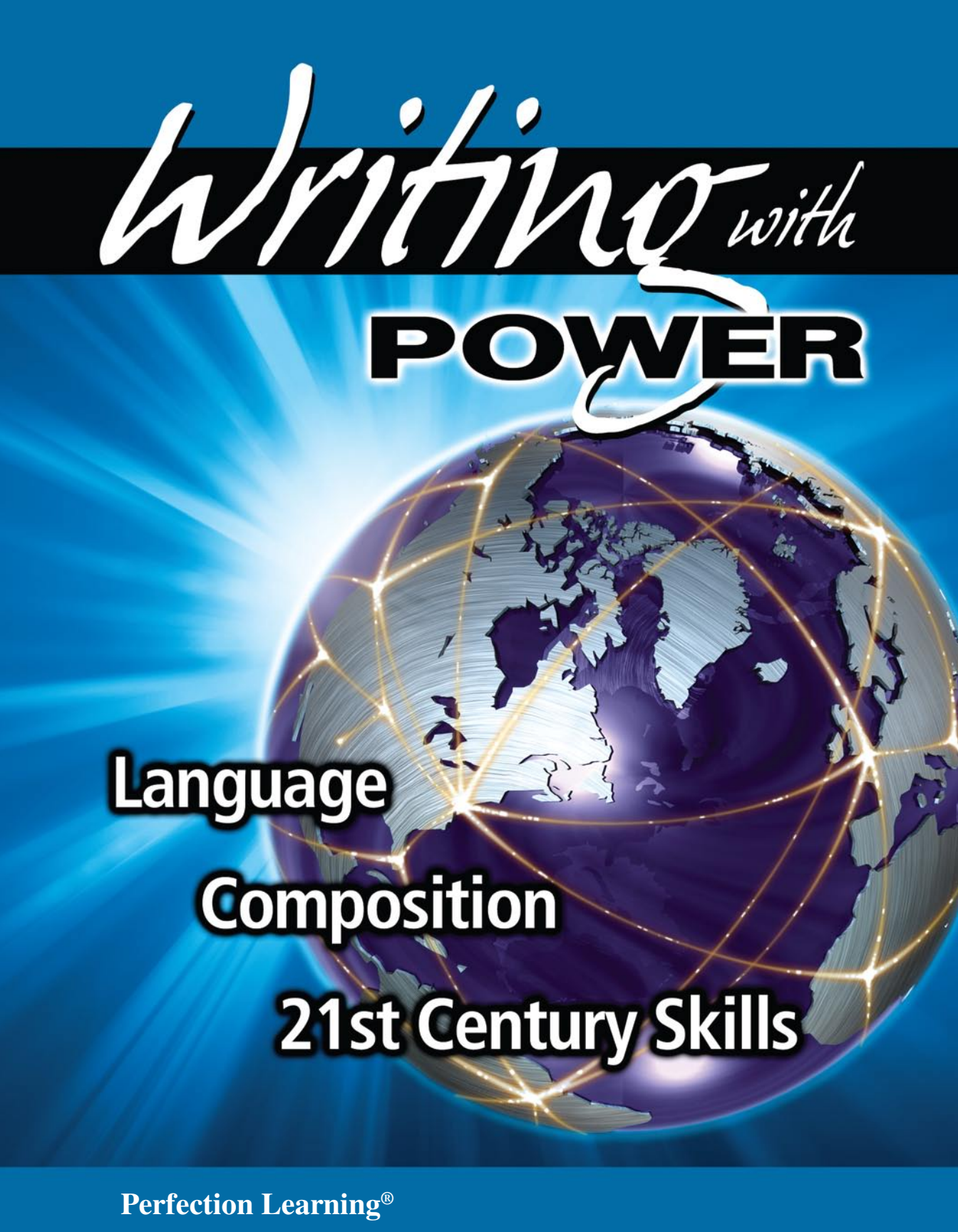
Writing with POWER



Language

Composition

21st Century Skills

Perfection Learning®

Contents in Brief

Composition

Unit 1 Style and Structure of Writing 2

Common Core State Standards Focus

W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.3 (d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

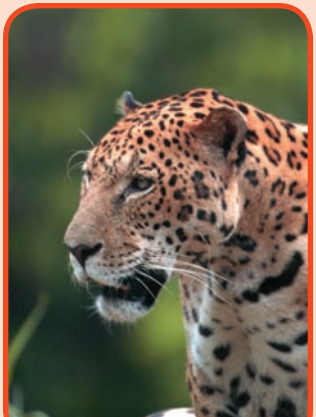
Common Core State Standards Focus

L.3 (a) Vary sentence patterns for meaning, reader/listener interest, and style.

