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# Features of the Teacher Guide

This teacher guide for *The Essential Guide to Language, Writing, & Literature, Blue Level* contains a variety of instructional ideas, suggestions, and resources for presenting the lessons. The main features of this guide are described below.

## Skillbook and Assessment Resources

References to the ancillary materials that are correlated to the *Essential Guide*. Use these resources to diagnose, assess, and reinforce student learning.

## Writing Companion

For additional practice in writing, select chapters in *The Essential Guide* are correlated to *Writing Companion, Grades 9–10 and 11–12*.

## Additional Resources

For additional skill practice in vocabulary and test preparation, see the *Many Voices Language Skillbooks* listed below.

**Vocabulary Skillbooks**, Levels I, J, K, and L

**Test Preparation Skillbooks**, Levels I, J, K, and L

## Objectives

Primary teaching and learning goals that provide a baseline for rubrics and other evaluation measures.

## Create Interest

Student-friendly warm-up activities designed to introduce the lesson.

## Guided Instruction

Classroom-wide lessons in which students brainstorm, discuss, and work with concepts under the guidance of the instructor.

## Connect to Everyday Life

Activities that demonstrate how lesson concepts are used in the real world.

## The Differentiated Classroom

Strategies specially designed for students with a variety of abilities, including struggling, advanced, and English language learners, as well as those with different learning styles, such as visual, linguistic, or kinesthetic.

## Six Traits Instruction

Provides brief, focused activities based on one of the Six Traits of Good Writing: ideas, organization, voice, word choice, sentence fluency, and conventions.

## Collaborative Learning

Activities that students undertake with others, including group work, paired exercises, games, and discussions.

## Stumbling Blocks

Identification of common problems students may encounter in learning or implementing a particular concept. Problems are presented in diagnostic style and strategies are suggested for helping students overcome them.

## Integrating Technology

Suggestions for working with audio and video equipment, computer programs, and Internet resources to reinforce and apply chapter lessons.

## Workplace Writing

Features that give students a glimpse into workplace applications for the lessons they are learning.

## Concept Review

Activities and applications that reinforce lessons learned in the chapter.

## Revision Checklist

Instruction that focuses on specific strategies for helping students revise their written work.

# The Parts of Speech

Pages 2–29

## Skillbook and Assessment Resources

**Skillbook Activities** To reinforce the skills covered in this chapter, use the activities from the appropriate *Grammar, Usage, and Mechanics Skillbook* listed below.

**Level I** (pages 8–69)

**Level K** (pages 7–38)

**Level J** (pages 7–48)

**Level L** (pages 8–41)

**Pretest and Posttest** Use these tests from *Assessment Resources*, Blue Level, before and after instruction of the Grammar, Usage, and Mechanics (chapters 1–12).

**Pretest: Grammar, Usage, and Mechanics** Use this test to assess your students' prior knowledge of the content and skills covered in chapters 1–12.

**End of Course Test: Grammar, Usage, and Mechanics** Use this to test to assess your students' progress after they have studied chapters 1–12.

**Chapter Test** To assess your students' understanding of the skills and content covered in this chapter, use the test from the *Assessment Resources*, Blue Level.

### Chapter 1 Test

## Create Interest

Write the sentences below on the board. Ask students to explain how the word *raise* is used in each sentence. They should be able to point out that in the first sentence, *raise* is a noun; it names the thing that the boss promised. In the second sentence, *raise* is a verb; it describes what the subject does. Reinforce the idea that a word's part of speech is determined by how it is used in a sentence.

The boss promised him a raise.

She raises horses.

## Guided Instruction

**Use a Graphic Organizer** Make a graphic organizer by listing the eight parts of speech vertically on the left-hand side of the chalkboard. Write *Part of Speech*, *Function*, *Questions to Identify*, and *Examples* across the top of the board. Ask students to make a copy of the chart and keep it available for reference. Each time you introduce or

review a part of speech, help students complete the information on the organizer. For example, the function of nouns is to name; the question to ask to identify a noun is *Is the word naming a person, a place, a thing, or an idea?* Examples include *Spartacus*, *mall*, *T-shirt*, and *courage*. The function of pronouns is to replace nouns; the question to ask to find a pronoun is *Is the word replacing a noun?* Examples include *I* and *yours*.

## Nouns

(pages 4–5)

### Objectives

- To identify nouns, compound nouns, common and proper nouns, and collective nouns
- To substitute specific nouns for vague, general nouns when writing and revising

## The Differentiated Classroom

**English Language Learners** To help students identify nouns that name ideas, write sentences like these on the board and ask them to fill in the blanks with one-word answers.

One great quality my best friend has is \_\_\_\_ .

When I think about the future, I feel \_\_\_\_ .

The most important characteristic of a true hero is \_\_\_\_ .

Write a variety of responses on the board and have students copy them in their notebooks to keep as a reference.

**Struggling Learners** Point out that one test of whether a word is a noun is to place the article *a*, *an*, or *the* before it. If the resulting phrase makes sense, the word is probably a noun; if not, it probably is not. Give students several other words to test that are different parts of speech, such as *through*, *went*, *believe*, and *dreadful*. Warn students that this check does not work with nouns that name ideas, some proper nouns, and dates.

### Concrete and Abstract Nouns (page 4)

Ask students to choose a noun that describes an idea or quality, such as *dedication*, *friendship*, *freedom*, *happiness*, or *excellence*. Explain that one way to define an abstract noun is to give concrete examples of the idea or quality it names. Ask students to draft five sentences that begin with the same abstract noun, use the verb *is*, and give an example. For example, *Dedication is getting up for early morning practice when I would rather sleep in.*

## The Differentiated Classroom

**Visual Learners** Write the following sentence on the board, leaving a blank for each noun.

Coral comes from an animal in the ocean that is known as the coral polyp.

