: There <u>were</u> three women sitting in the back row.
Incorrect: Here is the black buttons to sew on my coat.
Correct: Here are the black buttons to sew on my coat.

In all these examples the writer is confused by *there* or *here,* which strike the ear as singular. Neither *here* nor *there,* however, is the subject of the sentence. If you're confused by such sentences, reword them to make the subject come before the verb, and the mistake will quickly become visible.

Two women were sitting in the back row.

The black buttons to sew on my coat are here.

PRACTICING 4

Underline the correct verb in parentheses. Circle the subject.

1. Here (is, are) Linda Palmer's application.
2. There (is, are) the Colorado Rockies.
3. There (is, are) times in life that try my soul.
4. Here (is, are) the books you requested.
5. There (was, were) two clouds on either side of the rainbow.

Questions

Most sentences that we write or speak are statements, such as these:

The stars are out.

The apple is green.

In these, and in most statements, because the subject comes before the verb, it is easy to spot an agreement error.

On the other hand, when we ask a question, the verb typically comes before the subject:

Where are the stars?

What color is the apple?

With the subject following the verb in a question, it is easy to make an agreement error, such as this one:

When is Keith and Samantha leaving?

To use the correct plural verb *are* requires a speaker or writer to guess that a plural subject—*Keith and Samantha*—lies ahead. Sometimes we guess wrong.

If you're in doubt about the subject-verb agreement in a question, simply reword it as a statement. So, for example, we have:

Keith and Samantha (is/are) leaving soon.

It is now evident that the plural are is the correct verb since *Keith and Samantha* refer to two people.

PRACTICING 5

Underline the correct verb form in the following questions.

1. Who (is, are) those men standing on the corner?
2. When (do, does) Simone and Mary arrive?
3. Where (is, are) the knives and forks?
4. How many raffle tickets (has, have) Marvin sold?
5. Why (was, were) the fans cheering?

Compound Subjects Joined by And, Or, Either/Or, or Neither/Nor

Sentences that look like this can give writers trouble:

singular noun + and + singular noun

Here are some examples:

The bride and groom looks happy.

Luck and hard work is a winning combination.

Cobwebs and dirt covers the window.

In all these sentences the writer was fooled by what seemed to be a singular subject. However, just as one plus one make two, one singular subject plus another singular subject joined by *and* always make a subject plural. The sentences should therefore read:

The bride and groom look happy.

Luck and hard work are a winning combination.

Cobwebs and dirt cover the window.

Although two singular subjects joined by *and* always take a plural verb, two singular subjects joined by *or* require a singular verb:

Steak and chicken are on the menu.

but

Steak or chicken is on the menu.

Burt and Gus are driving to Florida.

but

Burt or Gus is driving to Florida.

Two plural nouns joined by or take a plural verb:

Usually the class presidents or vice-presidents sit on stage.

What happens when a sentence has two subjects, one singular and one plural, joined by *or?* In that case the verb agrees with the *nearer* subject:

The vice-presidents or the president sits next to the guest speakers.

but

The president or the vice-presidents sit next to the guest speakers. The same rule applies with two subjects joined by *either/or* and *neither/nor:* The verb agrees with the nearer subject:

Either the coach or the co-caotains unfurl the flag.

but

Either the co-captains or the coach unfurls the flag.

PRACTICING 6

Complete the following sentences using a correct singular or plural verb form.

1. Neither Heidi nor her pals _____
2. Cash or credit cards _____
3. Either the drummer or the guitarists .
4. Two sweaters or one coat _____
5. Either chocolate or butterscotch _____

PRACTICING 7

Underline the correct verb in parentheses in the following sentences.

1. Her limpid blue eyes and golden hair (have, has) enormous appeal.
2. Wages and salaries (are, is) the same thing.
3. Chocolate chip cookies and ice cream (is, are) a favorite food of Flora's.
4. A solid education and a strong character (was, were) required of all applicants.
5. My parents and my boyfriend (urges, urge) me to finish college.

The Indefinite Pronouns Each, Everyone, Anybody, Somebody, and Nobody

Indefinite pronouns are so called because they refer to no specific—or definite—person. The following indefinite pronouns always take a singular verb:

another	everyone	nothing
anybody	everything	one
anything	nobody	somebody
anyone	none	
everybody	no one	

Here are some examples:

Everybody has (not have) the duty to protect our freedoms.

Everyone <u>opposes</u> (not oppose) the new mall.

Nobody <u>wishes</u> (not wish) him more luck and happiness than we do.

Another <u>makes</u> (not make) a different point entirely.

PRACTICING 8

Underline the correct verb in parentheses.

1. None of the sardines (has, have) been eaten.
2. Everyone (has, have) a mind with which to decide.
3. One of the paramedics (comes, come) from Guadalajara.
4. Somebody (is, are) hiding behind that bush.
5. None of the restaurants (is, are) open.

Who, Which, and That

Who, which, and *that* are often used to replace nouns in dependent clauses. When they are so used, they should agree with the *closest* preceding noun. An example follows.

Incorrect: My mother is one of the reporters who covers City Hall.

Correct: My mother is one of the reporters who cover City Hall.

The closest noun that went, before *who* is not *mother* but *reporters*. It is *reporters* that therefore determines the case of the verb.

In fact the sentence is a blend of two smaller sentences:

My mother is one of the reporters. The reporters cover City Hall.

The *who* stands for *reporters,* not for *mother*.

Here are other examples:

Leon or Ray is one of the climbers who are going to attempt the pinnacle.	***(climbers,* not Leon or Ray, is the closest noun before *who)***
Among my greatest fears and worries is encountering a snake that spits poison.	***(snake,* not *fears* or worries, is the closest noun before *that)***

PRACTICING 9

Circle the closest noun preceding *who, which,* or *that* in the following sentences. Then underline the correct verb.

1. She is among those scientists who (believe, believes) in Martians.
2. Fabio is one of several students who (merit, merits) an award.
3. The barn is one of the buildings that (need, needs) painting.
4. Patsy is among the seniors who (is, are) dissatisfied.
5. The trunk and suit cases, which (look, look sturdy, fall apart easily.

Error No. 3 Review

The following paragraph contains subject-verb agreement errors. Rewrite the paragraph, making all required corrections.

One of my strongest wishes are to have a flower garden filled with roses. pansies, sweet peas, and other colorful blossoms. But no one realize more than I do that tending a flower garden is constant work. Once you decides to plant a flower garden, you have to take care of it regularly. You has to pull out the weeds that quickly grows, and you has to water regularly. It don't matter if you are tired and prefer watching IV.; the garden call you when it need tending. There's the various weather problems to consider as well. For instance, a hot sun or strong winds ruins flowers. A heavy, pelting rain destroys blooms, too. Children and animals is another problem. They has little awareness of flowers and will trample them as they runs or plays.

Aunt Bee is among my relatives who has a spectacular flower garden. Either she or her two sons works in it every single day to keep it beautiful. Nobody know better than they how much work a garden takes. Until I am sure that I have plenty of time to devote to a flower garden, I guess I'll just enjoy gardens that has been grown by my friends and relatives.

Error 4

Incorrect Verb Forms

Verbs are either regular or irregular. Regular verbs form the past tense by adding -d or -ed. They also form the past participle by adding -d or -ed. The past participle generally refers to actions in the distant, rather than the immediate, past. It requires a helping verb, either *have, has,* or *had.* Here are some examples of common regular verbs:

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
charge	charged	have, has, or had charged
live	lived	have, has, or had lived
bake	baked	have ,has, or had baked
hike	hiked	have, has, or had hiked
heave	heaved	have, has, or had heaved

Here are some examples of these words in sentences:

Past: He lived in California for a year.

Past participle: He has lived in some exotic places.
He had lived in New York many years ago.

Past: They baked the cake yesterday.

Past participle: They have baked many cakes.
They had already baked the birthday cake.

Don't let your ear fool you into dropping the *-d* or *-ed* endings of past tense verbs. Although this is a common mistake we all occasionally make in everyday speech, you must not make it in your writing.

Dropped ending: They were suppose to do better.
They were not use to the heat.

Correct: They were supposed to do better.
They were not used to the heat.

PRACTICING 1

Change the underlined regular verb in each sentence to the past participle. Remember to use *has, have,* or *had.* Write out the entire sentence.

1. They decide not to go.

_____

2. Maxine bought a new computer.

_____

3. Her mother worked as my father's accountant.

_____

4. The dog sniffs at the fire hydrant.

_____

5. We row every day on the lake.

_____

Omitting the Helping Verb in a Past Participle

In some slangy talk it is common to drop the helping verb in a past participle—an act your ear might even excuse. However, dropping the helping verb, whether your ear approves or not, is always wrong in writing. Here are some examples:

Dropped verb: I seen that movie.
Written form: I have seen that movie.

Dropped verb: We been around the block twice.
Written form: We have been around the block twice.

Dropped verb: Why Harry brought flowers?
Written form: Why has Harry brought flowers?

PRACTICING 2

Rewrite each sentence below in the lines provided, inserting the helping verb where it belongs.

1. He been a cocky kid since he was young.

_____

2. She said she given enough for one day.

_____

3. The refrigerator frozen the food.

_____

4. You eaten yet?

_____

5. They fallen from a high place.

_____

PRACTICING 3

The paragraph that follows contains errors in the use of past participles. First underline each error; second, rewrite the paragraph with the correct past participles.

My budget fallen on hard times lately. No matter how hard I try, it been real hard to make ends meet. If I work a full shift, I clear $120 per week. Last year this use to be enough to pay my bills, but this year it isn't. It costs me about $60 per week for rent. That leaves me with about half of what I take home. For food, I use to budget $20 per week, but this year for some reason, that simply isn't enough. I'm more likely to spend at least $30 for food, and that means eating a lot of junk. Last year I could occasionally go out for a hamburger, but not this year. So after rent and food, I have about $30 left for everything else. I'm suppose to pay car insurance and tuition and everything on that. That means, if I want to go to movie, which costs about $7, or nearly a third of my weekly pay that's left, I really have to think hard. I ask myself, what could happened that I'm so broke this year? I think it's because everything gone up. What used to cost $5 last year, now costs about $7. Gaso line gone up, too, and it seems I'm buying more gas. Maybe my car become a gas guzzler. I don't know. All I know is that I can barely make ends meet.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Irregular Verbs

Verbs are **irregular** if their past tense is not formed by adding *-d* or *-ed*. For example, if the rule for changing tenses were applied to *bring*, its past tense should be *bringed*. It isn't—it's *brought*. *Bring* is therefore an irregular verb.

Below is a list of irregular verbs that many of us use every day. Remember, the past participle always requires the use of the helping verbs *have, has* or *had*.

SOME COMMON IRREGULAR VERBS

PRESENT	PAST	PAST PARTICIPLE
arise	arose	arisen
be	was	been
bear	bore	borne
become	became	become
begin	began	begun
break	broke	broken
bring	brought (not *brung*)	brought
build	built	built
burst	burst (not *busted*)	burst
catch	caught	caught
buy	bought	bought
choose	chose	chosen
cling	clung	clung
come	came	come
dive	dove	dived
do	did (not *done*)	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
fly	flew	flown
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
go	went	gone
grow	grew	grown
hang (clothes)	hung	hung
hang (execute)	hanged	hanged

PRESENT	PAST	PAST PARTICIPLE
have	had	had
hold	held	held
hurt	hurt (not *hurted)*	hurt
know	knew	known
lead	led	led
lay	laid	laid
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw (not *seen)*	seen
seek	sought (not *seeked)*	sought
sell	sold	sold
set	set	set
shake	shook	shaken
shine	shone	shone
shrink	shrank	shrunk
sing	sang	sung
sink	sank	sunk
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spin	spun	spun
spit	spat	spat
spring	sprang (not *sprung)*	sprung
stand	stood	stood
steal	stole	stolen
sting	stung	stung
stink	stank (not *stunk)*	stunk
strike	struck	struck
strive	strove	strove
swear	swore	sworn
swim	swam (not *swum)*	swum
swing	swung	swung

PRESENT	PAST	PAST PARTICIPLE
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
weave	wove	woven
wear	wore	worn
win	won	won
wring	wrung	wrung
write	wrote	written

PRACTICING 4

Complete the following chart. Refer to the list of irregular verbs beginning on page 404, if in doubt.

PRESENT	PAST	PAST PARTICIPLE
1. seek	_____	_____
2. sell	_____	_____
3. steal	_____	_____
4. ring	_____	_____
5. fly	_____	_____
6. teach	_____	_____
7. hurt	_____	_____

PRESENT	PAST	PAST PARTICIPLE
1. strive	_____	_____
2. hang (execute)	_____	_____
3. spit	_____	_____

PRACTICING 5

In the following sentences, the past tense is used incorrectly. Write the correct form in the spaces provided.

1. His mother waked him up to go to work. _____
2. She weared that blouse yesterday. _____
3. I throwed the ball to the pitcher. _____
4. They selled themselves short. _____

5. I could have ate the whole cake. _____
6. The worker striked for better pay. _____
7. I've fighted that battle before. _____
8. Because of the yeast, the bread had raised. _____
9. I found out I payed too much for the battery. _____
10. She swinged in the park all morning. _____

Problems with irregular verbs

Two problems are common with the everyday use of irregular verbs:

- Using the simple past instead of the past participle.

Incorrect: She has wove two rugs.
Correct: She has woven two rugs.

Incorrect: They have tore the book.
Correct: They have torn the book.

- Using an incorrect form of the past participle.

Incorrect: He had brung his rollerblades to school before.
Correct: He has brought his rollerblades to school before.

Incorrect: She has broke the remote control.
Correct: She has broken the remote control.

Beware of these two common errors.

PRICTICING 6

Some of the underlined past participles that follow are correct, some are incorrect. If the participle is correct, write C in the blank; if it is incorrect, write the corrected participle in the blank.

1. I have wore that many times. _____
2. They couldn't have sang any worse. _____
3. The president has saw to the problem. _____
4. They have drug the boat through the mud flat. _____
5. Because of the freezing weather, the pipes have busted. _____
6. In another move or two, he will have sprang the trap. _____
7. Because she washed my jeans in too hot water, they have shrunk. _____
8. She has wrote him three times. _____
9. I have drew my own conclusions. _____
10. You have ran away from home for the last time. _____

Problem Verbs

A few verbs seem to give the entire English-speaking world trouble. They are *lie/lay, sit/set,* and *rise/raise.*

Lie/lay

Here are the principal parts of these two verbs:

PRESENT	PAST	PAST PARTICIPLE
lie	lay	lain = to rest in a horizontal position like a sleeper
lay	laid	laid = to set down something, as you might do a book

TO LIE	TO LAY
I like to lie on the grass.	She lays (what?) the tile in the bathroom,
The dog is lying on the grass.	She is laying (what?) the tile in the bathroom.
Yesterday I lay on the grass.	Yesterday she laid (what?) the tile in the bathroom.
I have lain on the grass too long.	She must have laid (what?) the tile in the bathroom.

PRACTICING 7

Underline the correct verb in parentheses.

1. (Lie, Lay) the portable phone on the desk.
2. I have been (lying, laying) plans in my dreams.
3. He was (lain, laid) to rest with all military honors.
4. She was tired and went to (lie, lay) down.
5. She complains that all he does is (lie, lay) around watching television.

Sit/set

Here are the principal parts of *sit* and *set:*

PRESENT	PAST	PAST PARTICIPLE
sit	sat	sat = to rest on one's bottom
set	set	set = to place something somewhere

TO SIT	TO SET
He sits at the head of the table.	The child sets (what?) his toys by his bed.
She is sitting by the window.	He is setting (what?) the toys in a row.
The crew sat in the cockpit.	Last night he set (what?) the bear next to the giraffe.
They have always sat in the front row.	Did he set (what?) the toys on the table?

PRACTICING 8

Underline the correct verb in parentheses.

1. They (sat, set) in the bleachers, hoping to catch a fly ball
2. I'm (sitting, setting) the groceries on the counter,
3. (Sit, Set) yourself down on the sofa and listen to me play the piano.
4. She (sat, set) the socket wrench set on the bench.
5. (Sit, Set) with me under a tree and listen to the bird sing.

Rise/raise

Here are the principal parts of *rise* and *raise:*

PRESENT	PAST	PAST PARTICIPLE
rise	rose	risen = to get up or move up on your own
raise	raised	raised = to lift up someone or something

TO RISE	TO RAISE
Let us rise and be counted.	You should not raise (what?) your hopes too much.
I am rising early to greet the dawn.	She is raising (what?) the hem two inches.
Everyone rose when the anthem was played.	They raised (what?) the flag.
The audience has risen.	She has raised (what?) an objection.

PRACTICING 9

Change the underlined word(s) by substituting *rise* or *raise*. Do not change the tense of the original.

1. Lift the banner above your head. _____
2. The moon came up over the ocean. _____
3. The entire team had stood up to watch the home run. _____
4. Victory pulled up their spirits. _____
5. He got up late today. _____

Lie/Lay, Sit/Set, Rise/Raise: Does It Really Matter?

Even if students don't ask the question, "Does it really matter if I say *lie* or *lay?*" they often think it. The answer is, yes, it does matter.

True, if you commanded *Lay down!* instead of *Lie down!* your dog would probably obey just as quickly. "If I'm understood when I incorrectly say *lay* instead of *lie,* or *lie* instead of *lay,* what does using the correct form matter?"—that is what many students wonder. Being understood, however, is no substitute for being correct. Furthermore, being correct is what makes you understandable.

Language does change, and as the years roll by, we predict that one day *lie* and *lay* will have the same meaning in grammar books. Until that day comes, these differences do matter. For example, you might scribble this memo to your boss: "Dear Boss, I lay the contract on your desk before I left." Upon reading it your boss might mutter, "No, you didn't. You laid it there. If you can't get that right, how can I trust you with this important contract? I'm giving the account to Nancy." In other words, these little differences are important because they matter to people.

Of course, they don't matter if you work for a dog.

Error No. 4 Review

The paragraph below contains errors in the past tense and past participles of irregular verbs. Find and correct all the errors.

When I began working at Gary's Restaurant, I was lead to believe that I would soon be given a rise in pay. Mrs. Smith, my supervisor, even complimented me when I was hired, telling me that I brung a lot of experience to the company. Now as I set here writing this letter, I cannot help but feel that I was misleaded. I don't want to rise this point and belabor it; but when the pipes in the kitchen busted, I was the one who saved the food in the walk-in. Furthermore, in my six months of employment here, I have never shrinked from doing my duty. Whatever my supervisor telled me to do, I always did it as well as I understanded the request. Nobody has ever wringed work out of me. I'm always the first to volunteer. I have wrote this letter because I feel not only mistreated, but also misleaded. As I drived to work today, I thinked to myself that Gary's is a good place to work. But now my confidence has been shook. Now that I have spoke my honest opinion, I hope that I will get the pay increase I deserve. I hope by this letter I have not fell out of favor. But as I have always been brung up to believe, honesty is the best policy.

Error 5

Incorrect Forms of Do, Be, and Have

Even if you've spoken English all your life, verbs can still be troublesome. Part of the problem is that we don't speak and write verbs the same way. In speech we sometimes drop the tense endings of verbs when we shouldn't, as in this sentence:

She laugh all the time.

Or, we add an ending when we shouldn't:

They laughs all the. time.

In the first sentence, since *she* is singular, the verb must also be singular—*laughs*. In the second sentence, since *they* is plural, the verb must also be plural—*laugh*.

You can make these mistakes in everyday speech—we all occasionally do—and be forgiven. You should not, however, make them in writing. The standards for grammar are stricter in writing than in speech, meaning that you must always write verb tenses correctly.

Present Tense Endings

In standard English you must use the correct endings with verbs. You cannot use a plural ending with a singular subject, or a singular ending with a plural subject. Here are the correct endings for regular verbs in the present tense:

PRESENT TENSE—SINGULAR

INCORRECT	CORRECT
I walks	I walk
you walks	you walk
he, she, it walk	he, she, it walks

PRESENT TENSE—PLURAL

INCORRECT	CORRECT
we walks	we walk
you walks	you walk
they walks	they walk

Present tense problems

There are two kinds of problems that commonly occur with verbs in the present tense:

- Dropped *–s/-es* endings for *he, she,* and *it.*

Incorrect: He take the train to work.
Correct: He takes the train to work.

Incorrect: She make pancakes for breakfast.
Correct: She makes pancakes for breakfast.
Incorrect: It hurt my feelings.
Correct: It hurts my feelings,

- Unnecessary *-s/-es* for *we, you,* and *they.*

Incorrect: We visits Gram every weekend.
Correct: We visit Gram every weekend.

Incorrect: You always smilcs, even in sad times.
Correct: You always smile, even in sad times.

Incorrect: They both plays the accordion.
Correct: They both play the accordion.

Problems with dropped and added endings occur, as we said, because we are less precise in our speech than we must be in our writing. If you make such errors regularly in your speech, your ear may not be particularly helpful in catching them. In that case you should simply memorize the correct endings.

PRACTICING 1

In the blanks provided write *C* if the verb is correct and *NC* if it is not.

1. —— Bernice and I drives in the same car pool.
2. —— We try to pay our electricity bill.
3. —— Our neighbor keep trying to win the lottery.
4. —— Jeremy buy Melinda's affection.
5. —— She repeat herself constantly.

PRACTICING 2

In the passage that follows, strike out any incorrect verb and write the correct form above it.