Composition

Common Core State Standards Focus

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



Common Core State Standards Focus

W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Composition

Common Core State Standards Focus

W.3 (d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Common Core State Standards Focus

W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Composition

Common Core State Standards Focus

W.1 Write arguments to support claims with clear reasons and relevant evidence.

W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Common Core State Standards Focus

W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Common Core State Standards Focus

W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Common Core State Standards Focus

L.4 Demonstrate understanding of f gurative language, word relationships, and nuances in word meanings.

Composition

Common Core State Standards Focus

S.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.5 (c) Distinguish among the connotations (associations) of words with similar denotations (def nitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty)*.

Common Core State Standards Focus

S.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

S.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Grammar

UNIT 4

Grammar 462

Common Core State Standards Focus

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Common Core State Standards Focus

L.3 (a) Vary sentence patterns for meaning, reader/listener interest, and style.

L.1 (d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

Grammar

Common Core State Standards Focus

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Common Core State Standards Focus

L.3 (a) Vary sentence patterns for meaning, reader/listener interest, and style.

Grammar

Common Core State Standards Focus

W.2 (c) Use appropriate transitions to clarify the relationships among ideas and concepts.

Common Core State Standards Focus

L.4 (c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to f nd the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Grammar

Common Core State Standards Focus

L.1 (a) Ensure that pronouns are in the proper case (subjective, objective, possessive).

Common Core State Standards Focus

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Grammar

Common Core State Standards Focus

L.4 (c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to f nd the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Common Core State Standards Focus

L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Grammar

Common Core State Standards Focus

L.2 (a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

Common Core State Standards Focus

L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Grammar

Common Core State Standards Focus

L.2 (b) Spell correctly.

CHAPTER 10

Writing to Persuade

Persuasive writing states an opinion on a subject and uses facts, examples, and reasons to convince readers.

Below are a few examples of the ways in which persuasive writing guides important decisions in everyday life.

- **Business owners appeal to banks** for loans and support to help them expand.
- **Companies pay for radio ads** to promote their products and services.
- **Writers submit proposals to publishers** for articles, essays, or book ideas.
- **Phone and credit card companies write enticing letters** in order to gain potential customers.
- **Lobbyists petition lawmakers in Congress, hoping to influence** their votes on particular issues.
- **Stores create promotional flyers** to attract new shoppers and retain current ones.

Writing Project Persuasive

TV or Not TV? Write a persuasive essay arguing for or against a television-free month.

Think Through Writing What do you think about kids your age spending long hours watching television? Is it good for them or bad for them? Jot down a few thoughts and opinions on the subject.

Talk About It In a group of three to five students, discuss what you have written. What are your various opinions on TV watching?

Read About It An editorial, like the model by Carol O'Sullivan on the next page, is a common use of persuasive writing. Here, O'Sullivan argues that teachers should use television in their classrooms. Many people disagree with O'Sullivan. Think about why her argument would be unpopular and how she justifies it in her editorial.

MODEL: Persuasive Writing

From *Television: Identifying Propaganda Techniques*

Television Should Be Used in the Classroom

Carol O'Sullivan

Television can and should be used in the classroom to teach children. Watching television is entertaining. By using it in the classroom, teachers can get children to pay attention. Children are used to paying close attention to a television screen. It is easy to get them involved in an educational program on a classroom television.

The main point of O'Sullivan's essay is stated in the very first sentence (highlighted).

Not everyone would agree that a classroom television is a good idea. For example, communications professor Neil Postman argues that it is not good for children to "sit transfixed in front of a television screen." "Transfixed," according to the dictionary, means "to make motionless." It seems to me that getting children to sit transfixed in front of the television screen would be helpful to an educator. It would allow the teacher to perform important duties like grading papers and preparing lessons.