Next write the four nouns in the sentence on the board in scrambled order. Ask a student to read the sentence aloud, inserting the nouns into the blanks in proper order. If the order is incorrect, ask for other possibilities. If the order is correct, ask what clues the student used to determine the proper order. Clues might include articles or prepositions that precede the noun; common relationships between descriptive adjectives and nouns; and the overall sense of the sentence (“an animal in the ocean” is more logical than “an ocean in the animal”).

### Common and Proper Nouns (page 5)

Have students write a plot summary from a show they have seen or a novel they have read. Tell them to include all major characters, the setting, and the main problem and its solution. Direct them to identify all the nouns in the summary as common or proper.

### Stumbling Blocks

**Problem:** Failing to capitalize nouns such as *street*, *river*, *corporation*, *college*, and *doctor* as part of proper nouns naming specific places, people, or institutions

**Solution:** Remind students to capitalize common nouns used as essential parts of proper nouns. Give them common nouns such as the following: *street*, *road*, *lane*, *river*, *ocean*, *mountains*, *company*, *college*, *doctor*, *senator*, and *professor*. Ask students to provide an example of a proper noun for each common noun, such as *Atlantic Ocean*.

### Compound Nouns (page 5)

Tell students that there is no rule governing when a compound noun should be spelled as two separate words, hyphenated, or combined. Therefore, the only way to learn the correct spelling of these words is to look them up in the dictionary and then memorize them. Say these compound words aloud to students and have them look the words up in a dictionary: *notebook*, *daytime*, *checklist*, *time saver*, *light-year*, *show-off*, *problem solving*, *air bag*, and so forth.

As students do homework for their other classes, have them make a list of compound words they find in their textbooks and class notes. Ask students to share their lists. Help them develop strategies for remembering how to form these compounds correctly. Point out that strategies may include memorizing the word, relating the word to similar words, or creating mnemonic devices.

## The Differentiated Classroom

**Advanced Learners** Explain to students that new words are frequently incorporated into the English language through compounding. Have them choose a compound noun, such as *cruelty-free*, *cyberspace*, *gardenburger*, *go-to guy*, *in-your-face*, *killer asteroid*, *repetitive strain injury (RSI)*, *winter blues*, *world music*, or some other word that may not yet be in the dictionary. Have students write their own definition of the term.

## Collaborative Learning

Have each student choose a paragraph from a recent writing assignment. Working with a group of three to five classmates, students can use a thesaurus to choose nouns that make the paragraph more vivid and specific. Remind them that they do not have to replace every noun. Ask them why it might not be advisable to do so.

### Collective Nouns (page 5)

Have students compile (and perhaps illustrate) a glossary of collective nouns, such as *a pride of lions* or *a gaggle of geese*.

## Pronouns

(pages 6–10)

### Objectives

- To identify the various kinds of pronouns
- To use pronouns correctly
- To correct errors in pronoun-antecedent agreement

### Personal Pronouns (page 7)

Ask students to review a recent writing assignment for problems with pronouns and antecedents. Tell them to circle each pronoun and to draw a line from the pronoun to its antecedent. If a pronoun has no antecedent, students should supply one. If a pronoun and its antecedent do not agree, they should replace the incorrect pronoun.

## The Differentiated Classroom

**English Language Learners** In some languages, such as Arabic, personal pronouns are added to the verbs as prefixes or suffixes. Native speakers of these languages tend to over-correct in English by doubling the subject, as in “Bill he is my friend.” Tell students that if they use a pronoun as the subject of a sentence, they should not also use a proper noun for the subject.

## Stumbling Blocks

**Problem:** Failing to make pronoun and antecedent agree

**Solution:** Point out to students that the word *antecedent* comes from two Latin words meaning “going before.” Therefore, the antecedent of a pronoun is the word that “goes before” the pronoun. It is the word to which the pronoun refers. Give students sentences like these and ask them to identify both the pronouns and their antecedents:

Tim changes his car’s oil himself.

The campers brought their emergency supplies.

Does anyone have any ideas about what Kim might like for her birthday?

**Problem:** Using *you*, *it*, and *they* with indefinite antecedents

**Solution:** Explain to students that in writing they should use *you* only to mean “you, the reader” and *they* or *it* only to refer to a clear antecedent. Write the sentences given below on the board and have students revise them.

It says that you should slide Shelf A into Slots B and C when you begin assembling this bookshelf.

*(When you begin to assemble this bookshelf, you should slide Shelf A into Slots B and C or The directions say that you should slide Shelf A into Slots B and C when you begin to assemble this bookshelf.)*

On the weather forecast, it said that tomorrow will be sunny.

*(According to the weather forecast, tomorrow will be sunny or The meteorologist said that tomorrow will be sunny.)*

## Reflexive and Intensive Pronouns (page 8)

### The Differentiated Classroom

**Auditory Learners** Read the sentences below aloud, replacing each pronoun with a noun. For example, the first sentence would become “The school is holding the school’s football tryouts at three-thirty.” Ask students to suggest a pronoun to replace the word *school’s*. Repeat the sentence, inserting the suggested pronoun. If it makes sense, ask students to identify whether the pronoun is personal, reflexive, or intensive.

The school is holding its football tryouts at three-thirty.

“Ari said he would try out for the team,” Bob stated.

Ari’s friends decided they themselves would go to the tryouts.

Ari found himself with his own private cheering section.