Most of my friends likes to watch soccer. During the World Cup season, we sits in front of my TV all day long to watch the competition. My friend Danny always support the team from Brazil, but I cheer for the Italian team with Baggio, who wear a braid down his back. That, seem cool to me. The penalty kicks excites everyone the most. Then we screams and yells at the top of our voices. If the kicker make a goal, we goes crazy. If the goalie intercept the ball, we explodes. Soccer get you involved, no matter what side win.

Past Tense Endings

Here are the correct endings for regular singular verbs in the past tense:

PAST TENSE—SINGULAR

INCORRECT	CORRECT
I walk	I walked
you walk	you walked
he, she, it walk	he, she, it walked

Here are the correct endings for regular plural verbs in the past tense:

PAST TENSE—PLURAL

INCORRECT	CORRECT
we walk	we walked
you walk	you walked
they walk	they walked

With both singular and plural verbs, we can be careless in our speech and drop the *-ed* ending. In writing, however, you must *always* use the *-ed* ending with regular verbs in the past tense.

Incorrect: I pick up the mail yesterday.

Correct: I picked up the mail yesterday.

Incorrect: He drop several hints.

Correct: He dropped several hints.

PRACTICING 3

In the blank at the end of each sentence, write the past tense of the underlined verb.

1. The mechanical teddy bear dance a jig. _____
2. Studies suggest that TV violence is bad. _____
3. Despite my pleadings, Betty continue to smoke. _____
4. Some countries remain neutral during the war. _____
5. He manage to turn the tiny argument into a major problem. _____
6. Beverly challenge her opponent. _____
7. Jack and Jill decide to go up the hill _____
8. I secretly open the door to the safe. _____
9. The strange voice on the telephone ask my name. _____
10. They litter the grass with cans and wrappers. _____

Problems with -ing Verbs

Verbs ending in *-ing* describe an action that is either happening now or is ongoing, All *-ing* verbs need a helping verb.

He is eating in the kitchen.

He was eating in the kitchen.

He has been eating in the kitchen.

He had been eating in the kitchen, but now he eats in the dining room.

Two kinds of problems can occur with *-ing* verbs:

■ *Be* or *been* is used instead of the correct helping verb.

Incorrect: She be eating in the kitchen.

Correct: She is eating in the kitchen.

or

She has been eating in the kitchen.

Incorrect: She been studying in the library.

Correct: She was studying in the library.

or

She has been studying in the library.

- The helping verb is completely omitted.

Incorrect: They bragging too much.

Correct: They are bragging too much.
They were bragging too much.
They have been bragging too much.
They had been bragging too much.

PRACTICING 4

Rewrite the following sentences to correct the misuse of *be* or *been,* or to insert the missing helping verb.

Example: The birds be chirping outside my window.
The birds are chirping outside my window.

1. My car be needing a lube job.

_____

2. She forcing her son to give up college.

_____

3. My father buying a house near the train station.

_____

4. How your mother be coming along with her knitting?.

_____

5. Marcy hoping that she can marry next year.

_____

6. They be ignoring all of his advice.

_____

7. Margaret sitting under an elm tree when the lightning struck.

_____

8. Every young person be searching for a way to feel important.

_____

9. Dylan expecting to inherit some money from an uncle.

_____

10. Schwarz be waiting for him in the adjoining room.

_____

Difficult Verbs

Verbs can be hard to master. Few are harder than the three verbs we probably use more than any others in the language: *be, have,* and *do.*

To be

To be is commonly used both as a verb on its own and as a helping verb. Here is a listing of the forms of the verb *to be:*

PRESENT TENSE—SINGULAR TO BE

INCORRECT	CORRECT
I be, I ain't	I am, I am not
you be, you ain't	you are, you are not
he/she/it be, he/she/it ain't	he/she/it is, he/she/it is not

PRESENT TENSE—PLURAL TO BE

INCORRECT	CORRECT
we be, we ain't	we are, we are not
you be, you ain't	you are, you are not
they be, they ain't	they are, they are not

PAST TENSE—SINGULAR TO BE

INCORRECT	CORRECT
I were	I was
you was	you were
he, she, it were	he, she, it was

PAST TENSE—PLURAL TO BE

INCORRECT	CORRECT
we was	we were
you was	you were
they was	they were

As you can see—indeed as you already know from repeated use—*to be* is an irregular verb. As both a verb and a helping verb, it is often incorrectly spoken. All of these sentences below, for example, are wrong, even if your ear tells you otherwise.

I ain't staying in New York.

The fake be dangerous because the wind be blowing hard.

You was rude to step in front of her.

If these are forms that you commonly use in your daily speech, be especially careful not to trust your ear with *to be*. Instead, you should memorize its correct forms.

Here is how these sentences should be written:

I am not staying in New York.

The lake is dangerous because the wind is blowing hard.

You were rude to step in front of her.

PRACTICING 5

- The following passage contains several errors in the use of the verb *to be*. In the space provided, rewrite the passage, correcting all errors. (Hint: you should find eight errors.)

Today I be sad. It be the third anniversary of my dad's death. Believe me, even after three years, it ain't easy to lose your dad. He been my best friend. We went fishing and camping together every year. We was simply best buddies. Last summer I hiked where my dad and I had hiked along a lake high up in the Sierras. I be feeling sick with my heavy heart. My mom tried to comfort me by reminding me that I have some great memories. But that can't make up for the present loss, Right now, I wish he and I was sitting down to plan one of our famous outings. But it can't happen. He be gone forever.

_____

_____

_____

_____

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_____

_____

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_____

_____

_____

_____

To have

To have, like *to be,* is commonly used both as a verb and a helping verb. Also like *to be,* it is an irregular verb. Here are its main forms:

PRESENT TENSE—SINGULAR TO HAVE

INCORRECT	CORRECT
I has	I have
you has	you have
he/she/it have	he/she/it has

PRESENT TENSE—PLURAL TO HAVE

INCORRECT	CORRECT
we has	we have
you has	you have
they has	they have

PAST TENSE—SINGULAR TO HAVE

INCORRECT	CORRECT
I has	I had
you has	you had
he/she/I have	he/she/it had

PAST TENSE—PLURAL TO HAVE

INCORRECT	CORRECT
we has	we had
you has	you had
they has	they had

To have is so often misused in daily speech that you should be cautious about trusting your ear to judge its correctness. These sentences below, for example, are all incorrect:

She have two nieces and two nephews,
Benny have a nifty new Honda convertible.
They has a party yesterday.

Here are the correct forms:

She has two nieces and two nephews.
Benny has a new Honda convertible.
They had a party yesterday.

PRACTICING 6

Fill in the correct form of the verb *to have* in the following sentences.

Example: She has to be on time.

1. Judith ——— a free ticket to the game.
2. You ——— to take him to the bus.
3. The Baxters ——— two beautiful daughters.
4. He ——— my raincoat, and I must ——— it tomorrow.
5. I ——— got to live alone, and Mother ——— to understand why.
6. ——— they mentioned the problem?
7. Where ——— Pete been?
8. She ——— embarrassed me too often.
9. Everyone ——— to follow the regulations.
10. We ——— two computers, but our neighbors ——— only one.

To do

The verb *to do,* like *to be* and *to have,* is used both as a verb and a helping verb. Here are its correct forms:

PRESENT TENSE—SINGULAR TO DO

INCORRECT	CORRECT
I does	I do
you does	you do
he/she/it do	he/she/it does

PRESENT TENSE—PLURAL TO DO

INCORRECT	CORRECT
we does	we do
you does	you do
they does	they do

PAST TENSE—SINGULAR TO DO

INCORRECT	CORRECT
I done	I did
you done	you did
he/she/it done	he/she/it did

PAST TENSE—PLURAL TO DO

INCORRECT	CORRECT
we done	we did
you done	you did
they done	they did

The main problem with *to do* is that it is used in informal speech differently than it is in writing. So, again, do not trust your ear. All these sentences below, for example, are incorrect:

He don't have the sense to come in out of the rain.
I does whatever I'm told.
She done her homework early.

Here are the correct forms:

He doesn't have the sense to come in out of the rain.
I do whatever I'm told.
She did her homework early.

or

She has done her homework early.

PRACTICING 7

Use the correct form of *to do* in the following sentences.

1. He ——— admire his parents' high standards.
2. She ——— whine considerably, ——— she?
3. ——— you belong to a study group?
4. How ——— you get the wall paper off the wall?
5. Melissa rarely ——— poorly on math exams.
6. I ——— object to his superior attitude.
7. ——— Mr. Smith understand that the payment is due today?
8. Where ——— they dispose of their trash?
9. ——— not interfere in our argument.
10. ——— it matter whether or not he believes you?

Error No. 5 Review

Fill in the blanks with the correct form of the verb in parentheses.

1. Yesterday Julie (insist) ——— that we go with her.
2. Melvin (be) ——— the grump of the year.
3. They both (be) ——— good readers.
4. Last May, Elvira (decide) ——— to buy a blond wig.
5. Miranda (do) ——— follow him around too much.
6. David still (eat) ——— too many sweets.
7. She (hide) ——— he spy novels so I can't get them.
8. If you (be) ——— satisfied, then pay the workmen.

9. The roof (have) ——— a terrible leak.
10. (Do) ——— she always tease you so unmercifully?
11. Jessie (have) ——— told us some crazy gossip.
12. City Hall (have) ——— the duty to build safe bridges.
13. If she (swim) ——— to the island, she (be) ——— strong.
14. You have (do) ——— the most work.
15. The door (have) ——— to be sanded down and painted.

The paragraph that follows contains incorrect forms of the *do, be,* and *have* verbs. Rewrite the paragraph to correct these errors. (You should be able to find 22 errors.)

If I be a waitress, I would try to be cheerful, efficient, and polite. So many waitresses nowadays doesn't offer good service. If I be a waitress, I would approach the customer with a smile and a warm greeting. I wouldn't just grab my notebook and ask, "What would you like to order?" The other day at Benny's coffee shop, where my best friend and I be going for breakfast, the waitress at our table ask us abruptly, "What can I get you?" I be surprised at such a cold attitude, and my friend have a hard time giving her order for pancakes. After she be taking our order, the waitress walk over to another customer and talk, talk, talk without even placing our order with the kitchen. I be real offended. We was in a hurry, and this waitress deliberately ignore our needs. Well, finally she brought our order, but when she place it on the table, she spill some coffee and made noise banging the dishes because she be so rough. Most polite waitresses wish you a pleasant meal or enjoy, but not this one. She just disappear until we call her over to get our check. I have no idea why she do her job so poorly. If I be a waitress, I be trying hard to please my customers.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Error 7

Shift in Tense

If you begin a sentence in the present tense, you must end it in the present tense. If you begin in the past tense, you must end in the past tense. For example, look at this sentence:

Larry blew a tire, and then just keeps on driving.

The problem with the sentence is that it begins with a verb in the past tense and ends with a verb in the present tense. Larry is made into a time-traveler—hopping from the past to the present in one breath. To be correct, the sentence must read:

Larry blew a tire, and then just kept on driving. **(All past tense)**

or

Larry blows a tire, and then just keeps on driving. **(All present tense)**

Your tense use must be consistent. You must not shift tenses unless there is a logical reason. Yet because we mix up our verb tenses all the time in everyday speech, your ear might mislead you into making the same mistake in writing. Be alert to this possible error. Make sure your verbs in a written sentence all use the same tense.

PRACTICING 1

Correct the shifts in verb tense in these sentences.

1. The teacher writes the assignment on the board, and then left the room with no comment.

_____

_____

2. When I warned her that the road was slippery, she simply pays no attention.

_____

3. He memorizes the entire Bill of Rights, but failed the test anyway.

4. When clouds covered the moon, the lovers leave the park.

5. I had barely started my laundry when the washing machine floods all over the floor.

6. She grabbed the pen on the desk and hurriedly signs the contract.

7. The night before her wedding, Annie had dinner with her best friends and weeps for two hours.

8. When the first snow falls, the men in the neighborhood got out their shovels to clear the walk ways.

9. All of us lustily sang "I've Been Workin' on the Railroad," and then we eat three huge pizzas.

10. He climbed to the top of the hill and builds a fire.

PRACTICING 2

Correct the shifts in verb tense in these sentences.

1. Mary recognized the car and is yelling, "There goes the thief!"

2. For twenty years he has kept the secret and never tells a soul.

_____

_____

3. We stop recruiting volunteers and had started to work.

_____

_____

4. Tom envied Lud and wants to take over his job.

_____

_____

5. The clouds looked menacing, so we pull up our stakes and leave the camp.

_____

_____

6. I look out the window and saw three fire engines.

_____

_____

7. They paid for her tuition and gave her spending money, but she never shows an ounce of gratitude.

_____

_____

8. He is a carpenter and has received good benefits.

_____

_____

9. Although I felt dizzy, I manage to cross the stream on the rope bridge.

_____

_____

10. Most of the stories are old, but we listened with fascination.

_____

_____

PRACTICING 3

Complete the sentences below, using the correct verb tense.

1. She set the table, while he _____.
2. People gathered around the accident and then the fire truck _____.
3. Before the curtain rose, the actor _____.
4. When the wind howls outside our windows, _____.
5. We made reservations for 7:00, which_____.
6. They did apologize, so_____.
7. Francis walks two miles every day, but_____.
8. They applauded the mayor and then_____.
9. December was mild, but January_____.
10. He leaves the cap off the toothpaste, and_____.

Error No. 7 Review

Rewrite the following paragraph to correct all shifts in tense.

My mother is so funny. Once she watched a TV program about regular car maintenance. Then, for weeks afterward, she gives our family long harangues about getting the oil changed regularly and replacing a weak battery. "Won't you feel silly if you were in a busy intersection and your car stalled," she must have asks me every night. And practically all day Saturday, there she is in the garage, checking some hose or gasket or belt. She visited every neighbor and points out the dangers of ignoring an oil leak or bad brakes. "Watch out for uneven tire wear," she preaches to everyone. My father was embarrassed that Mom is so forward about telling our neighbors how to run their lives. He tells her that if she wanted to take good care of her car, fine, but that she should allow the neighbors to make their own decision about their own cars.

_____

_____

_____

_____

_____

_____

_____

_____

Error 8

Shift in Point of View

Writing is easier to read if it uses the same point of view throughout. You may choose a first person, second person, or third person point of view:

FIRST PERSON	SECOND PERSON	THIRD PERSON	
I	you	he, she, it, one	SINGULAR
we	you	they	PLURAL

Here are some examples:

Incorrect: When a person sees an accident, you should immediately offer assistance.

Correct: When you see an accident, you should immediately offer assistance.

or

When one sees an accident, one should immediately offer assistance.

Here is a paragraph containing many shifts:

> How we wake up in the morning affects how you view the rest of the day. If you start the day off badly, we'll be in a bad mood for the rest of the day. Start off strong and cheerful, and one will be facing the day with a positive outlook. On the other hand, if we wake up in a so-so mood, chances are good that your so-so mood will carry over through the rest of the day and make it so-so. There's no mystery in this: It's simply a matter of common sense. The mood you wake up in sets the tone for the rest of one's day.

Here is the correction using *you. You, we,* or *one* would all be correct as long as you don't shift from one pronoun to another.

> How you wake up in the morning affects how you view the rest of the day. If you start the day off badly, you'll be in a bad mood for the rest of the day. Start off strong and cheerful, and you

will be facing the day with a positive outlook. On the other hand, if you wake up in a so-so mood, chances are good that your so-so mood will carry over through the rest of the day and make it so-so. There's no mystery in this: It's simply a matter of common sense. The mood you wake up in sets the tone for the rest of your day.

PRACTICING 1

Correct the shifts in point of view in the following sentences by crossing out and rewriting words when necessary.

1. When I went to San Francisco, we had a wonderful time.
2. They stood in line all day, which is what you have to do if you want to get tickets.
3. In spite of my attempt to do the right thing, you could see there was no way to win.
4. A person should study hard if you want to be a success in college.
5. The counselor at the school is a sympathetic person that one can share your troubles with.
6. If one intends to drive for a long time, you should try to get enough sleep the day before.
7. To overcome your bad habits, we should all practice will power.
8. For someone to succeed in a new job, we must be willing to watch and learn.
9. One's love of ice cream can easily overcome your desire to stay on a diet.
10. I don't play the lottery because you know you can't win

PRACTICING 2

Complete each of these sentences using a pronoun. Do not shift point of view.

1. When you go out on a blind date, _____.
2. If a person exercises, _____.
3. Even though I'm a big baseball fun, _____.
4. If you pay attention to the big things_____.
5. I made several phone calls, but _____.
6. You should floss twice a day if _____.

7. A person who likes poetry _____.
8. If someone wants to save money grocery shopping, _____.
9. A person who likes Chinese food should _____.
10. Should you feel restless, _____.

PRACTICING 3

Rewrite the following sentences to correct the shifts in point of view.

1. If you like to read, one should try the local library.

_____

_____

2. One should not talk too much if you don't know the subject well.

_____

_____

3. When you go on a trip, one should always have your insurance paid up.

_____

_____

4. A person can get good bargains if you shop at outlet stores.

_____

_____

5. Someone can make new friends in a city if you join a health club.

_____

_____

6. One only has to listen to know that you can't take anything they say at face value.

_____

_____

7. Broccoli will help one's digestion, but carrots will help your night vision.

_____

_____

8. As you walk into the room, one can hear the people babbling away.

_____

_____

9. When I bought my blender, you could never tell that it would come in so handy.

_____

_____

10. One must try hard at everything one does, or you'll never know if you could succeed.

_____

_____

Error No. 8 Review

Rewrite the following paragraph to correct the shifts in point of view.

As part of freshmen orientation week, some colleges organize a hike in the mountains or even an overnight camping trip. Now, to me that sounds like a good idea. Imagine how we could bond while you're fighting off mosquitoes, building a fire, or sharing our dried food inside your tents. Starting one's freshmen week with a lecture, an English placement test, and an explanation of the campus rules we're supposed to follow is dull by comparison. But a one or two-day hike by a lake or in the Sierras encourages students to make new friends quickly while you enjoy a few hours of hiking, cycling, trail exploring, or even canoeing. Then you could gather around a campfire at night while the freshmen ask questions of the older students, who can reassure us that college is fun as well as hard work. I think such an orientation would give me confidence as we face college life.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Error 9

Unclear or Missing Referent

If writing were baseball, the pronoun would be a relief pitcher whose job is temporarily to relieve nouns, who are the starters. In both speech and writing the **pronoun** is a word used in place of a noun.

The **referent** of a pronoun is the noun it replaces. Consider this sentence:

Elaine works, but she is getting her degree at night.

The pronoun is *she;* its referent—the word it refers to—is *Elaine,*

Most of the time, the referent of a pronoun is perfectly clear from the context of a sentence. However, sometimes it isn't. Sometimes a referent is either unclear or altogether missing.

Unclear Referents

Here is an example of an unclear referent:

Peggy told Denise that she had made a grave error.

In the above sentence the referent of the pronoun is unclear. We do not know whether Peggy or Denise made the grave error. Here is the same sentence rewritten to avoid the unclear referent:

Peggy told Denise, "You have made a grave error."

or

Peggy told Denise that Denise had made a grave error.

Sometimes the unclear referent is not a person, but an action, feeling, or episode.

Unclear: The service was slow, and the food was cold when it arrived, which really upset Herbert.

Was Herbert upset because the service was slow, because the food was cold, or both?

Clear: Not only was the service slow, but the food was cold, both of which upset Herbert.

Another example follows:

Unclear: The population of the United States is aging, which means that in the future young people will have much more contact with older people. Many people think this is a good thing.

What does *this* refer to? We do not know. It could refer to the fact that more of the U.S. population is older rather than younger, that young and old will interact more in the future, or both.

Clear: The population of the United States is aging, which means that in the future, young people will have much more contact with older people. Many people think such increased contact will benefit both young and old.

Note that sometimes to get around an unclear referent, you may need to rewrite one sentence into two.

PRACTICING 1

Rewrite the following sentences so that the pronouns refer clearly to only one referent.

1. Marty decided to move to Costa Rica and study medicine, which his parents couldn't understand.

_____

_____

2. She scraped the hand rails and the stairs and painted them.

_____

_____

3. It was hot, the line was long, and the clerk was slow which really tried Jacks patience.

_____

_____

4, My father told my brother that he was a good father but a bad husband.

_____

_____

5. Bolly was a good friend of Mary's until she moved to New York.

_____

_____

6. Alexa held a lipstick in one hand and blush powder in the other, putting it on as we laughed about the new styles.

_____

7. Ben told Richard he had been a loyal friend.

_____

_____

8. Stanley and Merle's room was a chaotic mess because he left everything on the floor or on the bed.

_____

_____

9. We have made great progress in cleaning up our environment, but we still have a long way to go. This surprises many people.

_____

_____

10. Mom and Aunt Lottie went shopping even though she had a bad cold.

_____

_____

Missing Referents

In both speech and writing we often use pronouns with missing referents. This is especially true of the pronouns *they* and *it*. Here is an example:

Although my grandfather and father were farmers, I have no Interest in it.

What is it? We have a fuzzy idea that by it the writer means *farming*, but the word *farming* does not appear in the sentence.

Usually the best way to rewrite such a sentence is to omit the pronoun and provide the missing noun.

Although my grandfather and father were farmers, I have no interest in farming.

Here are some more examples:

Missing: Between games, they announced the score.

Who is this mysterious *they* in the sentence?

Clear: Between games, the announcer called out the score.

Incorrect: It says to yield to the driver approaching from your right.

Correct: The sign says to yield to the driver approaching from your right.

Now we know the identity of the unnamed *it*.

The requirement that every pronoun have a specific and clear referent is not picky. In everyday talk we do not observe such exactness in pronoun use because we can always ask "What?" and get an answer. In writing, however, there's no second chance. Every pronoun must therefore have a specific referent.