Here the author brings up an alternative view and counters it.

Television could also be helpful in the classroom because of the quality of educational programs that might be shown. Actors could dress up in colonial costumes. Historical dramas, such as the signing of the Declaration of Independence, could be enacted. Such lessons would be more meaningful to students than simply reading words and looking at pictures.

In this and the following paragraphs, the author expands on her reasons.

Other subjects too would be more exciting if television were used to teach these subjects. Science is an example. Science teachers do not have money to buy supplies to demonstrate experiments. But these experiments could be filmed in a studio with dramatic lighting and elaborate props. Every day, at a specified time, exciting science programs could be broadcast. Each program could teach a new science topic, such as why volcanoes erupt. Not only would these shows be educational, but they would also be entertaining. Teachers could follow up with a lesson on the same topic as the TV program showed.

Besides teaching science and other subjects, television also generates children's desire to read more books. A study done in New Jersey proves this. Forty percent of the third graders in one school chose to read books that had been made into films. Included were *Little House on the Prairie* and *Sounder.*

This example is one that will probably impress many readers.

Television instruction can be helpful to both students and teachers. When the television becomes the instructor, the teacher is free to spend time with students who need extra help. This not only helps the students but also helps the teachers. Television can make it easier for teachers to address the needs of all their students.

Television will probably never replace teachers in the classroom. But it can help the teachers to do their jobs more efficiently. Most teachers do not have time to entertain their students. They cannot change costumes to present history lessons. They do not have time to construct exciting science demonstrations every day. And they cannot act out entire plays so that children will be inspired to read books. Television can do all this because its purpose is to entertain as well as instruct.

The idea that education could be entertaining bothers some people. Professor Neil Postman is one such person. He said, "No one has ever said or implied that significant learning is . . . achieved when education is entertainment." Postman and others who argue against entertainment in education seem convinced that learning must be boring. I think Postman is wrong. I think learning can be fun and that television can help make it fun.

In her closing paragraph O'Sullivan restates her major point by refuting the quote of a well-known educator. Is her argument persuasive?

Respond in Writing Respond to Carol O'Sullivan's argument concerning television and education. Do you agree with her? Why or why not? Give reasons for your answers.

Develop Your Own Ideas Work with your classmates to develop ideas that you might incorporate into a persuasive essay in which you argue for or against a month entirely free of television.

Small Groups: In your small group, discuss the writing you have done. Consider each position in light of the following considerations.

- Did each author state a position clearly?
- Why might others disagree with the author's position?
- What reasons does the author give for holding the position?
- Does the author provide evidence for the reasons presented? If not, what kinds of evidence might be convincing?

Whole Class: Make a master chart of the ideas generated by the small groups to compare the arguments made across the range of students in the class.

Write About It You will next write a persuasive essay in which you argue for or against not watching television for a month. You may choose any of the topics, audiences, and forms listed below.

Possible Topics	Possible Audiences	Possible Forms
• the positive effects of not watching television for a month • the negative effects of not watching television for a month • the positive effects of being a part of an interesting experiment • the negative effects of being a part of an experiment you may not enjoy	• people who agree with your position • people who disagree with your position • people who aren't sure whether they agree or disagree with your position • people who might help you implement your plan depending on how well you argue your points	• an essay • a blog • a newspaper editorial • an e-mail distributed to many people at once

Developing Your Skills of Persuasion

"Writing comes more easily if you have something to say," wrote novelist and dramatist Sholem Asch. Perhaps for this reason, many people write to express their opinions and persuade others. For example, a citizen may write to elected officials to persuade them to support issues on which the citizen holds strong feelings. When you write a persuasive paragraph, your goal is to persuade others to agree with you.

1 Structure of a Persuasive Paragraph

A persuasive paragraph has three main parts: a topic sentence, a body of supporting sentences, and a conclusion. The chart below shows how to make each part fulfill its function.

HERE'S HOW

Structuring a Persuasive Paragraph

- In the **topic sentence,** you capture the audience's attention, present the issue, and express your opinion.
- In the **body of supporting sentences,** you present reasons, facts, examples, and expert opinions to support your opinion, or thesis. You also present **counter-arguments**—opposing views—and show why your ideas are better.
- In the **concluding sentence,** you present a summary or strong conclusive evidence—logically drawn from the arguments—that drives home your thesis.