## Indefinite Pronouns (page 9)

### The Differentiated Classroom

**Struggling Learners** Before students begin their study of indefinite pronouns, point out that many pronouns contain the word parts *some*, *any*, *every*, and *no*. Explain that these pronouns do not refer to specific nouns, although they may refer to identifiable persons or things. They express the ideas of “all,” “some,” “any,” or “none.” Tell students that these pronouns have no particular antecedents. Instead, they serve as general subjects or objects in sentences. They are also used to present general statements. Divide the class into small groups and hold a competition for which group can generate the largest number of indefinite pronouns.

### The Writing Process

Remind students that indefinite pronouns often refer to antecedents that may be either male or female. In the past, writers have used a masculine pronoun, known as the *generic he*, to refer to such indefinite pronouns. Today most people try to avoid this. Write this sentence on the board and ask students for ideas about different ways to edit it to avoid the use of *his* to refer to men and women.

Every reporter should quote his sources accurately.

[1] Reporters should quote their sources accurately.

[2] Every reporter should quote sources accurately.

[3] Every reporter should quote his or her sources accurately.

Point out that the use of *his* or *her* can be awkward, especially when it is repeated several times in a passage.

**Revising** Work with students to develop items for a revision checklist on using nouns and pronouns. Include items about using these parts of speech correctly, such as capitalizing proper nouns, and suggestions for using them effectively, such as choosing specific nouns in descriptions.

## Demonstrative and Interrogative Pronouns (pages 9–10)

**Reciprocal Teaching** Have each student play the role of game show host (or teacher) by asking contestants (the class) several trivia questions that begin with interrogative pronouns, such as *Who wrote The Adventures of Huckleberry Finn?* and *Who invented the lightbulb?* Students should begin their answers with a demonstrative pronoun, as in *That was Mark Twain* and *That was Thomas Edison*. Have each student in the class take a turn as the game show host.

## Relative Pronouns (page 10)

**Note:** Relative pronouns and adjective phrases are dealt with in more depth in *Chapter 4*.

### The Differentiated Classroom

**Linguistic Learners** Have students complete the following sentences by supplying a subject and a predicate.

\_\_\_\_, who is the best singer around, \_\_\_\_.

\_\_\_\_, which is the smallest car, \_\_\_\_.

Have students point out the relative pronoun in each sentence.

# Using Verbs

Pages 84–107

## Skillbook and Assessment Resources

**Skillbook Activities** To reinforce the skills covered in this chapter, use the activities from the appropriate *Grammar, Usage, and Mechanics Skillbook*.

**Level I** (pages 151–175)

**Level J** (pages 113–137)

**Level K** (pages 91–115)

**Level L** (pages 110–145)

**Chapter Test** To assess your students' understanding of the skills and content covered in this chapter, use the test from the *Assessment Resources, Blue Level*.

**Chapter 5 Test**

## Create Interest

Write these sentences on the board.

I often work Saturday afternoons.

I am working now.

I worked last Saturday.

I will work next Saturday.

Ask students to identify the sentence(s) that shows present, past, future, and ongoing action. Reinforce the idea that verbs change form to show *when* an action occurs.

## Guided Instruction

**Use a Graphic Organizer** Explain that there are four principal parts of a verb. Reproduce the chart below on the board with students, eliciting or supplying the information as necessary. Ask students to copy the organizer and keep it available for reference.

Principal Part	Use	Form	Example
<b>Present Tense</b>	shows present condition and general or habitual action	present principal part	talk
<b>Present Participle</b>	shows action happening at this moment	(is) + present principal part + <i>-ing</i>	is talking
<b>Past Tense</b>	shows action that happened or a condition that existed in the past	present principal part + <i>-ed</i> or <i>-d</i>	talked
<b>Past Participle</b>	shows that a past action or effect continues now	(have) + past principal part	have talked



# Regular and Irregular Verbs

(pages 86–92)

## Objectives

- To form the principal parts of regular verbs correctly
- To form the principal parts of irregular verbs correctly
- To use the correct form of regular and irregular verbs in writing

## The Differentiated Classroom

**English Language Learners** Students may have difficulty pronouncing the past tense of regular verbs. Introduce the following rules for pronunciation and provide opportunities for oral practice.

/t/ after *k, p, f,* or *s* sound (parked, napped, miffed, missed)

/d/ after a vowel or *g, v, l, m, n, b, r,* or *w* (bagged, phoned, enjoyed)

/ɪd/ after *d* or *t* (founded, spotted)

**Advanced Learners** Ask students to suppose that they have agreed to help a foreign exchange student who is having difficulty with English verbs. Work with the class to construct a list of guidelines to help this student learn the four principal parts of regular and irregular verbs.

## Stumbling Blocks

**Problem:** Spelling past and participle verb forms

**Solution:** Point out to students that the spelling of a verb sometimes changes when *-ing* or *-ed* is added. Explain that while there are exceptions, these general rules apply in most cases. Give students the rules and then ask them to apply them to the words in parentheses. Remind them to use a dictionary if they have questions about how to spell a verb form.

Drop the final *e* before a suffix that begins with a vowel; for example, *hope* becomes *hoping*. (*bake, move, use*)

Double the final consonant to preserve the short vowel sound in a verb with one syllable; for example, *hop* becomes *hopping* and *write* becomes *written*. (*swim, star, slip*)

Double the final consonant of a verb with two or more syllables if the final syllable is stressed and has one vowel and one consonant; for example, *referred* and *inferring*. (*occur, transfer control*)

In words that end with *-y* preceded by a consonant, change the final *-y* to *i* before *-ed* but not before *-ing*; for example, *cried* and *crying*. (*try, carry, vary, defy*)

## Irregular Verbs (pages 87–92)

## Stumbling Blocks

**Problem:** Using a past participle form to express the past tense

**Solution:** Give students some examples of an error, such as *I seen the parade* and *I run the race yesterday*. Then ask students to come up with five examples using the following format.