PRACTICING 2

Rewrite the following sentences to clarify the pronoun reference.

1. It says the shirt comes in plum, mango, and lime green.

_____

_____

2. My boyfriend is a great cook, but I have no interest in it.

_____

_____

3, They did not allow us to touch the Indian weavings.

_____

_____

4. I deposited the money in my bank, but they haven't posted the correct balance.

_____

_____

5. We were in the middle of registering when they informed us that the class was closed.

_____

_____

6. They refused to give me a refund even alter 1 wrote a strong letter.

_____

_____

7. If you don't have a ticket, they won't let you in.

8. See; it says this is a dead-end street.

9. They say one should not beg a lover to stay faithful.

10. It has an alarm that goes off when you open the door from the outside.

PRACTICING 3

Rewrite the following sentences to correct the pronoun errors.

1. Maggie treated Jeanne and her mother to dinner.

2. When Vladimir lent money to Gorsky, he did not know he would go bankrupt.

3. It says the police caught the burglar.

4. Fred insisted to Woody that his wife was not to blame.

5. There is a big difference between the politicians of the past and those of today. They lack nobility.

6. We found a pressed rose in the book that my grandmother gave my grandfather.

7. They allow you to make three separate payments.

8. The nurse told Emma that her name was unusual.

9. They say that gelatin is good for your nails.

10. If your Persian cat will not eat raw fish, boil it.

Error No. 9 Review

Rewrite the following paragraph to eliminate nil the pronoun reference problems.

My friend, Lucy, loves her cat, Fluffy, so much that she purrs constantly. When she takes her to the veterinarian, she orders a limousine so she can hold her and pet her, and so she can feed her little pieces of shrimp, which I think is a bit extreme. Once Lucy told a neighboring woman that she was noble because she loved cats. They say that women who love cats make good mothers. It wouldn't surprise me. Now, I admire cats because they have such independent spirits, but I do not intend to get one. The other day Lucy's cat held a real mouse in one paw and a toy mouse in the other, eating it as she frisked and pranced. As long as cat owners outnumber cats, they will not be a problem.

Error 10

Lack of Pronoun Agreement and Sexism

A pronoun and its referent (the noun it replaces) must agree in number. Singular nouns require singular pronouns. Plural nouns require plural pronouns. Here are some examples:

The bride put on *her* veil.

The attendants picked up *their* flowers.

In the first sentence the singular noun *bride* requires the singular pronoun *her*. In the second sentence the plural noun *attendants* requires the plural pronoun *their*.

Although pronoun agreement is often not a problem, it can be when we try to find a pronoun to replace an indefinite pronoun.

An **indefinite pronoun** is a pronoun that refers to no one in particular. Here is a list of common indefinite pronouns (they are always singular):

INDEFINITE PRONOUNS

one	nobody	each
anyone	anybody	either
everyone	everybody	neither
someone	somebody	

Study these sentences:

Incorrect: Each of the men carry a bottle of water.

Correct: Each of the men carries a bottle of water.

(**Each** requires a singular verb. Remember, cross out the prepositional phrase if you are confused about the subject.)

Incorrect: Either Harriet or Nancy will give me their paycheck.

Correct: Either Harriet or Nancy will give me her paycheck.

(***Either*** **is singular.**)

In both speech and writing, to avoid being sexist, we often use the plural *their* to refer to many indefinite pronouns that are singular We say, for example, and it sounds perfectly right to our ear:

Someone put their keys on the table.

Technically speaking, this use is wrong. Their is plural; someone is singular. On the other hand, the singular pronoun his is sexist:

Someone put his keys on the table.

It is sexist because *someone* could be a female, a possibility the pronoun ignores.

The best way to correct an agreement problem is by rewriting the sentence. You can change the wrong pronoun either to singular or plural. Here is an example:

Incorrect: Everyone who donates $50 will get their name on a plaque.

Correct: If you donate $50, you will get you name on a plaque.

Correct: People who donate $50 will get their names on a plaque.

Here is another example:

Incorrect: Did everyone have their coffee?

Correct: Did you have your coffee?

Correct: Did every diner have coffee?

PRACTICING 1

Correct the agreement errors in the following sentences both ways that you've learned—by changing to the singular and to the plural.

1. Is everybody bringing their date to the party?

Singular: _____

Plural: _____

2. Everyone should help themselves to dessert.

Singular: _____

Plural: _____

3. Nobody knows for certain what their future holds.

Singular: _____

Plural: _____

4. If anyone needs help, they should ask me.

Singular: _____

Plural: _____

5. Would everyone who how the accident give me their names?

Singular: _____

Plural: _____

6. If everyone did what they were told, the world would be a better place.

Singular: _____

Plural: _____

7. If someone tries hard, they will be sure to succeed.

Singular: _____

Plural: _____

8. If someone has a problem with a coworker, they should try to work it out privately.

Singular: _____

Plural: _____

9. Will everyone please tell us their names?

Singular: _____

Plural: _____

10. Neither Dennis nor Derrick sent in their money.

Singular: _____

Plural: _____

Sexism in Writing

You have just learned how to avoid the sexist use of indefinite pronouns. Sexism in writing is even worse when a singular pronoun automatically assigns the male sex to professionals:

Every police officer should wear his badge at all times.

The use of *his* in the above sentence suggests that every police officer is a man, which is both sexist and untrue. On the other hand, using *his* or *her* is correct but clumsy. Another solution is to make the whole sentence plural, using the neutral pronoun *their*. The possible nonsexist choices follow.

Incorrect: Every police officer should wear his badge at all times.

Correct: Every police officer should wear his or her badge at all times.

Correct: Police officers should wear their badges at all times.

Their includes both men and women, and it is not as clumsy as *his* or *her*.

On the other hand, sometimes we are quick to assume that some professions are dominated by women. For example, we may refer to nurses, secretaries, and grade school teachers as *she*. This is also sexist because both men and women can be nurses, secretaries, and grade school teachers. Here is an example of this type of sexism in writing:

Incorrect: A teacher should be a good role model for her students.

Correct: A teacher should be a good role model for his or her students.

Correct: Teachers should be good role models for their students.

If you are facing a pronoun agreement problem that you simply cannot rewrite in the plural, then use *his* or *her*. If the choice is between being sexist or being clumsy, we think it is better to be clumsy.

PRACTICING 2

Rewrite the following sentences to correct the sexist bias.

1. When a plumber is finished working, he shouldn't leave a mess for the customer.

_____

_____

2. A hair stylist should always keep her station clean.

_____

_____

3. A good secretary keeps her boss organized.

_____

_____

4. A flight attendant should be sure her uniform is clean and pressed.

_____

_____

5. You could call a lawyer and find out what he thinks.

_____

_____

6. A social worker visits her clients regularly to check their progress.

_____

_____

7. A criminal who breaks the law repeatedly should serve his full jail term.

_____

_____

8. A reporter must check his facts carefully.

_____

_____

9. An anthropologist in the field should take care of his digging tools.

_____

_____

10. If your doctor doesn't give you an itemized bill, ask him for one.

_____

_____

PRACTICING 3

Rewrite the following sentences to correct the agreement errors and sexism.

1. Everyone should call their mother at least once a month.

_____

_____

2. Neither Nicole nor Sally turned in their homework.

_____

_____

3. A professor should be available to help her students.

4. Either my dog or my cat will get their shots today.

5. Everyone knows that they should not walk on the grass when it is wet.

6. A good boss plans her day efficiently.

7. Nobody in their right mind would do such a thing.

8. An architect needs his blueprints to present his ideas.

9. Everybody wanted their refund by mail.

10. An obstetrician should be considerate of his pregnant patients.

Error No. 10 Review

Rewrite the following paragraph to correct all pronoun agreement and sexism errors.

One problem I have with our neighborhood grocery store is that they hide flawed fruits and vegetables behind fruits and vegetables that are perfect. For instance, the other day, I was in the mood for a juicy nectarine. So, I drove to Tim's Market. In the back of the store, I spied a bin heaped with gorgeous yellowish red nectarines. With glad anticipation I gently palpated the top row of the heap to confirm that each of the globes were perfectly ripe—just ready to be eaten in heavenly juicy bites. Everyone around me were also admiring the fabulous display. No one indicated that they suspected anything wrong with the fruit. But when I started lifting off the top nectarines, I found that the nectarines in the layers underneath were bruised, small, or hard. Each of these nectarines were of inferior quality. None were like the large, attractive, ripe fruit adorning the top layer. It seems to me that when someone owns a grocery store, they should not pretend that all the fruit they sell is top quality. Damaged fruit and vegetables should be placed in a special bin to be sold at a lower price. Every grocery owner should respect his clients enough to be truly honest in his marketing strategies.

Error 12

Omitted Commas

Part I

Punctuation marks are the traffic signs of writing. They are the visible marks that tell the reader when to slow down, when to speed up, and when to stop. In spoken sentences punctuation is heard as pauses, upbeats, and downbeats.

The Comma (,)

You hear the comma as a half-pause. Sometimes the comma just makes listening or reading easier, but sometimes it is crucial to meaning. Here is an example;

Still, water was important to many primitive tribes.

Still water was important to many primitive tribes.

The difference in the meanings of these two sentences depends on where the comma is placed. In the first sentence, *still* means "nonetheless" or "nevertheless." In the second sentence, *still* serves as an adjective describing *water*.

In this section we will cover two hard-and-fast rules of comma usage.

Commas with coordinating conjunctions

Place a comma in front of coordinating conjunctions *[and, but; or, for, nor, so, yet)* that link independent clauses (see Unit 21).

He dated Mabel, but he did not fall in love with her.

I am obsessed with neatness, and my girl friend is, too

He wrote me three letters, so I finally answered him.

Do not use a comma before *and* if it is not followed by an independent clause.

Incorrect: He read a magazine, and watched TV.

Correct: He read a magazine and watched TV.

PRACTICING 1

Finish the following sentences by adding another independent clause and a coordinating conjunction. Remember to use a comma.

Example: The clouds wore beautiful.

The clouds were beautiful, but they brought heavy rain.

1. The earth is mother to us all _____
2. I love movies _____
3. On July 4 we always have a picnic _____
4. Make a fresh pot of coffee _____
5. Love is what makes the world happy _____
6. Fred plays the violin in private _____
7. We're good friends _____
8. Many people are utterly sincere _____
9. The dew was on the rose _____
10. Jane should stop feeling sorry for herself _____

Commas with introductory words, phrases, and clauses

Use a comma after introductory words, phrases, and clauses.

Words: Therefore, we beg you to be patient.
Well, I am not the least bit surprised.
Derrick, I'll take full responsibility.

Phrases: Seen from the top of the hill, the church was small.
Having expressed my view, I withdrew from the argument.
By the way, you owe me $10.00.

Use a comma after a dependent clause only if it comes at the beginning, but not at the end, of a sentence:

If at first you don't succeed, try again.

but

Try again if at first you don't succeed.

When I get a raise, I'm getting a new suit.

but

I'm getting a new suit when I get a raise.

PRACTICING 2

Insect commas where needed. Mark *C* for correct if no comma is needed.

1. _____ No they cannot enter without paying a fee.
2. _____ If he is a great man then many men are great.
3. _____ Although he had a headache Clarence continued to run.
4. _____ Take a left on Elm Street and then a right at the first light.
5. _____ She made a budget but she is not sticking to it.
6. _____ Nevertheless high heels are bad for your posture.
7. _____ I have two job interviews tomorrow and one on Monday.
8. _____ When we live by the sword we perish by the sword.
9. _____ First of all finding happiness should not be your primary goal.
10. _____ He hates to give speeches but he always accepts when it's for a good cause.

PRACTICING 3

Insert commas where needed. In the spaces provided, state the rule that makes the comma necessary.

Example: Ted, your dad is looking for you.

Rule: A comma follows an introductory word.

1. Because I am a woman I believe that mothers influence sons.

Rule: _____

2. Serena please pass the salt and pepper.

Rule: _____

3. She accepted the gold trophy and he accepted the blue ribbon.

Rule: _____

4. If we had known the consequences we would have staved at home.

Rule: _____

5. Additionally he stole her wallet.

Rule: _____

6. The lightening bolt flashed across the sky and rain poured from the heavens.

Rule: _____

7. From where I sit I have observed some fascinating people.

Rule: _____

8. Although he hates routine he orders his coffee at 7:00 A.M. every morning.

Rule: _____

9. Are they planning to pick you up or are you driving alone?

Rule: _____

10. If you hate your job your health is bound to be affected.

Rule: _____

Error No. 12 Review

Correct the passage that follows by placing commas where they belong.

Parents and grandparents who don't learn to use the Internet are behind the time and their situation will only get worse. From a common sense point of view computer literacy is a modern requirement. If you think about it learning to use computers today is equivalent to learning to drive a car fifty years ago. The school in my home town sponsors several media literacy classes and our local community college offers special workshops in using the Internet. These classes teach older adults basic skills and how to connect with the World Wide Web. They even receive tips on how to supervise their children's use of the Internet. My mother has not yet taken advantage of these classes. Therefore she knows nothing about the technology her children use every day. However our neighbor took a computer course and enjoyed it very much. If this neighbor's enthusiasm influences my mother to sign up for the class I'll be thrilled. She might then become technologically literate and part of the twenty-first century.

Error 13

Omitted Commas

Part II

In Error 13 you learned two rules for using commas:

1. Place a comma in front of coordinating conjunctions *(and, but, or, for, nor, so, yet)* that link independent clauses.
2. Use a comma after introductory words, phrases, and clauses.

In this section you will learn two more hard-and-fast rules for using commas: (1) Use commas to separate items in a series, and (2) place commas around words that interrupt the flow of a sentence.

Use commas to separate items in a series

We can talk, daydream, play cards, or read.

They swam, played football, and threw the Frisbee.

The soft, furry leaves feel like velvet.

We will research the facts, gather support, and publicize our cause.

Do not, however, use commas unnecessarily with words in a series.

Do not use a comma before "and" if only two items are mentioned.

Incorrect: He reads novels, and poetry.

Correct: He reads novels and poetry.

Do not use a comma between modifiers unless you can insert the word "and" between them.

Incorrect: She carried beautiful, red roses.

Correct: She carried beautiful red roses.

You wouldn't say *She carried the beautiful and red roses,* so you shouldn't use a comma. You would, however, use a comma between the modifiers of this sentence:

A fresh, brisk breeze blew off the ocean.

You could insert an *and* between the modifiers, and the sentence would still sound right:

> **ESL Advice!**
>
> If you can't hear the Incorrectness of the sentence, memorize the rule.

A fresh and brisk breeze blew off the ocean.

Do not use a comma before the first item in a series or after the last.

Incorrect: We went, to sightsee, to shop, to dine out, and to enjoy, ourselves.

Correct: We went to sightsee, to shop, to dine out, and to enjoy ourselves.

Incorrect: She put, her shoes, her handbag, and her suitcase, in the trunk of the car.

Correct: She put her shoes, her handbag, and her suitcase in the trunk of the car.

PRACTICING 1

Insert commas as necessary to separate items in a series.

1. They jumped over rocks trees and bushes.
2. We can do the job with a little luck a little effort and a little perseverance.
3. I love you more than chocolate marshmallows apple pie and fudge brownies.
4. You need paper pencil and your textbook.
5. Bright sparkling water gushed from the beautiful old fountain.
6. They ate pasta bread and peanuts to get ready for the race.
7. I have a dog a cat a bird and a snake.
8. Do you prefer yams bananas or plantains?
9. My mother my father my sister and my brother live with me.
10. I like to watch baseball football tennis and soccer on television.

PRACTICING 2

Strike through the unnecessary commas in the following sentences.

Example: The old lady put down her coat and hat.

1. She runs, lifts weights, and eats plenty of fresh vegetables, to keep fit.
2. I love my house, and my garden.
3. My neighbors include, a Jamaican, an American, and an Armenian.
4. My ugly, blue car is in the garage.
5. Pack sandwiches, fruit, drinks, and cookies, for the picnic.
6. I love Beethoven, and Chopin.
7. Among my uncle's favorite foods, are ice cream, apples, peaches, and apricots.
8. The brand, new Jeep belongs to my roommate.
9. The card games we like include, canasta, gin, poker, and hearts.
10. The band played blues, and rock and roll.

Place commas around words that interrupt the flow of a sentence.

In talking it is natural to pause before and after words that interrupt the flow of thought. In writing, this pause is signaled by a comma. Interruptions include the following:

1. Expression.

You understand, of course, that the position is temporary.

2. Descriptive phrase.

The lighthouse, tall and majestic, stood among the rocks.

Mr. Golub, our mail carrier, is always very pleasant.

3. Prepositional phrase.

The ice, on which the skaters glided, shone in the moonlight.

4. Unessential clauses that begin with *who, whose, which, when, where,* or *that.*

Elaine, who went to Oakland Community College, now lives in Detroit.

A clause containing information that is *not* essential to understanding a sentence is enclosed by commas.

Ms. Jones, who works at Benson's, witnessed the accident.	**(Because Ms. Jones is named, the information in the clause is not essential to identify her as the woman who witnesses the accident.)**

On the other hand, the clause containing information essential to understanding the sentence is not set off by commas.

The woman who works at Benson's witnessed the accident.

Now the information in the clause is essential to identify who witnessed the accident—*the woman who works at Benson's,* since we don't know her name.

Commas needed: 'The poet read "Daddy," which I'd never heard.

Commas not needed: The poet read a poem that I'd never heard before.

Most of the time, relative clauses with *which* need commas while relative clauses with *that* do not.

Commas needed: The horse Anchovy, which I often ride, is in the stable.

Commas not needed: The horse that I often ride is in the stable.

PRACTICING 3

Underline the words that interrupt the flow of the sentence, then place commas around them.

Example: My uncle who now has gray hair is also my best friend.

My uncle, who now has gray hair, is also mv test friend.

1. The beloved teacher who had taught for 50 years finally retired.
2. The divorce which no one expected was final last week.
3. He realized of course that he would never make his plane.
4. My mother a champion rug hooker never took lessons in her art.
5. The old cat purring furiously rubbed up against my leg.
6. The police officer who is also our crossing guard always looks out for the small children.
7. Mr. Smith by the way is a champion chess player.

8. Self-confidence a key ingredient in success can he developed.
9. The garden around which we strolled is very well cared-for.
10. You are nevertheless mistaken on that point.

PRACTICING 4

Insert the omitted commas in the following sentences. Use all four rules that you have learned in Errors 13 and 14. Then, in the spaces provided, state the rule. If no comma is needed, state the rule that makes it unnecessary.

1. I spoke to him repeatedly but he wouldn't listen.

Rule: _____

2. You need a walking stick a backpack and a compass for the hike.

Rule: _____

3. Of course it is your right to decline.

Rule: _____

My uncle Harry who wears a hearing aid was at my graduation.

Rule: _____

5. Peter will you answer the bell?

Rule: _____

6. I wore my new blue blazer.

Rule: _____

7. They had however other plans.

Rule: _____

8. She heard my voice and came into the room.

Rule: _____

9. My best friend who is also my accountant went with me.

Rule: _____

10. Because you're so nice I wanted to give you a gift.

Rule: _____

Error No. 13 Review

Rewrite the following paragraph to add commas where needed.

Even with a plan it's easy to get derailed. For example when I started college my goal was to become a pediatric nurse. I concentrated on getting good grades so I studied hard working long hours into the night. My science classes required a tremendous amount of reading memorizing and hours of lab work. But in the spring of 1998 I enrolled in a drama class as an elective. I was chosen to be in the school musical and I started to hang out with other drama students. They were all one big bad influence. They spent their days and evenings in the auditorium instead of the classroom. Being young and naive I took to these devil-may-care people faster than you can say "ambisol." As a result my career goals crashed burned and went up in smoke. I neglected reading assignments cut class and skipped labs. All I did was hang around with my new theater friends pretending we were headed for Broadway and fame. When my mother noticed my grades slipping she warned me that my new friends were bad for me but of course I didn't listen. Fortunately the school newspaper panned my performance and I came to my senses. I also realized that I was hurting my mother the person I loved most. So I quit drama and started studying. I am now back to my original hopes and dreams bolstered by diligence and determination.

Error 14

Apostrophe Problems

The apostrophe (') has two uses, to show possession and to indicate a contraction.

Use the apostrophe to show possession.

The chart below shows how apostrophes are used to show possession or ownership. For a singular noun, always add *'s*. However, to form the possessive of a plural noun ending in *s*, add only the apostrophe. If the plural does not end in *s*, add *'s*.

SINGULAR (ALWAYS ADD's)	PLURAL
dog's tail	dogs' tails
boss's desk	bosses' desks
woman's hat	*women's hats*
Genevieve Smith's home	the Smiths' home

PRACTICING 1

Make the following nouns possessive. First decide if the noun is singular or plural. Then decide if you need only an apostrophe or *'s*.

1. The Browns barbecue
2. The cat dish
3. The doctors offices
4. The person mood
5. The children games
6. The car windshield
7. The Moses Ten Commandments
8. The politicians photograph
9. The churches towers
10. The barnyard smell

Use the apostrophe to show an omission in a contraction.

Apostrophes are used to show omitted letters in contractions, such as *don't (do not)* or *isn't (is not)*. Contractions are commonly used in informal writing. Here are some common contractions:

cannot	can't
could have	could've
could not	couldn't
did not	didn't
do not	don't
has not	hasn't
have not	haven't
he is	he's
I am	I'm
I would	I'd
it is	it's
let us	let's
she is	she's
should have	should've
should not	shouldn't
they are	they're
they are not	they aren't
was not	wasn't
who is	who's
will not	won't
would have	would've
would not	wouldn't

In speech we can hear these contractions. What we cannot hear is exactly where the apostrophe goes—where the letter was actually omitted.

wouldn't, not would'nt **(The apostrophe marks the omission of the o.)**

they're, not theyr'e **(The apostrophe marks the omission of the a.)**

Remember to put the apostrophe exactly where the letter is missing.