MODEL: Persuasive Paragraph

Young Athletes

Students who excel in a sport should get a good education and not count on a career in sports. First of all, very few people actually play sports professionally. Second, even those lucky enough to become professionals may not be able to play for long. An injury may cut their careers short. Finally, even a healthy sports career does not usually last an entire lifetime. A good education will prepare an athlete for a rewarding job in place of or after a sports career.

The first sentence expresses the opinion of the writer. This is the topic sentence.

The following sentences give reasons to support the opinion.

The concluding sentence sums up the topic on a strong note.

Practice Your Skills

Writing Persuasive Topic Sentences

For each subject, write a topic sentence stating an opinion.

Example the library

Possible Answer Our city's public library should have longer hours.

1. pets
2. earning money
3. visiting the dentist
4. growing up
5. books
6. pollution
7. playground safety
8. computers
9. exercise
10. commercials

PROJECT PREP Prewriting *Rough Sketch*

Based on the writing you have done, the discussions you have had with your classmates, and the model persuasive paragraph about athletics and education, sketch out your persuasive essay. First decide on your topic, audience, and format (see the project possibilities chart on page 239). Then meet in your writing group and help each author use a chart like the following to begin gathering thoughts. After completing the four columns, each writer should formulate a thesis statement that captures attention, presents the issue, and expresses his or her opinion. Discuss your thesis statement with your writing group members.

My Position/ Opinion	Facts, Examples, and Reasons I Use to Back Up This Opinion	My Audience's Position	Facts, Examples, and Reasons I Can Use to Persuade My Audience
Topic Sentence			

2 Sound Reasoning

Challenge your readers' opinions through sound reasoning backed up by solid facts and examples and detailed, relevant proof.

Facts and Opinions

The proper place for an opinion in a persuasive paragraph is in the topic sentence. After that, avoid using opinions as proof.

A **fact** is a statement that can be proved. An **opinion** is a belief or judgment that cannot be proved.

You can test whether a statement is factual in two ways. One way is to ask yourself whether you would be able to prove the statement through your own experience.

Fact My family watches two hours of television every evening. (You know this through your own experience.)

The second way is to ask yourself whether you could prove it by consulting accepted authorities.

Fact The average American watches more than four hours of television a day. (You cannot use your experience to test this statement, but you can verify it by consulting experts. This statistic was supplied by the Nielsen Co.)

Unlike facts, opinions cannot be proved. They are personal judgments, interpretations, preferences, and predictions that differ from person to person. Here are some examples.

Opinions Broadcast news today is simply **terrible.**
The **best** program about science appears on our local station.

Sometimes you can recognize opinions by watching for some of the words below.

OPINION WORDS		
should	good, better, best	probably
ought	bad, worse, worst	might
can	beautiful	perhaps
may	terrible	maybe

Practice Your Skills

Recognizing Facts and Opinions

For each statement write ***F*** if it is a fact or ***O*** if it is an opinion.

1. *White Fang* is a better book than *Call of the Wild*.
2. I think polluted air looks ugly.
3. Raleigh is the capital of North Carolina.
4. Bicyclists should always wear helmets.
5. Abraham Lincoln was the sixteenth president of the United States.

Writing Tip

Use **facts** and **examples,** not opinions, to convince readers.

Detailed, Relevant Proof

Evaluate the evidence you provide to back up your position to make sure it is detailed, not overly general, and relevant, not only slightly related. Suppose you were writing a persuasive text about how school could be improved. Notice the difference in the strength of the evidence.

Too General — A bright, clean environment helps students. (No details support this statement.)

Suitably Detailed — A recent study in England showed that students feel safer and have more pride in their school when the environment is clean. (Specific details highlight the effect of the school environment on students.)

Not Relevant Enough — Computers at home have a big impact on students. (The topic is school environments, not home.)

Relevant — A clean school environment that includes easy access to technology encourages student learning. (This statement presents computers within the context of the school environment.)