An iceberg (sank, sunk) the unsinkable Titanic.

Collect the examples and put a few on the board each day to reinforce proper verb usage.

## The Differentiated Classroom

**Visual Learners** Ask students to add the information on irregular verbs to the graphic organizer they used to introduce the principal parts of regular verbs. Tell students that several logical arrangements of the information are possible. Ask them to work in groups to find the best arrangement of the information. Then compare the resulting graphic organizers and discuss the advantages and disadvantages of each arrangement.

## English Language Learners / Struggling Learners

Use flashcards to reinforce the correct forms of the following irregular verbs: *blow, give, draw, break, froze, throw,* and *take*. Have students write each form of the verbs on a separate index card. On the other side of the card, they should write the form of the verb, such as *present participle*. Students can use either side of the cards to drill with a partner. If they are shown a verb such as *(is) bursting*, they should respond by identifying its principal part (for example, present participle). When students are shown the name of a principal part, the partner should state the present form of the verb and they should respond by forming the principal part shown. In both cases, the correct answer will be on the side of the card facing the partner.

**Auditory Learners** Write the following sentences on the board:

Have you make the decorations for the high school dance yet?

Hank put the scissors in the toolbox.

I hold the ribbon as your mother tied the bows.

A teacher from the art department lead the union meeting.

Someone at the meeting win the door prize.

Call on a different student to read each sentence aloud, using the correct verb form. If the verb form is correct as written, the student should read the sentence aloud and say, “Correct.”

**Advanced Learners** Tell students that English verbs change form to show whether something takes place in the past, present, or future. These different forms are called inflections. In some languages, other parts of speech are inflected to show time. For example, in Japanese, the adjective *shiroi* means “white,” *shirokatta* means “was white,” and *shirokute* means “being white.” In Potawatomi, the endings used to show past, present, and future on verbs can also be used with nouns. So instead of saying, “I once was happy,” a person might say, “I happied.” Challenge students to make up endings that could be used to show time for nouns and adjectives. Afterward, discuss the advantages and disadvantages of inflecting nouns and adjectives to show time relationships.

## Workplace Writing

Point out to students that many people who must write on the job find the best way to deal with irregular verbs is to keep a list of the verbs that give them the most trouble. Businesspeople also use resources such as dictionaries and office handbooks that contain lists of irregular verbs. Reference books that list English verb conjugations are also very helpful. Help students identify situations in which they might need to use such resources on the job, such as taking phone messages, writing letters, responding to complaints, or making presentations.

## Connect to Everyday Life

**Writing** Ask students to make a list of the ten to twenty most important events in their lives so far. Tell them to write each event in a complete sentence. Then have students determine which tense they used most frequently: past, present, or future.

Explore why students used past, present, and future tenses in their autobiographical lists. Students may say that the past tense is used to show that actions are completed, as in *I was born*. Some writers might choose to use the present tense to give a sense that they are retelling events in their lives as if they were happening now. The future tense may be used to communicate a sense of possibility, as in *That mistake cost me a friendship, but I will treat my new friends better*.

## Concept Review

Ask students to review several recent compositions to check for problems with using principal parts of verbs. Follow up by suggesting items students might add to their revision checklists to help them avoid problems with irregular and troublesome verbs.

## Stumbling Blocks

**Problem:** Using nonstandard verb forms, such as *brung*

**Solution:** Point out to students that verb forms that are not in the dictionary should not be used in situations that call for formal English. Forms to avoid include *brung* instead of *brought*, *knowed* for *knew*, *busted* for *broken*, *drug* for *dragged*, *try* for *try to*, *should of* for *should have*, and *would of* for *would have*. If students tend to use these nonstandard forms, suggest that they add the problem form(s) to their revision checklists.

## Integrating Technology

**Internet** Dave Sperling’s ESL Cafe on the Web at [www.eslcafe.com](http://www.eslcafe.com) contains forums and other information for ESL/EFL teachers.

## Connect to Everyday Life

Read a passage from an autobiography or explorer’s journal to students, such as Laurence Yep’s description of his science class in *The Lost Garden*. Discuss how the author used verbs to control the reader’s sense of time.

## Six Problem Verbs

(pages 93–95)

### The Differentiated Classroom

**Struggling Learners** Use a chart such as the one below to help students remember the problem verbs that take an object. Write the headings and information about *lie* and *lay* on the board. Then have students supply the information for *rise* and *raise* and *sit* and *set*.

Verb	Takes Object?	Example
<i>lie</i>	no	I <i>lie</i> down.
<i>lay</i>	yes	I <i>lay</i> the book down.
<i>rise</i>	no	My grandfather <i>rises</i> at dawn.
<i>raise</i>	yes	Are they going to try to <i>raise</i> the <i>Titanic</i> ?
<i>sit</i>	no	Please <i>sit</i> down.
<i>set</i>	yes	<i>Set</i> the package on the desk.

**Linguistic Learners** Encourage students to make up tips for learning the six problem verbs. The tips may be logical statements, such as a summary of the distinction between two problem verbs stated in their own words. The tips could also be humorous rhymes or dialogues.

**English Language Learners** Help students see the relationships among groups of irregular verbs by showing them an analogy such as *break* is to *broke* as *speak* is to \_\_\_\_\_. Ask students to construct one analogy for some of the irregular verbs discussed in this chapter. Collect the analogies and use a few each day to review irregular verb forms.