Do not use apostrophes unnecessarily.
Only use an apostrophe with a possessive.

Incorrect: The mother's are having a bakesale for Oakton School.

Correct: The mothers are having a bakesale for Oakton School.

To lest whether a noun is possessive or not, turn it into an *of* phrase.

The baby's blanket is wet. **(baby's blanket = blanket of baby = possessive)**

The quiz answers' are on the sheet. **(answers' are = the are of the answers = not possessive)**

Do not use apostrophes with the pronouns his, hers, its, ours, yours, or theirs.

Incorrect: The scarf is hers'.
Correct: The scarf is hers.
Incorrect: Put the CD back in it's case.
Correct: Put the CD back in its case.

It's is a contraction—short for *it is*. If you unravel the contraction, you get:

Put the CD back in it is case.

which makes no sense.

PRACTICING 2

Rewrite the following sentences to use contractions whenever possible.

Example: They did not obey the rules.
They didn't obey the rules.

1. You should not rollerblade without knee pads.

_____

_____

2. I could not have cared less.

_____

_____

3. Lou will not take out the garbage.

_____

_____

4. He was not at all impressed with their answer.

_____

_____

5. They said they had not seen him.

_____

_____

6. If he could have attended the meeting, he would have.

_____

_____

7. Why have you not finished your homework?

_____

_____

8. If you did not owe me $10 dollars I would not be so skeptical.

_____

_____

9. I am afraid it is too late for apologies.

_____

_____

10. Who is going to carry in the cake?

_____

_____

PRACTICING 3

Insert apostrophes where needed.

1. Despite health warnings, peoples desire for junk food continues.
2. Were wondering how long hes going to defy the law.
3. According to him, its someone elses fault.
4. Ten artists are displaying their paintings at John Kellers new gallery.
5. Shes afraid of lightning, but he isnt.
6. Africas wild life attracts many photographers.
7. The storys ending puzzled many readers.
8. My cousin inherited Aunt Idas old piano.
9. The governments leaders would only meet in neutral territory.
10. Marvs tattoos have become infects.

PRACTICING 4

Every sentence below has one apostrophe error. It may be missing an apostrophe (or *'s)* in a possessive or in a contraction. Sometimes the error is an unnecessary apostrophe. Add apostrophes (or 's) where they are needed. Strike out all unnecessary apostrophes.

1. Lets fetch Grandpa's coat so he won't be cold.
2. Wasn't he the biggest coward youve ever seen?
3. Put the trophy in it's place on the mantle.
4. Don't be so sure that the bracelet is her's.
5. The contract is asking for two weeks vacation per year.
6. Put an apple and two cookies's in his lunch box.
7. Its my opinion that students shouldn't get an A on a late paper.
8. The Rodmans' and the Joneses attended the game.
9. Its not up to me to give you a pass. .
10. Most of the actors faces had been made up to look old.

Error No. 14 Review

The passage that follows contains ten misplaced or missing apostrophes. Rewrite the passage to correct these errors.

The best taste in the world belongs to chocolate. Whether dark cocoa or light milk chocolate, it's creamy texture delights my pallet. But chocolate is addicting, and once I start eating it, I ca'nt stop. Lately Ive read that doctors attitudes have changed toward chocolate. Doctors used to warn that chocolate caused tooth decay, headache's, and all manner of other illnesses. But now some medical researchers have found that chocolate is a mood elevator and even an aphrodisiac. I think it was my mothers fudge that started me on the road to being a chocolaholic. No one elses fudge could compare with her's. I used to sit in my room with a large square of

Mom's fudge on a porcelain saucer, and I felt so comforted and queenly as I bit into one nutty piece after another. You woul'dve thought I was in heaven. Other desserts are lovely, but they just dont compare with good chocolate.

_____

_____

_____

_____

_____

_____

_____

Error 15

Incorrect Capitalization

Part I

Because capital (uppercase) and lowercase letters sound the same, your ear cannot help you with capitalization: *Penny,* the name, sounds the same as *penny,* the noun, meaning "a one-cent coin." To learn capitalization, you must know the rules. Here are the first set of rules (you will learn additional rules in the next section, Error 18):

- Capitalize the first word in a sentence or direct quotation.
- Capitalize names of individual persons and the word I.
- Capitalize family relationships used as names.
- Capitalize the names of nationalities, religions, races, tribes, and languages.
- Capitalize after a colon if what follows is a full sentence.
- Capitalize the names of the days of the week, months of the year, holidays, and religious occasions.
- Capitalize the names of specific places, including monuments.
- Capitalize the names of companies, clubs, political groups, and other official organizations.

Here are these rules of capitalization, one by one.

Capitalize the first word in a sentence or direct quotation.

Children often feel insecure.

Ralph Sockman said, "The test of courage comes when we are in the minority; the test of tolerance comes when we are in the majority." "The fault," she insisted, "is in us."

Notice that in the third example, *the* is capitalized because it begins a new sentence; however, *is* remains lowercase because it is part of the first sentence.

PRACTICING 1

Correctly capitalize the following sentences.

1. Jessica complained vigorously, she said she felt deprived.
2. "can you give me a map?" she asked. "my sense of direction is terrible."
3. Carmen laughed, "he'll be fine if you just leave him alone."
4. I want to be remembered as a helpful person. helpful people are saints.
5. Run for your life! don't stay under the tree.

Capitalize names of individuals and the word I.

Give the note to Miss Ehrlich, not to Captain Douglas.

Our family doctor is Ruth Kazan.

Notice that nicknames are also capitalized.

He was known by his buddies as Big Shoulder Beans.

PRACTICING 2

Capitalize the names of individuals in the following sentences.

1. All Americans revere abraham lincoln.
2. I hate it when my dad's college pals call him shorty.
3. Laurence bradley, carolyn costaldo, and jose guiterrez are scheduled to talk at Career Day.
4. The greatest Sioux leader was sitting bull.
5. Many cities have named streets after the great civil rights leader, martin luther king.

Capitalize family relationships used as names.

Here comes Uncle Joe, drunk as a lord.

After Grandpa Justin had lunch, we went to the park.

Please don't give Mom so much trouble.

Notice that you do not capitalize *mother, father, grandmother, grandfather, uncle, aunt, cousin,* and so forth when these terms are preceded by *my, your, our,* or any other possessive word.

Ask Grandma if she'd like more tea.

Ask your grandma if she'd like more tea.

His aunt raises golden retrievers.

but

Auntie Meg raises golden retrievers.

PRACTICING 3

Capitalize wherever necessary. Write C In the blank if the sentence is correct.

1. _____ My mother grew up on a farm in West Texas.
2. _____ I was so mortified that I never wanted to see aunt Ruby again.
3. _____ Her grandmother could ride a horse like a cowboy in a rodeo.
4. _____ My uncle Frank never mentions his brother, Norm.
5. _____ If you take dad to the airport, remind him to call mom.

Capitalize the names of nationalities, religions, races, tribes, and languages.

I love Chinese, Vietnamese, and Italian food.

The Baptist, Methodist, and Catholic churches are sponsoring a community picnic on Sunday.

Denise Chavez writes about the Mexican-American community in New Mexico.

Native Americans of the Southwest include the Zunis, Navajos, Apaches, and Utes.

Most people in Montreal speak both French and English.

PRACTICING 4

Fill in the blanks as indicated.

Example: In high school, I took (language) Spanish.

1. My best friend is (nationality) _____.
2. Someone who is bilingual speaks two languages fluently, such as _____ and _____.
3. People who live in Canada are _____, and people who live in Mexico are _____.
4. There are many Protestant denominations, including _____, _____, and _____.
5. The (races) _____, _____, and _____ must learn to appreciate each other's cultures.

Capitalize after a colon if what follows is a full sentence.

Here is a command I can respect: "Love your neighbor as yourself."

but

The following ingredients are needed: eggs, flour, sugar, and milk.

PRACTICING 5

If the sentence is capitalized correctly, leave it alone. Write over any lowercase letters that should be capitalized.

W

Example: Dear Sir: we regret that the table you ordered is still not in stock.

1. Please enclose the following papers: the bank statement, the tax return, and the application.
2. The poem begins as follows: "despair is a green snake with black wings."
3. Follow these directions: Dig a trench, hammer some stakes into the ground, and set up the tent.
4. Here are the virtues I am anticipating: loyalty, courage, and faith.
5. This is what I advised him: continue to take your medicine and see what happens.

Capitalize the days of the week, months of the year, holidays, and religious occasions.

Labor Day always falls on Monday.

My favorite time to snow ski is in January or February.

Halloween is becoming a very popular holiday.

Every Easter, I attend church services at sunrise.

Note that the seasons of the year are not capitalized.

I love the fall when all the leaves take on brilliant hues.

In the spring, people's thoughts turn to love.

PRACTICING 6

In the spaces provided, mark *C* if the sentence is properly capitalized and *NC* if it is not. Then correct the errors.

1. _____ Many Americans celebrate palm sunday as well as passover.
2. _____ Next Summer I plan to visit Guadalajara.
3. _____ I attend night school on tuesdays and Wednesdays.
4. _____ Does school close on Martin Luther King Day?
5. _____ Every Christmas I eat candy until I'm sick.

Capitalize the names of specific places, including monuments.

Last summer we visited Mount Rushmore.

Some day I want to visit the Leaning Tower of Pisa in Italy

Who engineered the Golden Gate Bridge?

I attend New York University and hope to graduate this year

Follow Anderson Blvd. all the way to Stocker Road.

Park right in front of Brown's Bakery Shop.

Do not capitalize the names of places that are not specific:

He walked down the street toward the bakery shop.

but

He bicycled down Maple Street to Brown's Bakery Shop.

PRACTICING 7

Correct the capitalization errors in these sentences.

1. The hurricane hit miami and tampa before heading up the coast to south Carolina.
2. Thousands of people visit yellowstone national park and mount rushmore each year.
3. My mother was born in the small town of haskell, texas; my father came from limerick, ireland.
4. First I have to stop at wagner's drug store and then at five star cleaners, which is right next door.
5. New Orleans is on lake pontchartrain, which empties into the gulf of mexico.

Capitalize the names of companies, clubs, political groups, and other official organizations.

You can still get "full serve" at some Standard Oil stations.

"Bonjour" is the name of our French Club.

My brother switched from the Republican Party to the Democratic Party.

I belong to the National Organization for Women.

The Federal Bureau of Investigation (FBI) is headquartered in Washington.

PRACTICING 8

Underline the words that should be capitalized in the following sentences.

1. Our college uses national-international student programs (NISP) for its international study programs.
2. Belonging to the sorority alpha sigma alpha has helped me make friends on campus.
3. Several of my friends work at pacific bell telephone company.
4. Our next-door neighbor has been elected to the house of representatives.
5. She works at flossmore general hospital.

Error No. 15 Review

Correct all the capitalization errors in the following essay.

I love santa fe, new mexico. When you drive through the center of town, you would never guess that this is a state capital. The small town square is bordered on all sides by fabulous shops displaying authentic indian jewelry, rugs, and pottery. At the center of the square is a pretty little park where you can watch tribal dances and listen to hispanic music. One side of the square is called "governor's mansion." Along its front is a portal, where craftspeople from the various pueblos of the area display their wares. They sell hopi kachina dolls, zuni fetishes, navajo silver jewelry, and acoma pots. When I visit santa fe, I always stop by the wheelwright museum because it has a wonderful gift shop, where I can buy antique hopi kachinas. I also love to drive out to the little town of susuque for some delicious mexican tamales, smothered in red salsa and accompanied by freshly mashed guacamole. There's a picturesque little catholic church with a classic black steeple standing at the side of the road. If I have the time, I like to hike in bandalero state park or take a drive to some of the famous rock formations, like ship's rock or camel rock. All houses in santa fe are made of adobe so that when you drive up hyde park road toward the ski lift, you might actually think you're in a foreign country like iraq or in some mexican village. The new mexico sky in santa fe is gorgeous—filled with giant white puffy clouds that are a magical backdrop for lightning storms at night. Santa fe may not be as wild and exciting as Chicago or new york city, but it is stunning in its rustic and artistic charms.

Error 16

Incorrect Capitalization

Part II

In the last section, Error 17, you learned these rules for capitalizing correctly:

- Capitalize the first word in a sentence or direct quotation.
- Capitalize names of individual persons and the word *I*.
- Capitalize family relationships used as names.
- Capitalize the names of nationalities, religions, races, tribes, and languages.
- Capitalize after a colon if what follows is a full sentence.
- Capitalize the names of the days of the week, months, holidays, and religious occasions.
- Capitalize the names of specific places, including monuments.
- Capitalize the names of companies, clubs, political groups, and other official organizations.

Now you will learn these other capitalization rules:

- Capitalize names of commercial products.
- Capitalize titles of books, magazines, essays, poems, stories, plays, articles, films, television shows, songs, and cartoons.
- Capitalize titles used in front of a person's name.
- Capitalize specific college courses.
- Capitalize areas of the country.
- Capitalize historical eras and events.
- Capitalize abbreviations of familiar organizations, corporations, people, countries, time, and titles.
- Capitalize the opening and the first word of the closing of a letter.

Capitalize the names of commercial products.

I use Tide because it works as well as any other laundry detergent.

Do not capitalize types of products.

We need paper towels, spaghetti sauce, and peanut butter. **(These are merely types of products, not brand names.)**

but

Post oatmeal is good for you. **("Post" is a brand name, but "oatmeal" Is a type of food.)**

PRACTICING 1

Capitalize the names of commercial products in the following sentences.

1. I love hershey's chocolate.
2. My favorite milk additive is carnation.
3. I always use gillette shaving cream.
4. The most popular car of the 1960s was the Volkswagen.
5. To repel mosquitoes, off works really well.

Capitalize titles of books, magazines, newspapers, essays, poems, stories, plays, articles, films, television shows, songs, and cartoons.

Book: Have you read *Hearts* by Hilma Wolitzer?

Magazine: I subscribe to *Discover* magazine.

Newspaper: *The Washington Post* is a respected newspaper.

Essay: Her essay is entitled "Affirmative Action and Women: Off the Cuff Comments."

Poems: I love Lorena Bruff's poem, "The Cello."

Story: "A Worn Path" is a moving short story.

Play: She was wonderful in *King Lear*.

Article: Read the article called "Shakespeare in the Bush."

Film : *Civil Action* is a powerful movie.

Television Show: I always watch "60 Minutes" on Sunday night.

Song: Bob Marley's "War" uses the words of a speech as its lyrics.

Cartoon: I miss "The Far Side" cartoons.

Notice how words are capitalized in titles. The beginning word is always capitalized. The first word after a colon is also always capitalized. Certain words are not capitalized, however, unless they come at the beginning.

Do not capitalize:

- The article a, an, or the unless it is the first word
- The coordinating conjunctions *and, but, yet, or, nor, so,* and *for*
- Short prepositions such as *of, from, by, in, up,* and *out* (capitalize prepositions of five or more letters, such as *about, among, between, behind, through, though,* and *without)*

PRACTICING 2

Correctly capitalize the titles in the following sentences.

1. I read an article in science fiction digest entitled "UFO's appear in farmer's field."
2. Paul Laurence Dunbar wrote a poem called "we wear the mask."
3. Two of my favorite television shows are "wheel of fortune" and "mad about you."
4. *A farewell to arms* can be found in the book, *collected short stories of ernest hemingway.*
5. First she sang "fly me to the moon" and then "moon over miami."

Capitalize titles used in front of a person's name.

President George W. Bush, Governor Zell Miller, Secretary of State Madeline Albright, General H. Norman Schwarzkopf, Jr., Attorney General Janet Reno, Mrs. Miller, Mr. Planter, Ms. Lowery

but

George W. Bush, the president of the United States; Zell Miller, governor of Georgia; Madeline Albright, secretary of state; H. Norman Schwarzkopf, Jr., retired general; and Janet Reno, attorney general of the United States

PRACTICING 3

In the blank in front of each sentence, write *C* if the sentence is correct and *NC* if it is incorrect. Correct by writing above the word:

1. _____ Warren Christopher was once the Secretary of State.
2. _____ My congratulations to Mr. Smith and miss james.
3. _____ One day a woman will be President of the United States.
4. _____ Richard Nixon was once vice president.
5. _____ They said that Congresswoman McKinney would speak.

Capitalize specific college courses.

I aced the exam in Algebra 100.

but

All my life I've hated algebra.

I am taking Introduction to Psychology.

but

Classes in psychology are very popular.

Language courses are always capitalized.

I'm taking French 100.

I'm planning on studying Chinese.

PRACTICING 4

Capitalize the names of specific college courses.

1. The hardest class I ever took was introduction to speech.
2. Last semester I got an A in anthropology and a B in Spanish
3. He says he is taking religion 101.
4. I made a fool of myself in introduction to acting.
5. My favorite class is introduction to prison literature.

Capitalize areas of the country.

People In the Midwest sometimes talk like Canadians.

We decided to move to the South.

I'll never live on the West Coast.

Do not capitalize compass directions or areas of the country used as adjectives.

Go south for two blocks, then turn north.

My mother speaks with a western clip.

PRACTICING 5

Fill in the blanks with an area of the country or a compass direction. Capitalize correctly.

Example: Her favorite aunt lives on the East Coast.

1. On the _____ side of the mountains, was a valley.
2. We drove all night, always heading _____.
3. Thirteen years ago I moved from the _____ Coast to the _____ Coast.
4. If I could choose, I'd live in the _____.
5. Go _____ on Berkford, and then turn _____ on Nancy Creek.

Capitalize historical eras and events.

In the Age of Reason humans tried to make sense of their world.

I wish I had lived during the Medieval Period.

Poetry from the Romantic Age was largely about nature.

Many Americans were hurt during the Depression.

The Battle of the Bulge was the last great battle of World War II.

PRACTICING 6

Mark *C* beside the sentence in each pair that is correctly capitalized.

1. _____ (a). Custer was killed in the battle of little big horn.
   _____ (b). Custer was killed in the Battle of Little Big Horn.
2. _____ (a). The Civil War pitted American against American.
   _____ (b). The civil war pitted American against American.
3. _____ (a). In the Victorian age people were very prudish.
   _____ (b). In the Victorian Age people were very prudish.

4. _____ (a). The modern age is characterized by many good novels.
   _____ (b). The Modern Age is characterized by many good novels.
5. _____ (a). World War I was settled by the Treaty of Versailles.
   _____ (b). World war I was settled by the treaty of Versailles.

Capitalize abbreviations of familiar organizations, corporations, people, countries, time, and titles.

Organization:	FAA, NCAA, MADD
Corporation:	GE, AT&T, MCI
People:	JFK, FDR, LBJ
Countries:	U.S.A. or USA, U.K, or UK
Time:	12:00 A.M., 2:30 PM.
Titles:	Benjamine Stein, Sr.; Felicia Baquero, M.D. Theodore Munch, Ph.D.; Carolyn Wu, D.D.S.

PRACTICING 7

Complete the following sentences with an appropriate abbreviation.

1. The abbreviation for the Soviet Union was _____.
2. The Boy Scouts of America is sometimes abbreviated _____.
3. The Food and Drug Administration, or _____, is an important government agency.
4. Alcoholics Anonymous is known as _____, and the Automobile Association of American is known as _____.
5. John Chavez is both a medical doctor, or _____ and a doctor of philosophy, or _____.

Capitalize the opening and the first word of the closing of a letter.

Dear Madame,
My dear Joseph,
Dear Dr. Pevitts,
Sincerely,
Sincerely yours,
Best regards,
Love and kisses,

PRACTICING 8

Write a letter about yourself as part of your application to be admitted to college. Capitalize correctly.

Error No. 16 Review

Correct all the capitalization errors in the following letter.

april 1st, 1999

Dear Peter,

this is a hard letter to write since I do not convey bad news well. I have signed up for three classes, all of which I like. I'm enrolled in introduction to freshman composition, economics 101, and us history from the revolutionary war to the civil war. I expect to do well in all of them because I am determined to study hard and get good grades. What's the bad news? Well, it is this: the girl you like so much—the one from the south who speaks in such a charming way—is in all my classes. What's more, on her own and without any prompting whatsoever from me, she has decided to sit right next to me in every class. I told her that you would not like that, especially since you come from the northeast and have a very jealous nature. You know what she said? She said she didn't care if you were secretly a cia agent from Washington, d.c., she intended to sit where she pleased. What can I do? I'm just a kid from the west coast who is used to free spirited California girls. I told you you should've stayed at citrus college rather than transfer ring to riverside university, but you wouldn't listen. Now, because of your thoughtlessness, I'm stuck with the prettiest girl in town.

yours sincerely,

John

P.S. I don't work for the fbi, but this is a fib. Happy april fools' day!

Error 18

Semicolons

A semicolon is a form of punctuation that separates complex lists, or connects complete, independent clauses.

1. Separating a complex list:

- Place semicolons between items in lists if some items in the list include commas.

  Example: My classmates are from Milwaukee, Wisconsin; St. Paul, Minnesota; Des Moines, Iowa; and Detroit, Michigan.

  Example: Our good time at the fair included making a Spin-a-Paint masterpiece; going to the art show, where my mother's ceramic vase won a ribbon; visiting the animal barns; and eating a honey sundae, an onion blossom, and, of course, mini doughnuts.