Think Critically

Think Critically

Developing Counter-Arguments

In order to form a strong argument to back your opinion, consider all the possible objections to your argument. Then think of a counter-argument—an answer to each objection. To try this, ask a partner to play the role of a person who disagrees with you. Use your conversation to create a list of objections and counter-arguments. You can then create a chart similar to the one below to help you develop your persuasive paragraph.

Opinion: Wild animals should not be kept in cages.

Me: It isn't right to put wild animals in cages in zoos.

Alice: Well, at least there they won't get eaten or die of hunger.

Me: But that's not why zoos exist. They exist so we can look at the animals.

Alice: Well, would you like it if you couldn't see those animals?

Me: No, but we could watch them on film.

Alice: Watching an animal on film isn't the same as actually seeing one.

Me: Maybe not, but films allow us to see animals in their natural habitats—doing things we will never see them do in a zoo.

OBJECTION	COUNTER-ARGUMENT
1. Wild animals are safe in zoos.	**1.** Zoos aren't created to protect wild animals; they exist so that people can see the animals.
2. If there weren't zoos, people couldn't observe wild animals.	**2.** People can observe the animals in films.
3. Seeing a film of a wild animal is not the same as actually observing one.	**3.** Films show animals in their natural habitats, doing things we will never see them do in a zoo.

Practice Your Skills

Organizing with an Objection/Counter-Argument Chart

Choose one of the following topics and write an opinion statement. Have a dialogue with someone who disagrees with your opinion. Use your dialogue to create an objection/counter-argument chart. The first one has been started for you.

1. volunteer work

Opinion: Volunteer work should be a requirement for entry into any government-funded school.

OBJECTION	COUNTER-ARGUMENT
1. Students have a lot of school work to do and don't have time for extra activities.	**1.** Students will gain hands-on experience and education, which is the most valuable way to learn.
2.	**2.**
3.	**3.**

2. Texting in school
3. Standardized tests
4. After-school jobs
5. Study halls

PROJECT PREP *Prewriting* ***Sound Reasoning***

1. In your writing group, evaluate each author's evidence. Is it detailed and relevant enough to be convincing? If not, suggest improvements.
2. Also review the counter-arguments each author developed and discuss ways they could be presented respectfully and addressed.
3. Revise your essay based on feedback from your writing group.

The Power of Language

Clauses: Tip the Scale

You've learned that good persuasive writing should include consideration of other points of view. Considering other viewpoints can further build your own argument and show how the other viewpoints might be flawed. When you write your thesis statement, you can express opposing views in an independent clause (highlighted), followed by another independent clause expressing your viewpoint. This construction, however, puts your opponent's viewpoint on an equal footing with yours.

Two Independent Clauses	Watching television can be very enjoyable, but it eats away hours that you could use creating your own enjoyment.

A better way to express the same idea is to use a subordinate, or dependent, clause for the point of view you are disputing. This construction allows you to "tip the scales" in favor of your position. In the following example, the subordinate clause is highlighted.

One Subordinate, One Independent Clause	Although watching television can be very enjoyable, it eats away hours that you could use creating your own enjoyment.

By making this statement in a subordinate clause, you can acknowledge opposing views and *still* keep the focus on your viewpoint, expressed in the main clause.

Try It Yourself

Create a few sentences of your own in which you present your opponent's viewpoint in a subordinate clause and then your viewpoint in a main independent clause. Later, you can check your draft to see if there are any places you'd like to add a subordinate clause or create one from a main clause, as in the example.

Punctuation Tip

Place a comma after an introductory subordinate clause.

3 Order of Importance and Transitions

Good persuasive writing presents supporting points in an organized way. One way to organize your supporting points is by **order of importance.** The most convincing reasons are presented either first or last. This emphasis will help your audience remember your most convincing points.

Use transitions to show the importance of each idea. The following box lists a number of transitions that you may find useful when arranging supporting points by order of importance.

TRANSITIONS FOR ORDER OF IMPORTANCE

also	for example	moreover
another	in the first place	furthermore
besides	in the second place	in addition
finally	in the same way	more important
first	likewise	most important
second	to begin with	similarly

In the paragraph below, does the most important idea come first or last? Notice how the transitions, highlighted in yellow, point out the importance of each idea.

MODEL: Order of Importance and Transitions

Put Out That Fire!