**Advanced Learners** Assign each student a few of the problem or irregular verbs covered in this lesson. Tell students to find the origin of these words, using a collegiate dictionary, a book on etymology, or an online dictionary. Ask students to share their results in small groups. Tell them to look for things their words have in common. They should notice that many of the irregular verbs are from

Old English or Norse. Tell students that Old English was spoken by the descendants of Germanic peoples who settled in Britain in A.D. 500. Many of the verbs we use to describe everyday tasks come from Old English. Two hundred years later, Viking invaders introduced Norse words such as *get*, *raise*, and *take*. Both Old English and Norse are heavily inflected languages; that is, many words change form to show how they are used in a sentence. As a result, many of the oldest English verbs have irregular forms based on the inflections used by the people who first spoke the language.

### Collaborative Learning

Ask students to work with partners to write a dialogue using two of the problem verbs covered in this chapter. Tell them that their dialogue can include an explanation of how to use the verbs correctly, examples of the verbs used correctly, or both explanation and examples. Have students rehearse and present their dialogues to help them develop an ear for correct verb usage.

## Verb Tense

(pages 96–100)

### Objective

- To understand the six basic verb tenses

### Create Interest

Put the sentence starters below on the board and ask students to complete them. After students have made several suggestions, ask them how they showed the difference among past, present, and future. Students should be able to point out that verb endings, helping verbs, and adverbs help them to show differences in time.

Yesterday I \_\_\_\_\_.

Today I \_\_\_\_\_.

Tomorrow I \_\_\_\_\_.

## Stumbling Blocks

**Problem:** Difficulty in determining the tense of a verb phrase

**Solution:** Point out that the first auxiliary verb indicates the tense. Show the examples that follow.

The team had been looking for a new coach. (The auxiliary had indicates that the action began in the past.)

The team has been on a winning streak for two years. (The auxiliary has indicates that the winning streak continues.)

The current coach will have to retire at the end of the season. (Will indicates that the action takes place in the future.)

## The Differentiated Classroom

**English Language Learners** Students may use the wrong form of a verb with the auxiliary verb *have*. For example, they may make errors like this: *The snowman had fall down* or *She has not speaking Chinese since she left Taiwan*. Explain that after *have*, the past participle is used to form the perfect tenses. The correct form is *The snowman had fallen down* or *She has not spoken Chinese since she left Taiwan*. For practice, have students make up sentences using the present form of the following verbs: *sail, ask, smile, drip*.

**Linguistic Learners** Write the sentence frames below on the board. Ask questions to help students understand how each verb tense functions. For example, you might ask which of the verbs signal that an action has been completed in the past, indicate that an action is taking place now, or show that a past action was completed before another action. Discuss how students know the answer.

I used to \_\_\_\_\_, but now I \_\_\_\_\_.

In the future, I hope to \_\_\_\_\_.

A value I have learned is \_\_\_\_\_.

If I had not \_\_\_\_\_, I would not now be able to \_\_\_\_\_.

By the time I leave school, I will have \_\_\_\_\_.

**Advanced Learners** Remind students that critical essays about literature are generally written in the present tense, even if the author is dead, as in the following example.

The poet W. H. Auden satirizes conformity in “The Unknown Citizen.”

For practice, help students compose a group paragraph summarizing a work they have recently read.

**Visual Learners** Make a six-column chart on the board, using the six basic tenses as the headings. Under each heading, write how the tense is formed: Present—present principal part; Past—present principal part + *-ed* or *-d*; Future—(shall) or (will) + present principal part; Present Perfect—(have) + present principal part; Past Perfect—(had) + past participle; and Future—(shall) or (will) + past participle. Say, “The verb *have practiced* describes an action that was completed at an indefinite time, so it is in the present perfect tense.” Write *have practiced* in the appropriate column. Ask students to identify the verbs and the column in which they belong for each of the remaining sentences.

## Collaborative Learning

Ask students to choose a historical event they have studied and describe it in the historical present, as if it were happening now. Give them the option of writing an eyewitness account or scripting a “live” news broadcast that might include a news anchor, a correspondent, and eyewitnesses.

## Progressive and Emphatic Verb Forms

(pages 101–103)

### Objectives

- To use progressive and emphatic forms of the six tenses correctly
- To avoid unnecessary shifts in tense

### Guided Instruction

**Use a Graphic Organizer** List the six basic tenses in a vertical column on the left-hand side of the board. Write *Use(s)* and *Form* across the top of the board. Ask students to supply information to complete the chart. Then add *Progressive* to the top column and ask students to supply its use and form for each of the six basic tenses.

## The Differentiated Classroom

**English Language Learners** Point out to students that the progressive tense is used for ongoing actions, with a few exceptions. Simple tenses are used with verbs that express a mental activity relating to one of the senses, a preference, or a thought; for example, *I see a light* rather than *I am seeing a light*. Simple tenses are also used with verbs of possession, such as *own*; verbs of appearance, such as *looks* or *seems*; and verbs of inclusion, such as *contain*. For practice, ask students to make up sentences using *see*, *hear*, *smell*, *want*, *prefer*, *think*, *understand*, *own*, *belong*, *looks*, *seems*, *appears*, *contains*, and *includes*. Tell students to watch for special uses of these verbs (such as *We are thinking about going to the movie*) and add the exceptions to their revision checklists.

**Linguistic Learners** Give students practice in using the perfect and progressive tenses by creating several situations that place an object in a time-limited situation, such as a light bulb with 15 minutes left to burn, a football about to be passed, or a tennis shoe about to be worn. Write each situation on a separate piece of paper, beginning with *you*; for example, *You are a piece of candy about to be dipped in chocolate. How do you feel?* Have students pick one of the situations by random drawing and do five minutes of free-writing in response. Have students share their writing and discuss the benefits and drawbacks of using the perfect and progressive tenses.