2. Linking closely-related independent clauses:

- Place a semicolon between two independent clauses (they could stand alone as a sentence) to link them in the same sentence.

  Example: I don't have time to practice fiddling; my school work is too demanding.

  Example: It looks like it is going to rain; I better bring my umbrella.

  Example: When going to school in St. Paul, Minnesota, I lived in an off-campus apartment complex; my next-door neighbor became my best friend.

3. Linking complete clauses with a conjunctive adverb:

- Place a semicolon between independent clauses linked with a *conjunctive adverb*, or a transitional word or phrase. Some common conjunctive adverbs are *therefore, however, consequently*, and *hence*. Phrases include *on the other hand, in fact*, and *in conclusion*. Use commas after transitional words or phrases.

  Example: It looks like it might rain; *however*, the weather report suggests sunshine all day.

  Example: I don't have time to practice before the concert; *in fact*, I hardly have enough time to change into my concert outfit.

When NOT to Use a Semicolon

- Use commas, NOT semicolons, after an independent clause (it could stand alone as a full sentence) joined with another independent clause by a coordinating conjunction (*for, and, nor, but, or, yet, so*).

Example: It looks like it is going to rain, but the weather report on the radio said to expect sunshine all day.

- Use a colon—not a semicolon—when what follows the punctuation restates what comes before.

  Example: There are two things I need to do today: call my mother and feed the cat.

- Use commas to separate items in a list if none of the items in the list require commas too.

  Example: The first-year curriculum included courses in Torts, Contracts, Criminal Law, Legal Writing, and Justice.

PRACTICING 1

Insert semicolons as needed in the following sentences. Check your answers and read the explanations below.

1. All the stores in our neighborhood used to be closed on Sunday now they're open all day and sometimes even on Sunday evening.

2. The city has adjusted its traffic regulations to accommodate bicycles for example, most avenues now have clearly marked bike lanes.

3. The appointment calendar listed Ms. Alvarano, 10:15, Mr. Barks, 11:00, and Mrs. Low, 11:45.

4. Betty Collins, a most unlikely candidate, was nominated on the first ballot, however, she told reporters that the party would be pleased with her nomination when she won the election in November.

PRACTICING 2

Insert semicolons where they are needed in the following sentences.

1. Because there was heavy fog, the airport was closed many travelers were delayed all night.

2. Bernie was depressed about his fortieth birthday his spirits improved, however, when he opened his presents.

3. Drivers must always remain alert it's hard to predict, I think, what people will do when they get behind a wheel.

4. The city has adjusted its traffic regulations to accommodate bicycles for example most avenues now have clearly marked bike lanes.

5. If you like to travel, you will probably enjoy Paul Theroux's books he is a master of description.

6. Every year more and more Americans move to the Sunbelt the climate there, it seems, is irresistible.

7. The space program has always generated controversy some people believe that the money could be better spent on earth.

8. Caracas, Venezuela, and Los Angeles, California, share a common traffic problem both cities, I know, have complex freeway systems and enormous amounts of traffic.

9. The quickest route between San Francisco and Los Angeles is the inland highway the most scenic route is the highway along the coast.

10. Raimondo Cavazos, who is the school's top basketball player, enjoys sports in addition to basketball, he plays baseball.

PRACTICING 3

In each sentence a comma is used instead of a semicolon. Circle the comma to show that a semicolon is needed.

EXAMPLE: Ben arrived later, consequently, he missed the meeting.

1. My sister likes to save money, in fact, she already has saved a thousand dollars.

2. We bought peaches, plums, and nectarines, but the peaches were not ripe.

3. The dog, whose tail wagged continuously, barked, but its owner, a nice man, reassured us.

4. Billy, wait for little Joey, he can't walk that fast.

5. Selling ice cream, Beth earned almost $100, that was the most for any one day.

6. We sang, danced, and went for a moonlit swim, and a good time was had by all.

7. It's time to mow the lawn, also, the garden needs to be weeded.

8. You can't start writing now, first, you must do some research.

9. Paris, Florence, and Venice are all beautiful cities, but my favorite is Florence.

10. I had been there before, as a result, I didn't pay attention to the directions.

PRACTICING 4

Complete the sentences below.

EXAMPLE: I love exotic food; however, that meal was too much for me.

1. _____ ; however, _____.

2. _____ ;for instance, _____.

3. _____ otherwise, _____.

4. _____ ; _____.

5. _____ on the other hand, _____.

Error No. 18 Review

All the semicolons have been omitted from the following passage. Fill them in where necessary.

When I was a freshman at Ohio State, I felt so lost. I was away from home for the first time, and my parents and friends were not there to help me. During the first week I was here, I had such a hard time finding my way around. When I wanted to be at the Carroll Building, I would end up walking toward the Math Building on the opposite side of the campus however, whenever I asked other students, they were always nice to me, and would point me in the right direction. They probably knew I was new at school, and had sympathy for me when I actually made it to the classes, I felt lost all over again because there were so many other students in them. I did not know anyone however I was comforted knowing that all the other freshmen felt the same way I did one girl even turned to me and said, "Hey are you new too?" During the next couple of weeks, I became more and more comfortable with the school I even found my way around campus. I like this school because the professors are nice, the other students are friendly, and the campus is beautiful.

Error 19

Prepositions

A preposition is a word that shows the relationship between a noun and other words in the sentence. Common prepositions include: *after, during, for, while, from, of, to, before, in, on, with.*

Prepositions of Time

1. Prepositions to indicate duration of time: *For, during* and *while*

- We use *for* + a period of time to say how long something goes on:

  Example: We watched TV for two hours last night.

  Example: Jess is going away for a week in September.

  Example: I've been waiting for ages.

  Example: Are you going away for the weekend?

We use *during* + noun to say when something happens (not how long):

during the movie *during our holiday* *during the night*

Example: I fell asleep during the movie.

Example: We met some really nice people during our holiday.

Example: The ground is wet It must have rained during the night.

With 'time words' (for example: the morning / the afternoon / the summer), you can usually say in or during:

Example: It must have rained in the night. (Or, ... during the night.)

I'll phone you sometime during the afternoon. (Or, ...in the afternoon.)

You cannot use *during* to say how long something goes on:

Example: It rained *for* three days without stopping, (not *during* three days)

Compare *during* and *for*:

Example: I fell asleep *during* the movie.

I was asleep *for* half an hour.

Compare *During* and *while*:

We use *during* + noun:

- I fell asleep during the movie.

We use *while* + subject + verb:

- I fell asleep while I was watching TV.
- We met a lot of interesting people during our holiday.
- We met a lot of interesting people while we were on holiday.
- Robert suddenly began to feel ill while he was doing the exam.
- Robert suddenly began to feel ill during the exam

PRACTICING 1

Insert *for, while* or *during* in the blanks to complete the following sentences.

Example: It rained for three days without stopping.

We met a lot of interesting people while we were on holiday.

We met a lot of interesting people during our holiday.

1. We will stay in the summerhouse in Florida _____ the month of January.
2. Mary has been in the United States _____ a year.
3. _____ I was on holiday, I didn't read any newspapers or watch TV.
4. Did you meet Mr. Green _____ your stay in Savannah?
5. No, I did not see him because I was there _____ only two hours.
6. My phone rang _____ we were having dinner.
7. Production at the factory was seriously affected _____ the strike.
8. Can you hold my bag _____ I try on this jacket?
9. We usually go out at weekends, but we don't go out _____ the week very often.
10. The president gave a long speech. She spoke _____ two hours.
11. John has lived in France _____ two years.
12. The projector broke down twice _____ the showing of the film.

13. Please don't interrupt me _____ I'm speaking.

14. I waited for you_____ half an hour and decided that you weren't coming.

15. What did they say about me _____ I was out of the room?

PRACTICING 2

Complete these sentences.

Example: I fell asleep while I was watching TV.

1. Nobody came to see me while_____.

2. Can you wait for me while _____.

3. Most of the students looked bored during _____.

4. I was asked a Lot of questions during _____.

5. Don't open the car door while _____.

6. The lights suddenly went out while_____.

7. It started to rain during _____.

8. It started to rain while _____.

9. What are you going to do while _____.

2. *Until* and *by*:

Something continues *until* a time in the future: **Example:** Joe will be away until Monday. (= he'll be back on Monday)

Something happens by a time in the future: **Example:** Joe will be back by Monday. (= he'll be back not later than Monday)

You can say 'by the time something happens'(for the present): **Example:** It's too late to go to the bank now. By the time we get there, it will be closed. (= the bank will close between now and the time we get there)

You can say 'by the time something happened' (for the past): **Example:** Karen's car broke down on the way to the party last night. By the time she arrived, most of the other guests had left. (= it took her a long time to get to the party and most of the guests left during this time)

Also by then or by that time: **Example:** Karen finally got to the party at midnight, but by then, most of the other guests had left. (Or,... but by that time, most of the other guests had left.)

PRACTICING 3

Complete the sentences with *by, until* or *by the time*:

1. Can you be ready _____ six o'clock?
2. Let me know whether you can come to the party _____ Saturday.
3. The movie will not begin _____ 9:00 p.m.
4. _____ I got to the party, most of the other guests had left.
5. The store will open _____ 9:00 a.m.

3. Three Common Prepositions of Time: *At, On, In*

Common prepositions of time are *at, on* and *in*.

- You use *at* for clock time. **Example:** My last class ends at 3 p.m.
- You use *on* for days and dates. **Example:** Ricky came on May 2nd.
- You use *in* for months, years, seasons, and longer periods of time. **Example:** I was born in September.

On time and *in time*:

On time = punctual, not late. If something happens on time, it happens at the time that was planned: **Example:** The 11.45 train left on time. (= it left at 11.45)

In time (for something / to do something) = soon enough: **Example:** Will you be home in time for dinner? (= soon enough for dinner)

At the end and *in the end*:

At the end (of something) = We use *at the time* when something ends. **Example:** The players shook hands at the end of the game.

In the end (finally) = We use *in the end* when we say what the final result of a situation was: **Example:** We had a lot of problems with our car. We sold it in the end. (= finally we sold it)

The opposite of *in the end* is usually at first: **Example:** At first we didn't get on very well, but *in the end* we became good friends.

Prepositions of Place:

Three Common Prepositions of Place: *At, On, In*

- Common prepositions of place are *at, on,* and *in.*
- You use *at* for specific places, including addresses.
- You use *on* for streets.
- You use *in* for an area, a state, a country, a continent.

We say that somebody/something is:

- in a line / in a row / in a queue in bed
- in the sky / in the world in the country / in the countryside
- in an office / in a department
- in a picture / in a photo / in a photograph
- in a book / in a paper (= newspaper) / in a magazine / in a letter

Example:

When I go to the cinema, I like to sit in the front row.

I've just started working in the sales department.

Who is the woman in that photo?

Have you seen this picture in today's paper?

- in a row
- on the left / on the right
- on the left-hand side / on the right-hand side
- on the ground floor / on the first floor / on the second floor etc.
- on a map / on a menu / on a list on a farm

Example:

In Britain we drive on the left. (Or, ... on the left-hand side.)

Our apartment is on the second floor of the building.

Don't buy anything that's not on the list.

Have you ever worked on a farm?

We say that a place is

- on a river / on a road / on the coast:

Example:

Budapest is on the (river) Danube.

The town where you live - is it on the coast or inland?

- Also, on the way:

Example: We stopped to buy some things in a shop on the way home.

- at the top (of) / at the bottom (of) / at the end (of)

Example: Write your name at the top of the page, jane's house is at the other end of the street.

- in the front / in the back of a car

Example: I was sitting in the back (of the car) when we crashed.

- at the front / at the back of a building / theatre / group of people etc.

Example:

The garden is at the back of the house.

Let's sit at the front (of the cinema). We were at the back, so we couldn't see very well.

- on the front / on the back of a letter / piece of paper etc.

Example: I wrote the date on the back of the photo.

- at the back/front
- in the corner of a room

Example: The TV is in the corner of the room.

- at the corner or on the corner of a street

Example: There is a small shop at/on the corner of the street.

We say that somebody is in hospital / in prison / in jail:

Example: Anna's mother is in hospital.

We say that somebody is at work / at school / at university / at college:

Example: I'll be at work until 5.30.

Julia is studying chemistry at university.

We say that somebody is at home or is home (with or without at), but we say do something at home (with at):

Example:

I'll be at home all evening, or I'll be home all evening.

Shall we go to a restaurant or eat at home?

- At a party / at a concert etc.

We say that somebody is at an event (at a party / at a conference etc.):

Example:

Were there many people at the party / at the meeting / at the wedding?

I saw Steve at a conference / at a concert on Saturday.

- In and at for buildings

You can often use *in* or *at* with buildings. For example, you can eat *in* a restaurant or *at* a restaurant; you can buy something in a supermarket or at a supermarket. We usually say *at* when we say where an event takes place (for example: a concert, a film, a party, a meeting):

Example:

We went to a concert at the National Concert Hall.

The meeting took place at the company's head office in Frankfurt.

There was a robbery at the supermarket.

We say at the station / at the airport:

Example:

There's no need to meet me at the station. I can get a taxi.

We say at somebody's house:

Example:

I was at Helen's house last night, or I was at Helen's last night.

- Also at the doctor's / at the hairdresser's etc.

We use in when we are thinking about the building itself. Compare:

We had dinner at the hotel. All the rooms in the hotel have air conditioning. (not at the hotel)

I was at Helen's (house) last night. It's always cold in Helen's house. The heating doesn't work well, (not at Helen's house)

- *In* and *at* for towns etc.:

We normally use in with cities, towns and villages:

Example:

The Louvre is a famous art museum in Paris, (not at Paris)

Sam's parents live in a village in the south of France. (not at a village)

We use at when we think of the place as a point or station on a journey:

Example:

Does this train stop at Oxford? (= at Oxford station)

- On a bus / in a car etc.

We usually say on a bus / on a train / on a plane / on a ship but in a car / in a taxi:

Example:

The bus was very full. There were too many people on it.

Laura arrived in a taxi.

We say on a bike (= bicycle) / on a motorbike / on a horse:

Example: Jane passed me on her bike.

Prepositions of direction: *To, At, Into*

TO— ■ ▶

We say go/come/travel (etc.) to a place or event. For example:

go to China	go to bed	come to my house
go back to Italy	go to the bank	be taken to hospital
return to London	go to a concert	be sent to prison
welcome somebody to a place		drive to the airport

Example:

When are your friends going back to Italy? (not going back in Italy)

Three people were injured in the accident and taken to hospital.

Welcome to our country! (not Welcome in)

In the same way we say

'a journey to / a trip to / a visit to / on my way to

Example:

Did you enjoy your trip to Paris / your visit to the zoo?

Compare to (for movement) and in/at (for position):

Example:

They are going to France, but They live in France.

Can you come to the party? but I'll see you at the party.

We say *been to a place* or *an event*:

Example:

I've been to Italy four times, but I've never been to Rome.

Amanda has never been to a football match in her life.

- Get and arrive

We say get to a place:

Example:

What time did they get to London / to work / to the hotel?

But we say *arrive in* ... or *arrive at* ... (not *arrive to*).

We say arrive in a town, city or country:

Example:

They arrived in London / in Spain a week ago.

For other places (buildings etc.) or events, we say arrive at:

Example:

When did they arrive at the hotel / at the airport / at the party?

- Home

We say go home / come home / get home / arrive home / on the way home etc. (no preposition). We do not say 'to home':

Example:

I'm tired. Let's go home now. (not go to home)

I met Lisa on my way home, (not my way to home)

- Into

Go into, get into ... etc. = enter (a room / a building / a car etc.):

Example:

I opened the door, went into the room and sat down.

A bird flew into the kitchen through the window.

Every month, my salary is paid directly into my bank account.

With some verbs (especially go/get/put), we often use in (instead of into):

Example:

She got in the car and drove away, (or She got into the car...)

I read the letter and put it back in the envelope.

The opposite of into is out of:

Example:

She got out of the car and went into a shop.

We usually say 'get on/off a bus / a train / a plane' (not usually into/out of):

Example:

She got on the bus and I never saw her again.

PRACTICING 4

Insert *to/at/in/into* to complete the following sentences.

EXAMPLE:

1. We left our luggage _____ the station and went to find something to eat.

2. She walked _____ the kitchen and put her packages _____ the table.

3. A formation of twelve airplanes flew _____ our house.

4. Shall we take a taxi _____ the station or shall we walk?

5. I have to go _____ the bank today.

6. The Amazon flows_____ the Atlantic Ocean.

7. 'Do you have your camera with you?' 'No, I left it _____ the car.

8. I had lost my key, but I managed to climb _____ the house through a window.

9. We got stuck in a traffic jam on our way _____ the airport.

10. Did you enjoy your visit _____ the museum?

Error No. 19 Review

The following passage has some errors in the use of prepositions. Edit and rewrite the sentences that have such problems.

Mr. Hill arrived in New York in May 10 on eight o'clock on the evening. He decided to call on his uncle who lived in Fifth Avenue. He got on a bus to the station and put his fare on the fare box. The bus was very crowded, so Mr. Hill had to stand up all the way. When he reached 85th Street, Mr. Hill got off the bus and walked a short distance in the apartment building of which his uncle lived. He knocked in the door on his uncle's apartment. He waited during a few minutes, but no one came to the door. He was disappointed to find no one to home. He didn't know where to go because his uncle had promised to reserve a room for him by a downtown hotel. He saw a bench to the end of the hall, and he sat down in it to wait for his uncle.

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Help for Your Reading

You can improve your reading with a few commonsense techniques. Here are some suggestions to help you read the selections in this book.

1. Scan the whole piece before you read.

Before you begin to actually read an essay, short story, or poem, casually look it over. Pay attention to the title—especially in the case of poems and short stories. The title is often a clue to the meaning of the piece. Turn the pages of an essay to see its major divisions, if any. Some essays are subdivided by heads; others appear as solid blocks of print. Scanning the heads as you turn the pages will tell you what an essay is about and what points it covers. Note the number of pages. What you are doing is looking over the essay as if it were a map for an upcoming trip. You are finding out how far you have to go and what kind of ground you have to cover.

2. Read the headnote first.

The headnote is the paragraph that precedes each writing selection. It gives you a general idea of what the reading is about and any surprises or twists you should look for. The headnote may also alert you to the work's main points. Through the headnote, the editors can whisper advice in your ear as you get ready to tackle the selection.

3. Write your reactions in the margins of the pages.

Get rid of the old-fashioned idea that writing in a book is a sin. If the book belongs to someone else or to the library, writing in it is definitely a sin. Otherwise, writing in a book is not sinful, but useful. Feel free to underline words or ideas. Scribble your reactions in the margin as you read. Writing down your reactions helps you become an active, rather than a passive, reader. When you react to a piece of writing, you involve yourself in it and are likely to get its point better than if you simply sit and read between snores. If a description is particularly sad, you might note: "This passage is gloomy." If the author's opinion annoys you, show your irritation by jotting down your reaction, whether it be, "That's a typical closed-minded opinion," or simply, "Rubbish." Another good use of marginal writing is to summarize in a phrase what the whole paragraph is about, so that when you reread, you can go straight to your summaries.

4. Underline key ideas.

AH writing consists of two parts—a point and its proof. As shown in this text, most nonfiction paragraphs make a point and then try to prove it, using facts, examples, or reasons. To understand a paragraph, you must know its main point, usually found in the topic sentence. The topic sentence can be the opening sentence of a paragraph, or, less commonly, the closing sentence. An alert reader learns, therefore, to pay special

attention to opening and closing sentences. Underlining the topic sentence is an excellent way to help you keep the main idea in mind as you read the rest of the paragraph. Consider this passage:

I have found over the years that the most effective way for me to write an essay is simply to begin writing. Some friends of mine begin by doing research or by making an outline, but neither way works for me. What I do is sit down with a pen and pad and begin scribbling. At this point, I'm too shaky about what I want to say to use a computer. In fact, when I first start, I haven't the faintest idea what I'm going to say. My goal is simply to get something down on paper, anything. But once I have my first sentence, I'm ready to begin. It's a little bit like a diner sitting down to eat a meal, which does not really begin until the first bite. I may change that first sentence; I might not even use it in the final paper. But I have to have it to begin the writing. From there I might limp to a second sentence or even to a third. Or I might have a real outburst of creativity and draft an opening paragraph. Then I might go to the library or log on the Internet for information about my topic that I might use in the paper. But none of this can I do until I have that one sentence. I know this is a peculiar way of doing things, but that's how I write an essay, and I say "do what works for you."

The topic sentence is the key to the meaning of the paragraph. The rest of the paragraph supports and explains the topic sentence:

Also pay close attention to signal words, words that announce some important idea. Here are some examples, with the signal words underlined:

The most significant reaction of all, however, came from the eyewitnesses.

One often overlooked fact is that interest rates on personal loans are not tax deductible.

Of particular significance is the way the women themselves feel.

Perhaps most important, you must exercise to lose weight.

These signal words are clues to ideas the author considers particularly important.

5. Think about what you have read.

Every paragraph or so, stop and think about what you have just read. Make a mental summary—preferably aloud—to be sure you fully understand what you are reading. If you have trouble doing this, read the passage again, and perhaps even a third time, until you understand it.

6. Look up unfamiliar words in the dictionary.

Often **context**—surrounding words or sentences—will suggest a word's meaning. In the paragraph below, notice how context tells what the word *cacique* means:

When Columbus first discovered the West Indies, he was greeted by a naked, peaceful people. His journals show that while he was slightly surprised at the lack of metal tools and weapons, he marveled that everyone—men and women, as well as children—went around totally naked. Even the *caciques,* who were shown great respect by their people, were surrounded by advisers, and occasionally sported ornamental gold bracelets and necklaces that signified their high rank, were also stark naked, a fact Columbus found remarkable.