**Auditory Learners** Read this sentence aloud: *Everyone in the art room was drawing furiously*. Say, “The verb phrase is *was drawing*. It is the past progressive form, because it shows an ongoing action that took place in the past.” Write the sentences below on the board. Ask students to identify the progressive or emphatic verb form in each sentence. If students have difficulty identifying the progressive form, remind them to look for different forms of the verbs *to have* and *to be*. Review how these verbs are used to construct the progressive form. If students have difficulty identifying the emphatic form, remind them to look for different forms of

the verb *to do*. Review how this verb is used to construct the emphatic form.

Shawn will be entering her painting in the city art contest.

She has been painting for two weeks now.

David is taking an advanced course in art history.

Do you like painting or sculpture better?

Before the dance I had been reading a book about Michelangelo.

By the end of the summer, I will have been reading about him for three months.

## Workplace Writing

Tell students that they may be asked to report progress on a project in the workplace. A progress report summarizes what has been done on a project and indicates when the remaining tasks will be finished. Ask students to identify different types of projects for which they might be asked to give oral or written progress reports. Elicit a wide range of projects, from constructing a new building to creating a Web site. Discuss how confusion in verb tenses might affect the audience in each situation.

### Shifts in Tense (page 103)

## Concept Review

**Revising** Ask students to check for tense shifts in a recent composition by highlighting the verbs. Follow up by discussing examples of tense shifts students found and asking how students decided whether a tense shift was necessary or inconsistent.

## The Differentiated Classroom

**Advanced Learners** Remind students that a flashback is a literary device that allows an author to describe something that happened in the past as if it were happening in the present. Have students write a story beginning with this story starter: *When I got into the time machine, I never really expected it to work*. Ask them to move the action of their story from the present to the past or the future and then back to the present.

## Stumbling Blocks

**Problem:** Unnecessary shifts in tense

**Solution:** Point out to students that writers often begin describing an event in the past and then, as they get caught up in their story, switch to the present tense. Writers should check for consistency in tenses at the revision stage. To demonstrate, write the example below on the board. Have students find the tense shifts. Discuss how the shifts affect their ability to follow the paragraph. Then decide whether the paragraph should be revised to be consistent in past or present tense. (The story could be told in the past tense; however, storytellers often use the “historic present” to create a sense of immediacy.)

Once upon a time, three little pigs all decided to build houses. Two pigs built houses of flimsy materials. The third pig built a house of brick. Along comes the big, bad wolf, ready for supper. He huffs, and he puffs, and he blows two houses down. But all the pigs took shelter in the brick house. When the wolf comes down the chimney, they trap him in a kettle. Then they were safe.

## Collaborative Learning

Ask students to work in groups to find examples of shifts in verb tense in their science or social studies textbooks. You may need to point out that shifts in tense are appropriate to signal a time change. For example, *In the beginning, the conflict between North and South Vietnam was not described as a war; however, today it is referred to as the Vietnam War.* Tense shifts are also appropriate when using an example from the past to support a generalization. For example, *The argument about who discovered America continues. The credit used to go to Christopher Columbus.* Have students share examples within the group and discuss why the author shifted tenses. Ask each group to choose the best example and share it with the class.

## Concept Review

Have students underline one example of each different verb tense they used in a recent composition. Follow up by discussing what students noticed about the way they tend to use verbs: Are some tenses used more frequently than others? Are some tenses harder to form correctly than others?

## Voice

(pages 104–105)

### Objective

- To distinguish between passive and active voice

## The Differentiated Classroom

**English Language Learners** Point out that the passive voice is formed by adding a past participle to a form of the verb *be*. Give students practice in forming the passive voice by asking them to make up sentences using *am, is, are, was, were,* and *are being* with a transitive verb such as *given*.

**Linguistic Learners** Tell students that many language experts recommend that writers avoid the passive voice. Write the following sentences on the board.

The cat drank the milk.

The milk was drunk by the cat.

Ask students which sentence is more concise. Then write this sentence on the board.

Your request has been denied.

Ask students if they can tell who denied the request. Explain that the passive voice is sometimes called the “nobody voice” because the person responsible for the action can be left out of the sentence. Tell students that their writing will be more concise and interesting if they use the passive voice only when the person responsible is unknown or when the writer wants to create a certain emphasis, as in *The meal was prepared by a French chef.* Write the following sentences on the board. Ask students to put them into active voice and see which version they prefer.

The bank was robbed yesterday.

A final decision has been made to proceed with the building.

The character could have been developed more fully by the author.

The repairs on your car are being completed right now.

**Advanced Learners** Encourage students to find out more about how other languages deal with tenses. For example, while verbs are used to mark time in English, adjectives can be used to mark time in Japanese. Encourage students to use an encyclopedia of languages to look up concepts such as language, tense, and verbs. Have them summarize their findings in a chart or a brief oral presentation.

## Collaborative Learning

**Reciprocal Teaching** Ask students to choose two sentences in the active voice from a recent composition and rewrite them in the passive voice. Have them find and transform two sentences written in the passive voice into active voice. Then ask students to work with partners to compare the different versions of the sentences and decide which version is preferable.

## Mood

(pages 106–107)

Write the sentences below on the board. Then help students label the mood of the verb in each sentence (indicative, interrogative, or imperative).

Junk food has caused some people to be unhealthy. (indicative)

Eat more fruits and vegetables. (imperative)

Do you eat enough fruits and vegetables? (interrogative)

Invite students to revise the sentences to create sentences in the subjunctive and conditional moods, as in the examples below.

If junk food were healthy, it wouldn't be called junk food.  
(statement contrary to fact)

We demand that students eat more fruits and vegetables  
(command or request)

If you eat more vegetables, you should feel full for longer.  
(conditional)

Point out to students that the conditional mood can also be expressed with the subjunctive form:

If he were to eat more vegetables, he would feel full for longer.

## The Differentiated Classroom

**Auditory Learners** Students often have trouble with the correct verb form for the subjunctive mood. Students should memorize the use of *were* as the correct form of the verb *to be* when expressing statements contrary to fact. Drill students on the correct use of subjunctive mood by having students or the entire class repeat the following sentences.

It would be nice if I were wealthy.

It was as if I weren't there.

I wish I were a little bird.

We suggest that she stay awhile.

We ask that the audience remain seated.

I insist that she go with me.

## Stumbling Blocks

**Problem:** Students misuse or do not use the subjunctive in clauses beginning with *if*.

**Solution:** Remind students the subjunctive mood is required only to express conditions that are doubtful or contrary to fact.

Today was Saturday; I was sleeping in. (indicative)

If today were Saturday, I would have slept in. (subjunctive)

# Writing Strong Sentences

Pages 278–291

## Assessment Resources

**Chapter Test** To assess your students' understanding of the skills and content covered in this chapter, use the test from the *Assessment Resources, Blue Level*.

### Chapter 15 Test

### Objectives

- To write sentences in a voice and style appropriate to audience and purpose
- To develop sentences with appropriate organization, word choice, and attention to conventions

## Prewriting

(pages 280–281)

### Objectives

- To keep in mind the audience, purpose, and occasion for writing
- To find and use specific, vivid words
- To identify and use fresh similes and metaphors

### Six Traits Instruction

**Word Choice** Write the following sentences on the chalkboard.

Fran was pretty.

Fran was as pretty as a picture.

Fran was as pretty as my Aunt Flo.

Ask students for their first impressions of these sentences. Encourage students to discuss the information offered and the information lacking in each sentence. For example,

the first sentence offers an opinion but does not excite the imagination. The second uses a tired simile to make a comparison but does not evoke an image. The third uses a direct comparison, but one that is only useful to those who know “Aunt Flo.”

Challenge students to replace the tired words and phrases with better ones. First, ask students to replace the verb *was* with a more exciting verb. Next, invite them to add details about Fran’s hair, eyes, and other features. Suggest that students compose additional sentences about Fran’s beauty without using adjectives.

## Considering Audience, Purpose, and Occasion (page 280)

### Guided Instruction

Discuss with students the different kinds of language they might use for different audiences, purposes, and occasions. As an example, invite students to identify the relationship and circumstances in which they might hear someone greet people using the following terms.

Hello.

Hi.

How are ya?

Wassup?

Good morning, ma’am.



## Choosing Vivid Words (pages 280–281)

### Guided Instruction

Have each student write a description of a simple activity, such as something they did before coming to school. Suggest that they use vivid, precise words in their descriptions. Ask students to exchange papers with a partner and then edit words or phrases in the partner's paper to make them more specific and colorful. Suggest that students find more interesting and specific language by asking questions such as the following.

How much does it weigh?

What is its texture?

What is its size and shape?

How do I feel when I see it?

What does it remind me of?

You can extend this activity by asking students to revise their original descriptions or by initiating another paper exchange and asking students to find still more vivid words and phrases they can use.

### The Differentiated Classroom

**Struggling Learners** Write on the board a series of verbs such the following. Have students suggest at least two specific words for each of the general words.

went

saw

wanted

said

looked

**Linguistic Learners** Launch a discussion of the connotations of different verbs. Have students identify the different mood evoked by these two statements.

The man walked toward the building.

The man sauntered toward the building.

**Visual Learners** Have students make a graphic organizer such as the one below. In the first box, they should write an underlined word from the sample sentence. Then ask students to brainstorm and use a thesaurus to come up with specific words for the second box. In the third box, have them write the new words in one or two phrases. In the fourth box, have them write a new sentence based on one of the phrases.

#### Sample Sentence

The police officer lit flares at the scene of the accident.

General Word: scene

Specific Words:

Write Phrases:

Write New Sentence:

## Using Figurative Language (page 281)

### Guided Instruction

Write the following sentences on the board and ask students to identify the figurative language in each as a simile or metaphor.

The afternoon light entered the room like a shy visitor.

The sunset was a treasure chest of gold laid in the meadow.

### Concept Review

**Revising** Have each student quickly draft a paragraph of six to eight sentences about what they do in some part of their day. Tell them not to pay attention to their word use but to just get down the basic information.

Then assign the students to groups. Have each group choose a paragraph to read and then replace the uninteresting words and phrases in each sentence with specific words, similes, and metaphors.

## Drafting

(pages 282–284)

### Objectives

- To practice writing concise sentences
- To draft sentences that have variety

### Guided Instruction

**Sentence Fluency** Write the following sentences on the chalkboard.

Wyoming is a Rocky Mountain state. It is the tenth-largest state in area. It has the smallest population of all the states. It was admitted to the Union in 1890.

Ask students why the sentences are dull. (They are short, choppy, and unvarying.) Challenge the class to use the information in the sentences to write a more interesting series of sentences. Encourage students to vary sentence structure as was done in the sentence beginnings listed on page 284.

### Collaborative Learning

Ask students to use an almanac or an encyclopedia to write a paragraph of six to eight sentences about one of the United States. Urge them to write down facts without regard for order or writing style. Then have students exchange papers with a partner and use the facts they've received to compose a series of varied, interesting sentences.

Ask for volunteers to share their paragraphs with the rest of the class. Have students say which is the “before” and which is the “after” paragraph. Ask them to explain what the writer did at specific points to change one into the other.