What is a *cacique?* Obviously, from the context of the paragraph, a cacique was a leader of these peaceful people.

Sometimes context tells us all we need to know about the meaning of a word. Consider this sentence: "The cows had to be herded back to their *byre* for milking." Although you may have no idea what the word byre means if you see it standing alone, in the context of this sentence, you are sure it must mean something like "barn," "stable," or "cowshed."

7. Reread.

Your first reading of an essay, short story, or poem will provide a general picture of the work. You will understand its broad outline, get its main idea, and absorb its general point of view. But in order to become a better writer, you must read, and reread, line by line and even word by word. Poems, especially, need rereading because so much meaning is contained in relatively few words. So rid yourself of the idea that five minutes before class starts you can skim the reading assignment and know it. Good writing requires careful rereading.

Unit 1

Reading Strategies
- Comprehension, Identifying Supporting Details
- Fluency, Previewing and Predicting

Beauty

Discuss the questions.

1. Which of the people in the photo do you think are good-looking? Why do you think so?
2. Which physical traits are considered beautiful in your country?

This unit is about current trends in beauty. In Part 1, you will read about male beauty trends. In Part 2, you will read about the growing popularity of plastic surgery. The unit is followed by Extensive Reading 1, which is an extract from a book called *The Picture of Dorian Gray*. It is about a young man, Dorian Gray, who is very concerned with his own beauty

Part 1 Male Beauty

Before Reading

Discuss the questions.

1. What is a typical morning routine for a man before he goes to work?
2. Do you think men are getting more concerned with the way they look?

Comprehension Strategy: Identifying Supporting Details

Supporting details are used to reinforce or support the main idea of a paragraph. Types of supporting details include verifiable facts, statistics, quotes from experts, opinions of individuals, perceived trends, examples, etc.

A. Scan the text for the details (1-3) Match them with the ideas they support (a-c).

..... **1. David Beckham**	a. To show the trend includes many different countries.
..... **2. Mr. Beauty**	b. To show the role of the media.
..... **3. facial masks**	c. To show the trend is expensive.

B. Read the whole text and answer the questions that follow.

Male Beauty

1. Seung Lee, age 26, is a manager in a high-end department store in Seoul, Korea. Like many men, he wakes up in the morning, enjoys a cup of coffee, and starts getting ready for work. Unlike most men, Scung's grooming routine can take up to one hour! Seung not only showers and shaves but also carefully sculpts and styles his hair with three different brand-name hair products. He then gently applies several expensive skin moisturizers, and makes sure not to forget the sunblock. Finally, Seung takes his time selecting a hip outfit from his large wardrobe of designer suits, shirts, ties, and shoes.

2. Not only do these preparations cost Seung time, but they also cost him money. Monthly, he spends about 800 dollars on designer clothes, 200 dollars on spa treatments, and 300 dollars for cosmetics, such as hair products, eye creams, and facial masks.

3. Several years ago, Seung's expensive and time-consuming interest in his appearance may have seemed strange. However, recently, the growing trend in male beauty is becoming more mainstream. In fact, men from all different countries are taking a closer look in the mirror. In Western countries, such as the United States and Britain, such men are sometimes called *metrosexuals*.

This term was first used by British journalist Mark Simpson to describe such young men who have a lot of spending money and enjoy the best shopping, gyms, salons, and spas. This trend has also caught on in Asian countries: in Korea these men are referred to as *Mr. Beauty,* and in China they're known as *aimci nanren,* or "love beauty men."

4. Why is male beauty recently becoming so popular? First, the definition of masculinity may be changing. As gender roles[1] are changing, men are less afraid to care about their looks. So, they are spending more time and money on style, grooming, and fashion. Furthermore, consumerism is thriving and statistics show strong economics are allowing for more spending money. As a result, many men are choosing to invest their extra cash in their looks and clothes.

5. The media are also playing a large role in popularizing the male beauty trend while profiting from it too. Recently, there has been a growing selection of health and fashion magazines which are aimed at men. Additionally, television shows which offer makeover advice and fashion tips are now popular with both men and women. Famous media figures, such as David Beckham, the British soccer player, also have a strong impact. Beckham is not only well-known for his soccer skills but also for his cool hairstyles, sarongs, and nail polish.

6. This trend can be expensive for men, but the rewards may be worth it. Tatsuo Yamakawa, a 32-year-old businessman from Tokyo, says his careful grooming and concern about fashion have helped him become successful at work. "If we look good on the outside, then we can feel confident on the inside," says Tatsuo. "The people you work with, including your customers, can sense that confidence and will react positively to you. This is an important key to success."

7. Seung says that his fashionable appearance has helped him to meet women. "Women don't want to be with a man who is sloppy," he says. "They like men who are confident, fashionable, and know how to take care of themselves."

8. What do women think about this boom in male beauty? Song Yang, from Beijing, China, likes how her boyfriend is concerned about his appearance. "It's nice to have a boyfriend who enjoys shopping for clothes or a relaxing day at the spa with me," says Song.

9. Despite these good points, however, Song does have one major criticism—"It's difficult to compete with him for time in front of the mirror!"

1 gender roles the different ways men and women are expected to act in society

Checking Comprehension

Answer the questions.

1. What is the main idea of this article?
   a. These days, men have more money.
   b. These days, more men care about their looks.
   c. These days, more men want to look like women.
2. Why does Seung Lee take a long time to get ready in the morning?
   a. He often wakes up late.
   b. He doesn't have enough clothes to choose from.
   c . He is very careful with his grooming and outfit selection.
3. What is one reason that the male beauty trend is popular?
   a. Men are more comfortable caring about their looks.
   b. Men are interested in women who care about their looks.
   c. Consumerism is decreasing.
4. Where is this trend popular?
   a. In Western countries.
   b. In Asian countries.
   c. In different countries all over the world.
5. According to Tatsuo Yamakawa, how can caring about looks help a man?
   a. He can become famous.
   b. He can meet more women.
   c. He can be successful at work.
6. Which statement about the male beauty trend is NOT true?
   a. The media has helped to popularize this trend.
   b. Women like this trend.
   c. It is inexpensive for men.

Looking at Vocabulary in Context

A. Find the words in bold in the text. Circle the word or phrase that has the closest meaning.

1. **Sculpts** (par. 1) means *shapes / cuts.*
2. **Mainstream** (par. 3) means accepted by *most people / very few people.*
3. **Masculinity** (par. 4) **means** ***female / male*** **characteristics.**
4. **Consumerism** (par. 4) **means the idea that** ***buying and selling things / saving money*** **is important.**
5. **Profiting** (par. 5) means *losing / gaining* benefits.
6. **Sloppy** (par. 7) means *messy / neat.*

B. Fill in the blanks with the words in bold from A. Be sure to use the correct forms.

1. Mark looked _____ with his hair uncombed, his face unshaven, and his shirt untucked.
2. In many cultures, being strong and brave are characteristics often connected to _____.
3. For her final art project, Julie _____ a statue of a horse.
4. In some countries it has become _____ for women to have careers; however, in others it has not.
5. Major companies will _____ from the government cutting big business taxes.
6. Christmas is a time of year when _____ is strong.

What's Your Opinion?

A. People do many different things to look good. Are these acceptable for men, women, or both? Check (✓) your answers.

	Men	Women	Both
1. Spend a lot of money on clothing.	☐	☐	☐
2. Take mud baths.	☐	☐	☐
3. Paint fingernails.	☐	☐	☐
4. Take an hour to get ready in the morning.	☐	☐	☐
5. Wear cosmetics.	☐	☐	☐

B. Discuss your answers with a partner. Give reasons for your answers.

Part 2 Changing Faces

Before Reading

Discuss this question.

If you could change one thing about your looks, what would it he? Why?

..... eyes ..... nose ..... ears ..... other:

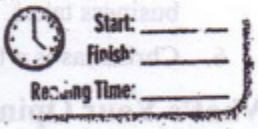
Fluency Strategy: Previewing and Predicting

Previewing means looking at the text title and images (photos, graphs, etc.) *before* you start reading. After previewing, you should try to predict what the text will be about. Previewing and predicting before you start reading can help you improve your understanding of the text when you read.

A. Look at the title and photo to predict the text topic. What do you think this article will be about? Circle the best answer.

1. A new makeup fashion trend.
2. A trend in plastic surgery.
3. A trend in health.

B. Read the whole text quickly. Record your reading time below and on the chart on page 193.



Changing Faces

1. Aiko Maekawa, age 24, once thought of herself as just a shy, plain office worker. Then one day she made a discovery which changed everything. When she used glue to hold up her eyelids, men took notice of her. The rounder, wider appearance of her eyes seemed to make her more attractive to others. "Men started to ask me out on dates," she says. "So my confidence grew, and I became more outgoing."

2. Aiko enjoyed the new attention but worried that people would discover her secret. She had to constantly reapply glue and avoid being outside on hot days, fearing that her secret would melt away.

3. But now, after a minor surgery that took less than 15 minutes, Aiko can go on with her active social life stress-free. With rounder eyes and a more defined nose bridge, she has the face she's always wanted.

4. To look good these days, sometimes wearing the hottest designer clothes or getting the latest, hip hairstyle is not enough. More people are seeking better looks,

confidence, and even success, through plastic surgery. Changes like Aikos are happening all over Asia.

5. In Japan, small, quick surgeries are popular, with many clinics making 100 million dollars a year on these procedures. In Taiwan, the number of surgeries has grown rapidly over the past several years with about a million performed last year alone. Thailand advertises plastic surgery tours for foreign visitors in order to profit from the growing trend.

6. In South Korea, not only are adults changing their faces, but kids are too. Teenagers have become experts in plastic surgery, being able to use technical words and request specific surgical methods. Their parents are often supportive, realizing that good looks can help their children to be competitive and successful in society. What is a popular gift for high school graduates? Larger eyes.

7. In China, as the country has grown more prosperous, so has the focus on beauty and acceptance of plastic surgery in the mainstream culture. Just a few years ago, at a beauty pageant held only for people who had plastic surgery, China's first Miss Artificial Beauty was crowned.

8. Today, attaining beauty does cost money, and people are spending a lot of it on surgeries. In fact, enhanced beauty through plastic surgery has become a sign of wealth. When the economy gets stronger, people improve their looks as a way to show off their money.

9. Others hope that plastic surgery will help them gain more success and wealth. Xin Li, an accountant in Beijing, China, says that with so many people in his country, surgically improving ones appearance has become a way to stand out. "If there are five people with the same abilities going for the same job, it's likely that the belter-looking person will succeed" he says.

10. Although surgery may be an indication of wealth, many people are still looking for beauty at a bargain. Apkujong in Seoul, Korea, has over 400 clinics and is a popular destination for foreign visitors wanting surgeries at inexpensive prices. Many travelers come on plastic surgery tours offering cheap packages which include the surgery as well as hotel, travel costs, and sightseeing. The price of such a package can be the same as the cost of the surgery alone in other countries.

11. Shizuka Nishimoto, age 45 from Japan, is on a three-day visit for some shopping, sightseeing, a face-lift[1], and liposuction[2]. "This vacation is for me," she says. "I'm unhappy with my weight, and want to see a younger me when I look in the mirror. While I'm here, I'm glad I can also enjoy being a tourist. I'll return home to my family with some souvenirs, and a new me."

1. face-lift surgery to remove wrinkles in the face

2. liposuction surgery to remove fat

Checking Fluency and Comprehension

A. Mark these statements true (T) or false (F). Do not look back at the text.

..... 1. This article is mainly about the cost of plastic surgery.

..... 2. Parents in Korea are against their children having surgery.

..... 3. Plastic surgery is popular in China, but not in Thailand.

..... 4. Plastic surgery is a way to show you have money.

..... 5. Some people get plastic surgery to become more successful.

B. Check your answers with a partner. Record your score on page 193.

Expanding Vocabulary

A. Synonyms are words with a similar meaning. Look in the passage to find synonyms of the words below.

1. continuously ..... (par. 2)
2. operation ..... (par. 3)
3. looking for ..... (par. 4)
4. successful ..... (par. 7)
5. achieving ..... (par. 8)
6. improved ..... (par. 8)

B. Fill in the blanks with the synonyms you wrote in A. Be sure to use the correct forms.

1. He is a good businessman who runs a ..... company.
2. Eyelid ..... is a very common procedure in many countries.
3. I'm currently ..... employment as a waiter.
4. It rained ..... for five straight days before the sun finally came out.
5. The best way to ..... our goal is to work together.
6. This laptop has a/an ..... screen, which is why it costs more.

What's Your Opinion?

Discuss the questions.

1. Is plastic surgery popular in your country? If so, what kinds of procedures are popular?
2. In what situations do you think plastic surgery is acceptable?
3. In what situations do you think plastic surgery is unacceptable?
4. What is one physical trait you would never change about yourself?
5. How do you feel about aging? Will it be important for you to look young, even as you get older?

Increasing Fluency

Read the paragraph quickly; don't stop to think about the missing words. Mark the statements below true (T) or false (F).

Looking Young

As we get older, we'll do anything to still look XXXXX. Youth and beauty are XXXXX in our society. As a result, there are many ways people can try to XXXXX their young looks. For example, we have many XXXXX, such as anti-aging creams and lotions that will prevent skin XXXXX by the sun. Also, we have XXXXX to hide wrinkles, add color, and give our skin a healthy, young appearance. Finally, for some people, cosmetic XXXXX is the solution!

..... 1. Looking young is important to some people.

..... 2. Skin damage from the sun may make us look older.

..... 3. We don't have many products to help us hide our age.

..... 4. Plastic surgery is the most common way to look younger.

Extensive Reading 1

The Picture of Dorian Gray

Introduction

This extract from an Oxford *Bookworms* reader gives you the opportunity to read more in English. The more you read, the faster and more fluent you will become. *The Picture of Dorian Gray* is set in England in the late 19th century. It is the story of a young man, Dorian Gray, whose picture was painted by an artist, Basil Hallward. The extract you will read starts as Lord Henry Wotton and Basil Hallward are discussing the painting, which has just been completed.

Before Reading

A. What do you think will happen in the extract? Check (✓) your answers.

..... 1. Basil and his good friend, Lord Henry Wotton, talk about Basil's painting.

..... 2. Lord Henry thinks the painting of Dorian Gray is terrible.

..... 3. Lord Henry meets Dorian Gray, who is a very handsome young man.

..... 4. Lord Henry tells Dorian Gray that his beauty will not last.

B. Now read the extract to see what happens.

Through the open windows of the room came the rich scent of summer flowers. Lord Henry Wotton lay back in his chair and smoked his cigarette. Beyond the soft sounds of the garden he could just hear the noise of London.

In the center of the room there was a portrait of a very beautiful young man, and in front of it stood the artist himself, Basil Hallward.

"It's your best work, Basil, the best portrait that you've ever painted," said Lord Henry lazily. "You must send it to the best art gallery in London."

"No," Basil said slowly. "No, I won't send it anywhere."

Lord Henry was surprised. "But my dear Basil, why not?" he asked. "What strange people yon artists are! You want to be famous, but then you're not happy when you *are* famous. It's bad when people talk about you—but it's much worse when they *don't* talk about you."

"I know you'll laugh at me," replied Basil, "but I can't exhibit the picture in an art gallery. I've put too much of myself into it."

Lord Henry laughed. "Too much of yourself into it! You don't look like him at all. He has a fair and beautiful

face. And you—well, you look intelligent, of course, but with your strong face and black hair, you are not beautiful."

"You don't understand me, Harry," replied Basil. (Lord Henry's friends always called him Harry.) "Of course I'm not like him," Basil continued. "In fact, I prefer not to be beautiful. Dorian Cray's beautiful face will perhaps bring him danger and trouble."

"Dorian Gray? Is that his name?" asked Lord Henry.

"Yes. But I didn't want to tell you."

"Why not?"

"Oh, I can't explain," said Basil. "When I like people a lot, I never tell their names to my other friends. I love secrets, that's all."

"Of course," agreed his friend. "Life is much more exciting when you have secrets. For example, I never know where my wife is, and my wife never knows what I'm doing. When we meet—and we do meet sometimes—we tell each other crazy stories, and we pretend that they're true."

"You pretend all the time, Harry," said Basil. "I think that you're probably a very good husband, but you like to hide your true feelings."

"Oh, don't be so serious, Basil," smiled Lord Henry. "Let's go into the garden."

* * *

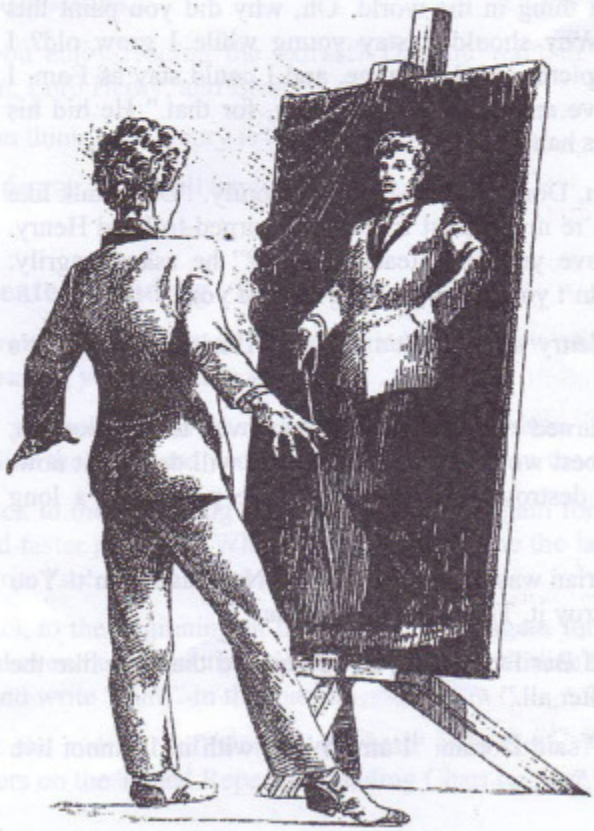
Basil goes into the garden with Lord Henry. They talk about the painting and about Dorian Gray. Then Dorian arrives at the house, and Basil introduces him to Lord Henry. Lord Henry tells Dorian that he should value his youth and good looks, as youth is the most important thing in the world. He warns Dorian that time and age are his enemies.

* * *

In the house Basil I Hallward stood in front of the portrait of Dorian Gray. "It's finished," he said. He wrote his name in the corner of the picture.

Lord Henry studied the picture carefully. "Yes," he said. "It's your best work. It's excellent. Mr. Gray, come and look at yourself."

Dorian looked at the picture for a long time. He smiled as he saw the beautiful face in front of him, and for a moment he felt happy. But then he remembered Lord Henry's words. "How long," he thought, "will I look like the picture? Time will steal my beauty horn me. I will grow old, but the picture will always be young." And his heart grew cold with fear.



"Don't you like it, Dorian?" asked Basil al last.

"Of course he likes it," said Lord Henry. "It's a very fine work or art. I'd like to buy it myself."

"It's not mine to sell, Harry. The picture is Dorian's."

"I wish," cried Dorian suddenly, "I wish that I could always stay young and that the picture could grow old."

Lord Henry laughed. "I don't think you would like that, Basil, would you?"

"No, I wouldn't like it at all," agreed Basil with a smile.

Dorian turned, his face red and angry. "Yes, you like your art better than your friends," he said to Basil. "How long will you like me? Only while I'm beautiful, I suppose. Lord Henry is right. Youth is the most important thing in the world. Oh, why did you paint this picture? Why should it stay young while I grow old? I wish the picture could change, and I could stay as I am. I would give anything, yes, anything, for that." He hid his face in his hands.

"Dorian, Dorian!" said Basil unhappily. "Don't talk like that. You're my dearest friend." He turned to Lord Henry. "What have you been teaching him?" he asked angrily. "Why didn't you go away when I asked you?"

Lord Henry smiled. "It's the real Dorian Gray—that's all."

Basil turned and walked quickly over to the portrait. "It's my best work, but now I hate it. I will destroy it now, before it destroys our friendship." He picked up a long knife.

But Dorian was there before him. "No, Basil, don't! You can't destroy it. That would be murder!"

"So," said Basil coldly, "you've decided that you like the portrait after all."

Total Words: 881

"Like it?" said Dorian. "I'am in love with it. I cannot live without it."

Extract from *The Picture of Dorian Cray,* Bookworms Library, Oxford University Press.

After Reading

Answer the questions.

1. Why didn't Basil want to exhibit his painting of Dorian Gray?

_____

2. Why didn't Basil want to tell Lord Henry about his friend Dorian?

_____

3. What did Dorian wish for when he saw the painting of himself?

_____

4. Why did Basil want to destroy his picture of Dorian?

_____

Thinking About the Story

Answer the questions.

1. Did you enjoy reading the extract? Do you want to read more about Dorian, Lord Henry, and Basil?
2. Do you think Lord Henry is an evil man?
3. What do you think will happen to Dorian Gray?