## The Differentiated Classroom

**Auditory Learners** Ask a volunteer to read aloud Dian Fossey's excerpt on page 283, emphasizing the sounds of the words. Ask the class to list the words she uses that appeal to their sense of hearing.

### Creating Concise Sentences (page 282)

## The Differentiated Classroom

**English Language Learners** Write the following sentences on the board, and ask students to identify the redundant words or phrases.

Jonathan scowled angrily when Stephanie insulted him. (angrily)

The strange feeling was very peculiar. (strange, peculiar)

We packed the necessary things we needed for the trip. (necessary, needed)

The student won a medal for his brave heroism. (brave, heroism)

**Visual Learners** Distribute flyers to groups of three or four students. Ask students to identify the ideas the flyer communicates. Discuss with the class ways in which the flyers avoid wordiness and unnecessary repetition (Examples may be that they commonly use symbols or illustrations to complement the writing. They use direct, active sentences. They use lists and bullet points.)

### Using Sentence Variety (pages 283–284)

## Guided Instruction

Encourage students to pay attention to the Sentence Drafting Guidelines on page 284 as they complete their drafts.

## The Differentiated Classroom

**Struggling Learners** Have students write a paragraph about a favorite restaurant. Direct them to use at least two of each of the following sentence types.

simple

compound

compound-complex

**Advanced Learners** Have students look at a family photo album or a yearbook and write a few sentences describing each photo. Challenge them to use each of the following sentence beginnings.

subject

adverb

infinitive phrase

participial phrase

prepositional phrase

adverb clause

inverted order

## Revising

(pages 285–288)

### Objectives

- To identify and correct wordiness
- To identify and combine choppy, rambling sentences
- To identify and correct tired images

## Create Interest

Write the following three incorrectly worded sentences on the board.

Nevada was admitted to the Union during the Civil War, and Nebraska was not admitted until after the war.

Nevada was admitted to the Union during the Civil War, even though Nebraska was not admitted until after the war.

Nevada was admitted to the Union during the Civil War, but Nebraska didn't enter until after the war.

Ask students how they would correctly word a sentence containing this information. (One possible answer: *Although Nevada was admitted to the Union during the Civil War, Nebraska wasn't admitted until after the war.*)

## Guided Instruction

Explain to students that faulty sentence structure often reflects or promotes faulty thinking. Assert that parts of sentences have to fit correctly, especially when there are two or more elements whose relationship has to be made clear. Point out that coordinating and subordinating words can help reinforce connections between concepts in a sentence.

## Workplace Writing

Instruction manuals are notorious for their hard-to-understand sentences. Bring to class several instruction manuals and challenge students to rewrite them so that each sentence is clear. If possible, test students' instructions by attempting to follow their directions.

## Eliminating Wordiness (page 285)

### Integrating Technology

**Audio** Informal conversation is likely to have rambling sentences, which are not appropriate for written language. Invite interested students to tape a reading of their work so that they can listen for sentence variety, including long, rambling sentences.

### The Differentiated Classroom

**Struggling Learners** Have students explore other media, such as department store catalogs or travel magazines, for unnecessary wordiness. Challenge them to revise a paragraph from one of these sources.

### Six Traits Instruction

**Word Choice** Have students look at the list of Empty Expressions on page 285. Ask them to write two sentences for each example: one that uses the empty expression and one that streamlines the sentence, eliminating all unnecessary expressions. Have volunteers read both sets of sentences to the class.

## Combining Sentences (pages 286–288)

### Six Traits Instruction

**Sentence Fluency** Write the following sentences on the board.

The earliest electronic devices were novelties. They were not compact. They were not reliable.

Invite students to suggest ways in which the sentences could be combined effectively. (*The earliest electronic devices were novelties that were neither compact nor reliable.*)

As a follow-up, have each student write a series of short sentences. Then ask them to exchange papers with a partner and combine the sentences they receive using phrases, subordinating clauses, and coordinating clauses.

## The Differentiated Classroom

**English Language Learners** Give students practice at writing compound sentences by directing them to write a sentence using each of the coordinating words and phrases on page 288.

**Struggling Learners** Ask students to look at a chapter book written for early readers. Using the technique of subordinating, have students combine simple sentences into complex sentences, revising text as necessary.

## Refreshing Tired Images (page 288)

### Six Traits Instruction

**Word Choice** Offer students an example of figurative language that has become cliché, such as “happy as a clam.” Then write the following sentences on the board and ask the students to identify the cliché in each. Challenge them to come up with fresher, more interesting comparisons for each sentence.

Mom’s smile is as sweet as pie. (sweet as pie)

This unusual book is right up your alley. (right up your alley)

That reality show was as dull as dishwater. (dull as dishwater)

## Editing and Publishing

(pages 289–291)

### Objectives

- To correct errors such as faulty parallelism and faulty coordination and subordination
- To understand the value of using writing conventions to communicate effectively

### Correct Faulty Parallelism (page 289)

## Collaborative Learning

Have students work in pairs to create parallel phrases for each of the following structures.

infinitive phrases

adjectives

participial phrases

noun clauses

compound predicates

## Correcting Compound and Complex Sentences (pages 290–291)

## Collaborative Learning

**Play a Game** Ask students to write three sentences each and put them in a box at the front of the classroom. Challenge each student to draw two sentences and write them together on the board. Work with the class to use coordinating words and phrases to combine the pair of sentences into one compound or complex sentence that makes sense.

### Editing and Publishing (page 291)

Have students identify pitfalls they need to avoid and add them to their Personalized Editing Checklists.

Direct students to check their sentences against the editing checklist and the publishing checklist on page 291.

## Concept Review

Encourage students to use the skills they have acquired to write sentence captions for photos in the photo album or yearbook they used earlier in the chapter.