Timed Repeated Reading

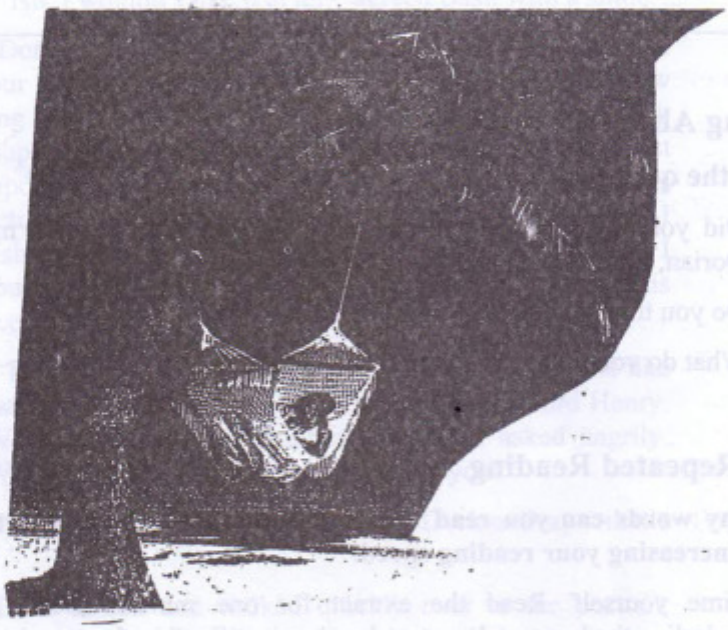
How many words can you read in one minute? Follow the instructions to practice increasing your reading speed.

1. Time yourself. Read the extract for one minute. When you stop, underline the last word you read and write "first" in the margin.
2. Go back to the beginning of the extract. Read again for one minute. Try to read faster this time. When you stop, underline the last word you read and write "second" in the margin.
3. Go back to the beginning of the extract. Read again for one minute. Try to read even faster this time. When you stop, underline the last word you read and write "third" in the margin.
4. Count the number of words you read each time. Record the three numbers on the Timed Repeated Reading Chart on page 193.

Unit 2

Reading Strategies
- Comprehension: Summarizing
- Fluency, Skimming for the Main Idea

Travel



Discuss the questions.

1. What was the last trip you took? Where did you go? What did you do? Who did you go with?
2. If you could travel anywhere in the world, where would you go? Why?

This unit is about traveling. In Part 1, you will read a newspaper article about one woman's travel mistake. In Part 2, you will read an advice column about preventing problems with travel companions. The unit is followed by Extensive Reading 2, which is an extract from a book called *The Wind in the Willows*. It is the classic story of the travels of three animals: the Mole, the Rat, and the Toad.

Part 1 Travel Mistakes and Miscommunications

Before Reading

Discuss the questions.

1. What is the worst trip you've ever taken?
2. What is the worst mistake you've ever made when traveling?

Comprehension Strategy: Summarizing

Summarizing is writing the main points communicated by a text in much fewer words. When we summarize, we write only the essential information and leave out any points of lesser importance.

A. Read the text. Complete the summary with information from the text.

Kumiko Tsuchida, a 40-year-old ..... was trying to get from England to ..... When she asked people how to get to ..... they instead directed her to ....., a small English town. By 2:00 A.M. she was ..... She was given ..... for the night and sent to the ..... for help in the morning.

B. Read the text again and answer the questions that follow.

Travel Mistakes and Miscommunications

1. *Travelers have all made mistakes at one time or another. For example, we can sympathize with the traveler who doesn't know the exact rate of currency exchange while on a trip to a foreign country. As a result, she may pay double the price she expects for a hotel stay but not realize it until she gets her credit card bill the next month. Or, maybe a traveler forgets his passport and is kindly reminded by the immigration officer[1] at the airport immediately before the flight departure. Running home to get his passport and still making the flight on time is not an option!*

2. *When it comes to communicating in a foreign language, there is clear room for misunderstanding. One such major miscommunication happened to Kumiko Tsuchida, a Japanese tourist visiting a friend in England.*

Read about her travel mistake in the newspaper article below:

3. **Tourist Bound for Turkey Ends Up in Torquay**

A Japanese tourist who wanted to catch a flight to the country of Turkey was put on a train to the town of Torquay in southwest England after asking for directions.

4. Kumiko Tsuchida, who was on her first visit to Britain, arrived in Torquay at midnight. She was convinced that she had been through the English Channel Tunnel and was now in Istanbul, Turkey.

5. Mrs. Tsuchida, 40, who taught Japanese at Istanbul University, knew very little English. First, things started to go wrong when she left the house of a friend in London to catch a train to Heathrow airport. At the train station, she inquired about the best way to travel to the country of Turkey.

6. Speaking through an interpreter, Mrs. Tsuchida said: "I told the staff that I wanted to go to Turkey. I kept saying 'Turkey, Turkey'. But because of my pronunciation, they put me on a train to Torquay. I thought it was a long way to the airport but when I asked people 'Turkey? Turkey?' they told me I was on the right train."

7. "She told officers that she had been on the train so long, she genuinely believed she was in Turkey already," said a spokesman for the police.

8. She was found wandering in the streets at 2 A.M. by the police. They started an investigation involving social services, a home for the elderly, a travel agent, and the Japanese embassy.

9. Social services received a call from police shortly after 2 A.M. "They had a lost and

Torquay, England

exhausted lady from Japan who needed a bed for the night," said a spokesman. "We were happy to oblige. She was too tired to eat and went straight to bed."

10. Mrs. Tsuchida slept well through the night, and then was handed over to the Japanese Embassy in the morning. After the long, mistaken journey, she found herself £26 short of the one-way airfare to Istanbul. However, the Heathrow press corps raised the extra money for her ticket, so she was able to make the flight successfully.

11. "What happened to me was caused by my mistakes," she said. "I did not have any maps or books and did not know where to go."

12. *Of course, Mrs. Tsuchida's story of miscommunication is a bit extreme. Not many travelers would mistakenly end up in the wrong country! However, her story is an example that shows mishaps and miscommunications are possible, especially when traveling in a foreign country. In her future travels, Mrs. Tsuchida will surely not forget her maps and guidebooks.*

1.immigration officer a person who checks passports and controls entry to a country

Checking Comprehension

A. Answer the questions.

1. How old was Mrs. Tsuchida? .....
2. What was Mrs. Tsuchida's job? .....
3. Where did Mrs. Tsuchida want to go? .....
4. Why did station staff put Mrs. Tsuchida on a train to Torquay?

   .....
5. How much more money did Mrs. Tsuchida need to buy a plane ticket?

   .....
6. Who offered Mrs. Tsuchida a bed for the night after she got lost?

   .....

B. These sentences are false. Correct the facts.

1. When traveling, it's very rare to make travel mistakes.

   _____
2. Mrs. Tsuchida wanted to go to Torquay, but mistakenly ended up in Turkey.

   _____
3. At the airport, Mrs. Tsuchida asked for directions to Turkey.

   _____
4. Mrs. Tsuchida had a poor English vocabulary, so the staff misunderstood her.

   _____
5. Mrs. Tsuchida was found lost in the streets at 12 A.M. by police.

   _____
6. The police raised extra money for her train ticket to Turkey.

   _____

Looking at Vocabulary in Context

A. Find the words in bold in the text. Circle the correct definitions.

1. Sympathize with (par. 1) means to *remember / understand* how someone feels.
2. Convinced (par. 4) means *sure / not sure* about something.
3. Inquired (par. 5) means *asked / argued* about something.
4. Genuinely (par. 7) means *sadly / honestly.*
5. Exhausted (par. 9) means *very tired / very angry.*
6. Mishaps (par. 12) are *accidents / arguments.*

B. Fill in the blanks with the words in bold from A. Be sure to use the correct forms.

1. I'm ..... after staying up last night studying for exams.
2. I used to work three different jobs, so I can ..... your difficult schedule.
3. The young boy felt bad, and ..... apologized for his mistake.
4. After many dangerous ....., the chemical company was finally shut down.
5. Sue called her travel agent and ..... about a flight on the 25th, but nothing was available.
6. He lies a lot, so I'm not ..... he is telling the truth now.

What's Your Opinion?

A. Use these questions and one of your own to interview people in your class. Find someone who answers "Yes" to each question and write the person's name.

	Classmate
1. Have you ever traveled to a foreign country?	.....
2. Have you ever made a mistake when traveling?	.....
3. Have you ever used a second language when traveling?	.....
4. Have you ever gotten lost when traveling?	.....
5. .....?	.....

B. Tell the rest of the class what you found out.

Part 2 Dealing with your Travel Companion

Before Reading

Discuss the questions

1. Do you prefer to travel alone or with others? Why?
2. Who did you travel with last? Where did you go? What did you do?

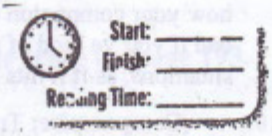
Fluency Strategy: Skimming for the Main Idea

Skimming is reading key parts of a text quickly to understand the main idea. First, read the title and subtitles. Then read the first and last paragraphs quickly. If you still do not understand the main idea, then quickly read the first and last sentences in the other paragraphs. Read quickly. Ignore unknown words and details.

A. Use the strategy to skim the text. Circle the main idea.

1. It's better to learn about your travel partner before the trip than after.
2. There are a number of things to watch out for when choosing a travel partner.
3. We should take steps to avoid problems with travel partners.

B. Read the whole text quickly. Record your reading time below and on the chart on page 193.



Dealing with your Travel Companion[1]

1 No matter how carefully you plan a trip with a friend, a romantic interest, or family member, there will probably be conflicts along the way. Even after the dates, destination, and length of the trip are decided, and the tickets have been bought, there's still the chance that problems could happen on the trip.

2. Here are a few tips to help you solve problems that may come up between you and your travel companion:

3. **Plan the trip together:** Sometimes one person takes the lead and plans the trip to fit his or her interests. Planning together allows for a more diverse and balanced vacation. "Some people like to sightsee a lot, other people don't. Some people want to walk, some people would rather use public transportation," said Dorlene Kaplan, president of ShawGuides, a publisher of guides to educational travel and career programs.

4. "So it's important to find out how compatible you are in terms of the things that you're going to be doing, the places that you're going to be going, how much time you've going to be spending together," said Kaplan.

5. **Be clear about budgets:** Vacation time is not exempt from arguments over money. Different budgets and feelings about spending can leave travel companions at odds[2] over what to do next, said Andrew Sharp, a psychiatric nurse practitioner at a clinic in New Orleans, Louisiana. "Some people will want to go to an expensive restaurant when others weren't prepared to do that." he said. Discussing budgets before the trip will reduce misunderstandings and help travelers see when there's extra money to spend. Kaplan recommends deciding how shared costs will be handled—will they be split equally as you go or calculated at the end of the trip?

6. **Find out about lifestyle:** Differences in lifestyle can be challenging if they haven't been discussed in advance. "There's nothing worse than being in the room and awake at 6 A.M. when your companion wanted to sleep until noon," Sharp said. "Sleep patterns can be very disruptive to people that don't have the same pattern," he said.

7. The same can be said for dietary and other restrictions. Knowing those differences in advance helps people adapt to each other more quickly. Drinking habits may also be an issue, as alcohol tends to increase conflicts.

8. **Be aware of coping strategies:**[3] Ask questions and use your understanding of your companion's coping strategies—how they may respond to stressful situations. Is this person usually patient and flexible?

9. Sharp recommends asking your travel companion about their best and worst trips. What happened? How did that person respond? Knowing a little about how your companion deals with difficult situations can be helpful. "It's not as bad if you've kind of predicted that that's how they're going to behave in certain situations, as if it hits you by surprise," Sharp said.

10. **Compromise:** Try to compromise in order to have a good time. "Agree to disagree. Do you really want to use your energy feeling anger on your vacation when you should be relaxing and enjoying it?" Sharp said. He recommends buying travel journals for yourself and your travel companions. Writing in journals can be a way to reflect on the trip and relieve some of the frustration that may come up.

11. **Take a break:** Split up when tensions are high and your interests are different. Be sure to set a time and meeting place and have a backup meeting set in case of an unforeseen delay. "People tend to feel like they have to stick together when they are together on a trip," Sharp said. "And anybody with someone breathing their air, so to speak, 24 hours a day needs a break from the other person."

1. travel companion a person who travels with another
2. to be at odds to disagree
3. coping strategies ways people deal with problems or stresses

Checking Fluency and Comprehension

A. Complete the sentences. Do not look at the text.

1. According to the passage, when you plan a trip, you should .....
   a. use a travel agent.
   b. plan together with your travel companion.
2. Before a trip, it's important to discuss travel budgets because .....
   a. spending different amounts of money can cause disagreements.
   b. it's difficult to save money when traveling.
3. Lifestyle differences can cause travel problems because .....
   a. different people could have different sleeping patterns.
   b. most people enjoy sleeping a lot when on vacation.
4. To understand your companion's coping strategies, you could .....
   a. ask questions about his or her best and worst vacation.
   b. each keep a travel journal.
5. According to the passage, if your travel interests are different you should .....
   a. try to take a break and meet later.
   b. try to agree on a restaurant and eat together.

B. Check your answers with a partner. Record your score on page 193.

Expanding Vocabulary

A. Find the adjectives or nouns in the text that are related to these words.

1. compatibility _____ (par. 4)
2. psychiatry. _____ (par. 5)
3. disrupt _____ (par. 6)
4. restrict _____ (par. 7)
5. flex _____ (par. 8)
6. tense _____ (par, 11)

B. Match the words with the definitions. Fill in the blanks with the correct form of the words you found in A.

1. _____ — a feeling of anger between people
2. _____ — causing trouble; stopping something from happening as usual
3. _____ — able to exist or work together successfully
4. _____ — a limitation; not being able to have or do something
5. _____ — having to do with the science of the mind
6. _____ — able to easily change according to the situation

What's Your Opinion?

Discuss the questions.

1. What are the advantages of traveling with a companion instead of alone?
2. What kind of person do you enjoy traveling with?
3. What kind of person do you least enjoy traveling with?
4. What kinds of problems could come up between you and a travel companion?
5. How would you cope with a difficult travel companion?

Increasing Fluency

Scan the line to find the phrase on the left. Phrases may appear more than once. Can you finish in 15 seconds?

	a	b	c	d	e
1. back out	back in	back up	back out	back off	back out
2. deal with	dealer	deal out	peal out	deal with	deal down
3. come up	come out	come up	come over	come in	come up
4 at odds	at odds	odds are	odds out	at odds	poor odds
5. find out	find out	feel out	find it	freak out	find out
6. in fear	in front	in fear	in fact	in fear	in fact
7. adapt to	adapt to	adopt to	adept at	adapt for	adapt to
8. kind of	kind to	kind of	kinder to	kinds of	kids of

Extensive Reading 2

The Wind in the Willows

Introduction

This extract from an Oxford *Bookworms* reader gives you the opportunity to read more in English. The more you read, the faster and more fluent you will become. *The Wind in the Willows* is a classic story of the adventures of the Mole, the Rat, and the Toad. The extract you will read starts as the Mole and the Rat decide to take a boat ride to visit the Toad. They find that the Toad has a new hobby.

Before Reading

A. What do you think you will find out in the extract? Check (✓) your answers.

..... 1. The Toad's new hobby is growing roses.

..... 2. The Toad is bored with boating and wants to do something different.

..... 3. The Rat doesn't want to join the Toad in traveling around the countryside.

..... 4. All three start out on the open road.

B. Now read the extract to see what happens. Words

One bright summer morning the Mole and the Rat were out on the river bank, watching the world go by. The Rat was writing a song and was singing quietly to himself as he tried different words.

"Ratty," said the Mole, "could I ask you something?"

"Mmm," the Rat said, not really listening. "Sky, fly, high, die, why ... Oh dear! What did you say, Mole?"

"Will you take me to visit Mr. Toad? I've heard so much about him, and I do want to meet him."

"Why, of course," said the Rat kindly. "Get the boat out, and we'll row up there now. Toad's always happy to see his friends."

"He must be a very nice animal," said the Mole, as he got into the boat and took the oars.

"He's the best of animals," replied the Rat. "Kind, friendly not very smart, perhaps, and sometimes he's just a little bit boastful, but he's a good fellow really."

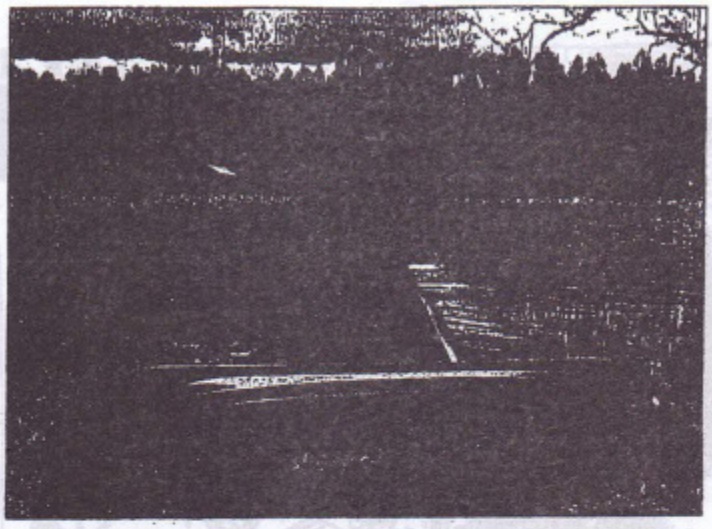
The Mole rowed hard up the river and in a while they came to a large red house with beautiful gardens reaching down to the water's edge.

"There's Toad Hall," said the Rat. "It's a lovely old house—Toad is very rich, you know, and this is really one of the nicest houses on the river. But we never say that to Toad, of course."

They left their boat by the boathouse at the end of the garden. The boathouse was full of expensive boats, which looked new and mostly unused.

The Rat looked around him. "I see that all the boats are out of the water," he said. "I suppose Toad has finished with boating now and has some new interest to amuse him."

They walked over the grass toward the house and soon found the Toad, resting in a garden-chair and carefully studying a large map.



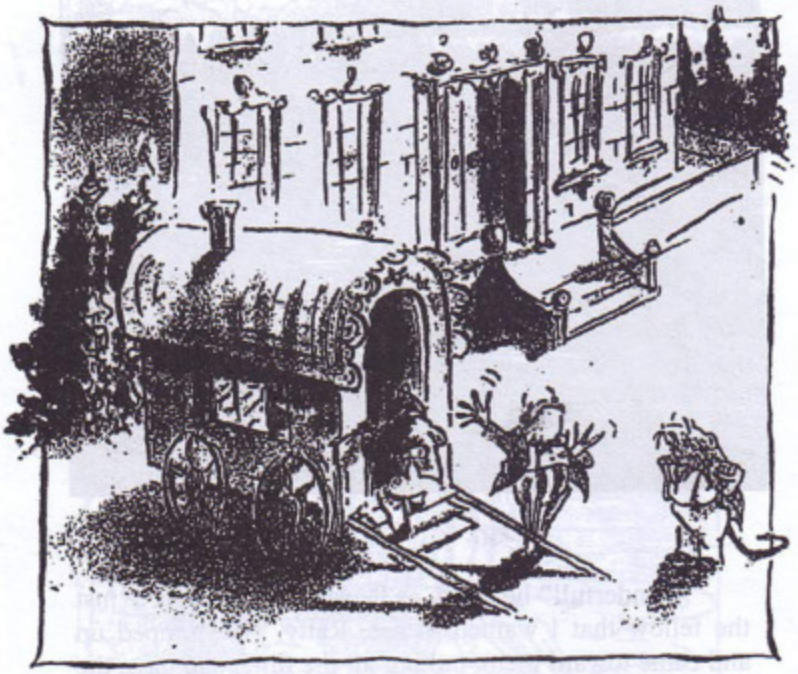
"Wonderful!" he cried, as he saw them. "You're just the fellow that I wanted to see, Ratty." He jumped up and came toward them, talking all the time, and gave the Rat no time to introduce the Mole. "I need you very much—both of you. You've got to help me. It's most important!"

"It's about your rowing, I suppose," said the Rat, keeping his face very serious. "You *will* learn to do it in the end, you know, if you're patient and work hard and—"

"Oh, bother boats!" the Toad said angrily. "I've finished with boats. Silly way to pass the time. No, I've discovered the real thing—the best way, the *only* way, to spend one's life. Come with me, dear Ratty, and your kind friend too, and I will show you!"

He took them around to the other side of the house, and there they saw a shiny new gipsy caravan. It had yellow and green sides, and red wheels.

"There you are!" cried the Toad. "There's real life for you. The open road, the fields, the hills ... villages, towns, cities! Here today, off to a different place tomorrow! Travel, change, interest—the world in front of you!"



The Mole was very interested and excited, and followed the Toad inside the caravan to look around. But the Rat shook his head and waited outside.

When they came down the steps again, the Toad was still talking excitedly to the Mole. "So you see, everything is ready for when we start this afternoon."

"What was that?" said the Rat slowly. "Did you say 'we' and 'start' and 'this afternoon'?"

"Now, dear good old Ratty," said load quickly, "don't talk in that angry voice. You know you've *got* to come. You can't stay by your boring old river all your life. I want to show you the world!"

"I don't care," said the Rat calmly. "I'm not coming, and that's final. I'm going to stay by my old river, and what's more, Mole's going to stay with me, aren't you, Mole?"

"Of course I am," said the Mole bravely. But his face looked sad. Poor Mole! He thought that life in a caravan on the open road would be an exciting adventure.

The Rat saw his sad face and felt worried. He liked his friends to be happy and he could see that the Mole really wanted to go.

Toad watched them both carefully. "Come in and have some lunch," he said pleasantly, "and we'll talk it over."

During lunch—which was excellent, of course, because everything at Toad Hall always was—the Toad talked and talked. He was full of wonderful plans. How interesting each day would be! What adventures the three friends would have together! Ah, the happiness of the traveling life!

In the end, of course, the Rat agreed to go, and by the evening they found themselves on a lonely hillside, miles from home. It had been a golden afternoon, and even the Rat had enjoyed the journey so far. Only the old gray horse was not very happy. He had to do all the hard work of pulling the caravan, and he was not at all pleased about it.

The next morning the Toad was still sleeping deeply when the other two got up. They shook him very hard but couldn't wake him, so they had to do all the work. The Rat took care of the horse, lit the fire, and did last night's dishes. The Mole walked to the nearest village, a long way away, to get milk and eggs and bread, which the load had, of course, forgotten to bring. And when at last the Toad got up, he said what a pleasant easy life it was on the open road.

Total Words: 936

Extract from *The Wind in the Willows,* Bookworms Library, Oxford University Press.

After Reading

Answer the questions.

1. What was the Toad's previous hobby?

   .....

2. How does the Toad plan to travel and see the world?

   .....

3. Who didn't want to go on the trip at first?

   .....

4. Who was the last to get up in the morning?

   .....

Thinking About the Story

Answer the questions.

1. Did you enjoy reading the extract? Do you want to read more about the Rat, the Mole, and the Toad?
2. What do you think will happen to them on the open road?
3. What other adventures might the Rat, the Mole, and the Toad have?

Timed Repeated Reading

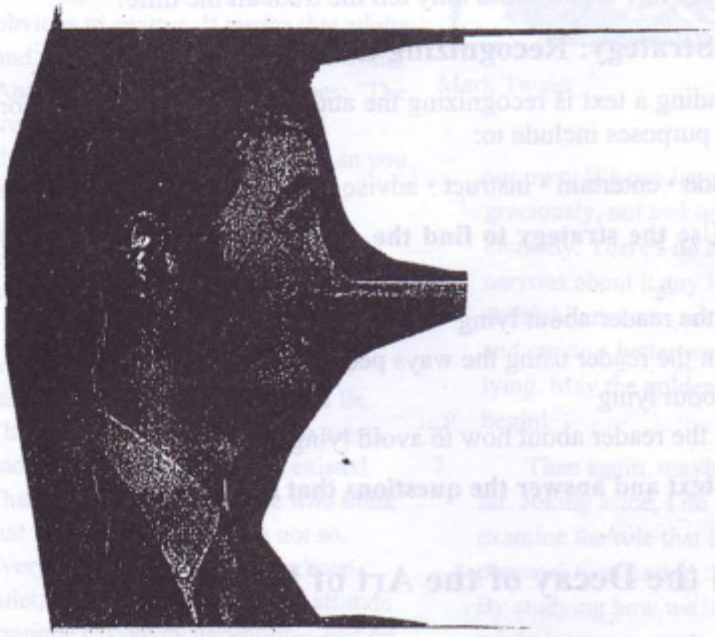
How many words can you read in one minute? Follow the instructions to practice increasing your reading speed.

1. Time yourself. Read the extract for one minute. When you stop, underline the last word you read and write "first" in the margin.
2. Go back to the beginning of the extract. Read again for one minute. Try to read faster this time. When you stop, underline the last word you read and write "second" in the margin.
3. Go back to the beginning of the extract. Read again for one minute. Try to read even faster this time. When you stop, underline the last word you read and write "third" in the margin.
4. Count the number of words you read each time. Record the three numbers on the Timed Repeated Reading Chart on page 193.

Unit 3

Reading Strategies
- Comprehension: Recognizing the Author's Purpose
- Fluency; Scanning

Lying



Discuss the questions.

1. Pinocchio is a famous folktale about a puppet whose nose grows every time he tells a lie. Do you know any folktales or sayings about lying?
2. Are you good at knowing when another person is telling a lie to you, or not? Give an example.

This unit is about lying—not telling the truth. In Part 1, you will read an essay about lying. In Part 2, you will read' about how to tell when someone is lying. The unit is followed by Extensive Reading 3, which is an extract from a book called *The Railway Children.* It is about the lives of three children whose father is imprisoned. They are only told that he will be "away for some time" and that they are all going to "play at being poor for a while."

Part 1 On the Decay of the Art of Lying

Before Reading

Discuss the questions.

1. Do you think all human beings lie?
2. What would it be like if you could only tell the truth all the time?

Comprehension Strategy: Recognizing the Author's Purpose

Part of understanding a text is recognizing the author's purpose or reason for writing it. These purposes include to:

• inform • persuade • entertain • instruct • advise • argue

A. Read the text. Use the strategy to find the author's purpose. Check (✓) **your answer.**

..... 1. to inform the reader about lying
..... 2. to entertain the reader using the ways people lie
..... 3. to argue about lying
..... 4. to instruct the reader about how to avoid lying

B. Read the whole text and answer the questions that follow.

On the Decay of the Art of Lying

1. *Samuel Langhorne Clemens, also known as Mark Twain, was an American writer, journalist, and humorist who won a worldwide audience for his stories of the youthful adventures of Tom Sawyer and Huckleberry Finn. The following essay is based on parts of a humorous speech he once gave on the subject of lying.*

2. Don't get me wrong, ladies and gentlemen. I do not mean to suggest that the custom of lying has declined. Lying is something that humans have always done and will always do. It would be an impossible task to stop people from enjoying their favorite hobby of lying. My complaint simply concerns the decay of the art of lying. It's obvious to every educated person that people lie more poorly today than they ever have! You just can't find people who lie as well as they did in the good old days. It's a terrible situation that truly saddens me.

3. Most sensible people agree that lying is something we cannot do without. To try to live without lying would be foolishness. Since lying is necessary, it makes sense that we should lie well. As we know, anyone who wishes to do something well

needs to study it. Therefore it is obvious that the subject of lying should be taught in the public schools and perhaps in the newspapers.

4. Now let's consider what the philosophers say about lying. Consider the wise old saying: "Children and fools always speak the truth." The meaning of this old saying should be obvious to anyone. It means that adults and wise people never speak the truth! Another well-known saying goes: "The truth should not be spoken at all times." How very true! I mean, can you imagine living with someone who spoke nothing but the truth from sunrise to sunset? How unbearable it would be.

5. Fortunately, nobody has to live with such a person, a chronic truth-teller, a person who never tells a lie. This is because no such person exists, and no such person ever has existed. There are, of course, people who think that they never lie, but it is not so. Everybody lies, and if people keep quiet, their eyes, gestures, and attitude continue to convey deception—and on purpose! And let's not forget that just in keeping silent it is of course possible to hide the truth. This type of lying I call silent lying. Are you familiar with it?

6. So now that we all agree that lying is universal and that all human beings do it, I think the wisest thing we can do is to carefully and thoroughly train ourselves in the fine art of lying before it decays any further. And let's use our lying for the purposes of good, not evil! Let's lie for the advantage of others and not

Mark Twain

our own. We can lie gracefully and graciously, not awkwardly and clumsily. There's no need to be nervous about it any longer. Let all the skillful liars come out into the open and create a better world through their lying. May the golden age of lying begin!

7. Then again, maybe I've gone too far. Joking aside, I do think we need to examine the role that lying plays in our personal lives and in the life of society. By studying how we lie, I think we might learn a great deal about ourselves and maybe even improve the society we live in.

Checking Comprehension

Answer the questions.

1. How does the author achieve humor in his essay?
   a. By being light and silly about a serious topic.
   b. By taking an unexpected position on the topic.
   c. By saying things that aren't true.
2. What does the author write about today's liars?
   a. They do not lie as well as they used to.
   b. They lie much better than they used to.
   c. They lie about as well as they used to.
3. According to the author, what is the meaning of the saying, "Children and fools always speak the truth"?
   a. We should all try to be like children and fools.
   b. Children are very similar to fools.
   c. Adults and wise people never speak the truth.
4. What does the author tell us about people who never tell lies?
   a. They are very boring.
   b. They do not exist.
   c. They dislike liars.
5. How does the author suggest that people should lie?
   a. Humanely and charitably.
   b. Silently and sneakily.
   c. Awkwardly and clumsily.
6. Which statement probably expresses the author's true feelings?
   a. Lying is admirable and always appropriate.
   b. We should always tell the truth.
   c. Everyone lies, but sometimes lying should be avoided.

Looking at Vocabulary in Context

A. Find the words in bold in the text. Circle the correct definition.

1. If the amount of something has **declined** (par. 2), it has gone *up / down.*
2. When **decay** (par. 2) happens to something, it gets *worse / better.*
3. A person who is **sensible** (par. 3) is *realistic / foolish.*
4. **A chronic** (par. 5) problem *stays for a long time / soon passes.*
5. **To convey** (par. 5) a message is to *communicate / eliminate* it.
6. **Deception** (par. 5) is another word for *the truth / a lie.*

B. Complete the sentences with the words in bold from A. Be sure to use the correct forms.

1. Sandra had to go to the doctor over 20 times to cure her _____ illness.
2. Parents need to _____ to their children that lying is wrong.
3. In spite of her _____, the police finally found out that she stole the money.
4. The number of people who attend movies has continued to _____ in recent years.
5. Marco is a _____ person who works hard and saves money for the future.
6. If the _____ of the political situation continues, the two countries may go to war.

What's Your Opinion?

A. Answer the questions.

1. Who is the best liar you know?
2. Do you think that we must always tell the truth?
3. Should students be taught to lie carefully and cleverly?
4. Have you ever been caught in a lie?
5. In what situations is it important to lie?

B. Discuss your answers in small groups.

Part 2 The Top Seven Signs That Someone Is Lying to You

Before Reading

Are the statements true or false?

1. How do people sometimes show that they are lying?
2. How can you be sure that someone is telling the truth?

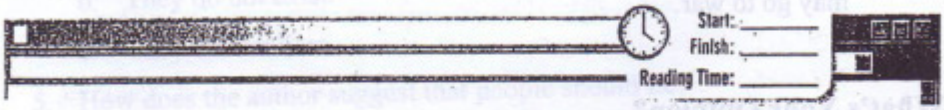
Fluency Strategy: Scanning

Scanning is searching a text very quickly to find information you want. Don't read every word. Move your eyes across the text until you find what you're looking for. Scanning saves time by allowing you to jump directly to the information you want.

A. Scan the text for the noun phrases. Match them with the information.

..... 1. the age of four or five	a. lying once or twice a day
..... 2. change in voice	b. we start telling lies
..... 3. a nation of liars	c. being overly defensive
..... 4. something to hide	d. a common sign of lying

B. Read the whole article quickly. Record your reading time below and on the chart on page 193.



The Top Seven Signs that Someone is Lying to You

1. When it comes to finding out whether or not you're being lied to, Gepetto[1] had it easy. All it took was one look at Pinocchio's growing nose and he knew. Of course, most of us don't have it that easy but could sure benefit if we did.

2. It seems that we're largely a nation of liars, with some estimates saying that most people lie to others once or twice a day, and in about 30 percent to 38 percent of our interactions in all.

3. Why we lie varies. Around the age of four or five, when we start telling lies, it's done not maliciously, but rather to gain awareness and use the power of language, says Dr. Gail Saltz, a psychiatrist with New York Presbyterian Hospital.

4. Later on, we lie to get things we want, for personal gain, or to stay out of trouble. We tell "white lies" to protect other's feelings, and then there are the pathological liars among us, the people who feel compelled to lie no matter what.

5. So, with liars all around us (don't lie—we ALL lie at one point or another, even those "little white lies" count), its imperative to know the signs that someone may be lying to you. Here are seven of the classic signs to watch out for.

Seven Common Signs of Lying

6. **1. No eye contact:** Generally, if someone is lying they will not look you in the eye, at least during a certain part of the conversation. Normally, people make eye contact for at least half of a conversation, so anything less than this could be suspicious. One caveat: there are some people who will take great pains to make eye contact with you even if they're lying, simply to make you think they're not.

7. **2. Change in voice:** A change in the pitch of a person's tone, or a lot of stammering (umm, ah), or throat clearing could indicate a lie.

8. **3. Unusual body language:** If a person taps their foot a lot, fidgets with their hands, raises their shoulders, turns away from you, or brings their hand to their face (to touch their chin or nose, etc.)—in other words, if they act nervous or uncomfortable—it could mean they're telling a lie. Also watch out for blushing (or becoming pale) and increased blinking.

9. **4. Something sounds fishy:** Making statements that contradict each other, are inconsistent, or don't sound quite right are usually part of a lie.

10 **5. Overly defensive:** Sometimes when a person is lying they will become extremely defensive, refusing to answer any questions and even accusing you of lying. This may mean they have something to hide.

11. **6. Changes subject easily:** If someone is lying and you change the subject, chances are high that they'll go right along with it. A person telling the truth, however, will likely ask why you changed the subject and want to go back to it.

12. **7. Humor or sarcasm:** A guilty person will often try to change the subject using humor or sarcasm.

13. Of course, no one behavior can tell for sure whether or not someone is telling the truth or lying. While you should trust your instinct, if you're not sure its best to try to get some evidence to back up your accusation. Rather than relying on a specific behavior, catching a liar in the act is best done by watching their normal behaviors. When those behaviors suddenly change, that's when a lie has likely been told.

Checking Fluency and Comprehension

A. Which of these are signs of lying? Check (✓) your answers.

..... 1. No eye contact.

..... 2. Keeping a steady voice.

..... 3. Unusual body language.

..... 4. Changing the subject easily.

..... 5. Seeming too relaxed.

B. Check your answers with a partner. Record your score on page 193.

Expanding Vocabulary

A. Antonyms are words with the opposite meaning. Look in the passage to find antonyms of the words below.

1. kindly ..... (par. 3)
2. healthy ..... (par. 4)
3. unimportant ..... (par. 5)
4. agree with ..... (par. 9)
5. offensive ..... (par. 10)
6. innocent ..... (par. 12)

B. Complete the sentences with the antonyms from A. Be sure to use the correct forms.

1. If I say 'yes', Jill always says 'no'—she loves to ..... me.
2. Nobody is attacking you, so there's no need to get .....!
3. The criminal left the court a free man after the judge said he was not ..... .
4. If a child is injured, it is..... that we contact the parents.
5. A ..... liar is someone with a diseased mind who cannot tell the truth.
6. Some teenagers ..... threw a brick through the elderly lady's window.

What's Your Opinion?

A. Do you agree or disagree with these statements? Check (✓) your answers.

	Agree	Disagree	Not Sure
1. If a friend lied to me, I would end the friendship.	☐	☐	☐
2. You can't really succeed in life without lying.	☐	☐	☐
3. You should never lie to little children.	☐	☐	☐
4. Children lie more than adults.	☐	☐	☐
5. Nearly all advertisements contain lies.	☐	☐	☐

B. Discuss your answers with a partner. Give reasons for your answers.

Increasing Fluency

Follow the instructions to practice increasing your reading speed.

1. Look back at your reading time for "The Top Seven Signs that Someone is Lying to You." Write the time here: .....
2. Use a watch to time yourself. Read the text again. Try to read it faster than the first time. Write your new reading time here: .....
3. Did your reading speed increase?

Extensive Reading 3

The Railway Children

Introduction

This extract from an Oxford *Bookworms* reader gives you the opportunity to read more in English. The more you read, the faster and more fluent you will become. *The Railway Children* is set in England. It tells the story of three children growing up: Roberta, Peter, and Phyllis. The extract you will read starts at a happy time before their lives are unexpectedly changed one day.

Before Reading

A. What do you think will happen in the extract? Check (✓) your answers.

..... 1. The children's parents get a divorce.

..... 2. Their father disappears.

..... 3. They move from their nice house in London to a small house in the country.

..... 4. Their mother runs away.

B. Now read the extract to see what happens.

Words

Mother was almost always at home, ready to play with the children, or to read to them. And she wrote stories, then read them to the children after tea.

These three lucky children had everything that they needed. Pretty clothes, a warm house, and lots of toys. They also had a wonderful father who was never angry and always ready to play a game. 50

They were very happy. But they did not know *how* happy until their life in London was over, and they had to live a very different life indeed.

The awful change came suddenly.

It was Peter's birthday, and he was ten years old. Among his presents was a toy steam engine, and it quickly became 100

Peter's favorite toy. But after three days, the engine went BANG! Peter was very unhappy about his broken toy. The others said he cried, but Peter said his eyes were red because he had a cold.

When Father came home that day, Peter told him the sad story about his engine, and Father looked at it very carefully. Mother and the children waited.

"Is there no hope?" said Peter.

"Of course there's hope!" said Father, smiling. "I'll fix it on Saturday, and you can all help me."

Just then, someone knocked at the front door. A few moments later, Ruth—the maid—came in. "There are two gentlemen to see you," she said to Father.

"Now, who can they be?" said Father.

"Try to be quick, dear," said his wife. "It's nearly time for the children to go to bed."

But the two men stayed and stayed. Father's voice got louder and louder in the next room, but the children and Mother could not hear what was said. Then Ruth came back and spoke to Mother.

"He wants you to go in, ma'am," she said. "I think he's had bad news. Be ready for the worst."

Mother went into the next room, and there was more talking. Soon after, the children heard Ruth call a taxi, then there was the sound of feel going outside and down the steps.

Mother came back, and her face was white. 350

"It's time to go to bed," she said to the children. "Ruth will take you upstairs."

"But, Father—" began Phyllis.

"Father's had to go away on business," said Mother. "Now, go to bed, darlings."

Bobbie whispered, "It wasn't bad news, was it?"

"No, darling," said Mother. "I can't tell you anything tonight. Please go *now*." 400

Mother went out early the next morning, and it was nearly seven o'clock before she came home. She looked ill and tired, and the children asked her no questions.

Mother drank a cup of tea, then she said, "Now, my darlings, I want to tell you something. Those men did bring bad news last night. Father will be away for some time, and I'm very worried." 450

"Is it something to do with the government?" asked Bobbie. The children knew that Father worked in a government office.

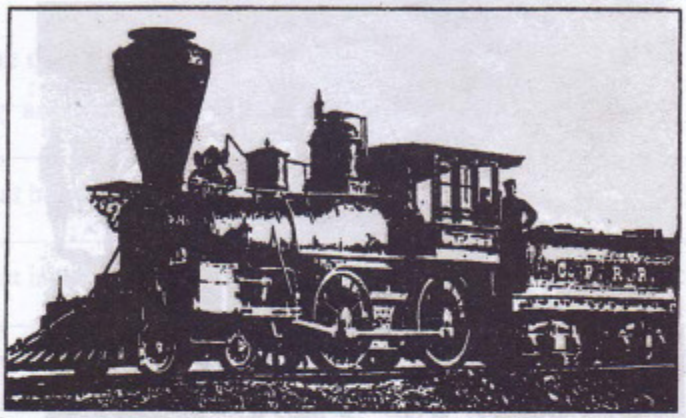
"Yes," said Mother. "Now don't ask me any more questions about it. Will you promise me that?" 500

The children promised.

Everything was horrible for some weeks. Mother was nearly always out. Ruth, the maid, went away. Then Mother went to bed for two days, and the children wondered if the world was coming to an end. 550

One morning, Mother came down to breakfast. Her face was very white, but she tried to smile.

"We have to leave our house in London," she said. "We're going to live in the country, in a dear little white house near a railway line. I know you'll love it." 600



A busy week followed, packing everything up in boxes. The children almost enjoyed the excitement.

"We can't take everything," Mother told them. "Just the necessary things. We have to play 'being poor' for a while."

On their last night in the house, Peter had to sleep on the floor, which he enjoyed very much. "I like moving," he said.

"I don't!" said Mother, laughing.

Bobbie saw her face when she turned away. "Oh, Mother," she thought. "How brave you are! How I love you!"

Next day, they went to the railway station, and got on a train. At first, they enjoyed looking out of the windows, but then they became sleepy. Later, Mother woke them.

"Wake up, dears," she said. "We're there."

There were no taxis, and a man with a cart took their boxes. The children and Mother walked behind the cart along a dark, dirty road, which seemed to go across the fields. After a while, a shape appeared in the darkness.

"There's the house," said Mother.

The cart went along by the garden wall, and around to the back door. There were no lights in any of the windows.

"Where's Mrs. Viney?" said Mother.

"Who's she?" asked Bobbie.

"A woman from the village. I asked her to clean the place and make our dinner," said Mother.

"Your train was late," said the man with the cart. "She's probably gone home."

"But she has the key," said Mother.

"It'll be under the doorstep," said the man. He went to look. "Yes, here it is."

They went inside the dark house. There was a large kitchen with a stone floor, but there was no fire, and the room was cold. There was a candle on the table, and the man lit it. Then a noise seemed to come from inside the walls of the house. It sounded like small animals running up and down. Then the cart man went away and shut the door. Immediately, the candle went out.

Total Words: 941 "Oh, I wish we hadn't come!" said Phyllis.

Extract from *The Railway Children*, Bookworms Library, Oxford University Press.

Answer the questions.

1. Why are the children happy at the beginning of the story?

   _____

2. What happened to the children's father?

   _____

3. What is the house in the country near to?

   _____

4. Why didn't the mother tell the children the truth? Why did she lie to them about their father?

   _____

The King About the Story

Answer the questions.

1. Did you enjoy reading the extract? Do you want to read more about Roberta, Peter, and Phyllis?
2. Do you think their father is a criminal?
3. Why do you think the book is entitled *The Railway Children*?

Timed Repeated Reading

How many words can you read in one minute? Follow the instructions to practice increasing your reading speed.

1. Time yourself. Read the extract for one minute. When you stop, underline the last word you read and write "first" in the margin.
2. Go back to the beginning of the extract. Read again for one minute. Try to read faster this time. When you stop, underline the last word you read and write "second" in the margin.
3. Go back to the beginning of the extract. Read again for one minute. Try to read even faster this time. When you stop, underline the last word you read and write "third" in the margin.
4. Count the number of words you read each time. Record the three numbers on the Timed Repeated Reading Chart on page 193.