Everyone using the forest should try to prevent a forest fire. First of all, forest fires cost time and money to put out. Second, forest fires can destroy valuable timber along with other plants important to the forest community. Most important, forest fires not only kill wild animals but also destroy their homes. If everyone were more careful in the forest, 76,000 fires a year could be prevented.

- Topic sentence states an opinion
- Supporting points are given in order of importance
- Concluding sentence sums up the opinion with a strong ending

Practice Your Skills

Using Transitions

In the essay below, the ideas are arranged in order of least to most important. The transitions, however, are missing. Using the list on the previous page, rewrite this paragraph to include transitions.

Beyond Books

Our school should start offering more instruction to students by way of videos, films, and television. The reasons for this are many. There are hundreds of excellent videos that document other cities, cultures, and people around the world, and we would love to visit them. Students would be eager to watch a classic by Dickens in action and discuss plot, characters, and theme afterwards. We could really understand how American pioneers struggled in their western movement if we witnessed it ourselves via television. The visual medium offers so much in the way of broadening a young person's horizons, it seems very strange that we don't use it to better advantage. Sitting at a desk with our noses in a book all day seems such a waste when we could actually be flying through the sky with Harry Potter or opening the wardrobe that leads to Narnia. We shouldn't be bound to books alone.

Writing Tip

Use **order of importance** and **transitions** to organize your persuasive writing and show the importance of each idea.

PROJECT PREP Drafting ***Order and Transitions***

Prepare a draft of your persuasive essay using all your previous work and paying attention to order of importance and transitions. Take your draft to your writing group, and help each author rearrange any out-of-place ideas and improve the use of transitions. Revise your draft after your writing group discussions, taking into account the feedback from your group members.

4 Persuasive Essays

Like all multi-paragraph essays, a persuasive essay has three main parts: an introduction, a body, and a conclusion. The chart below shows how to make each part fulfill its function.

HERE'S HOW

Structuring a Persuasive Essay

- In the **introduction,** you capture the audience's attention, present the issue, and express your opinion in a thesis statement.
- In the **body of supporting paragraphs,** you present reasons, facts, examples, and expert opinions to support your opinion, or thesis. You also present counter-arguments—opposing views—and show why your ideas are better.
- In the **conclusion,** you present a summary or strong conclusive evidence—logically drawn from the arguments—that drives home your thesis.

Like a persuasive paragraph, a strong persuasive essay presents information in a logical order with clear transitions. Each paragraph in the body of a persuasive essay presents evidence required to back up the thesis statement or develops an answer to a counter-argument. A strong persuasive essay also has the following features.

QUALITIES OF A STRONG PERSUASIVE ESSAY

- It fulfills its purpose to present an opinion or position and provide detailed, relevant evidence to persuade others.
- It is appropriate for the audience and occasion.
- It states a thesis clearly and backs it up with ample supporting information and details.
- It has an engaging introduction, transitions connecting the body paragraphs to one another and to the introduction and conclusion, and a conclusion that brings the essay to a satisfying end.
- It may use reader-friendly formatting techniques such as bulleted or numbered lists and boldface heads.
- It may use graphics, such as charts and diagrams.
- It is free from errors in grammar, usage, and mechanics and follows all the Power Rules.

The Language of Power *Fragments*

Power Rule: Use sentence fragments only the way professional writers do after the sentence they refer to and usually to emphasize a point. Fix all sentence fragments that occur before the sentence they refer to and ones that occur in the middle of a sentence. (See pages 481-482.)

See It in Action All sentences need a subject and a verb. If one or both of these parts is missing, you will have a fragment instead of a sentence. The following example illustrates how to correct fragments that occur before the sentences to which they refer.

Fragment: Besides teaching science and other subjects. Television also generates children's desire to read more books. (The highlighted fragment is an incomplete thought. It has neither an identifiable subject nor a verb.)

Sentence: Besides teaching science and other subjects, television also generates children's desire to read more books. (Now the subject of the sentence is *television*, and the highlighted words modify the subject.)

Remember It Record this rule and examples in the Power Rule section of your Personalized Editing Checklist.

Use It As you edit your work, read each sentence carefully to make sure you have used complete sentences. If you find any fragments, correct them by joining them to sentences using commas.

PROJECT PREP Editing *Checking Conventions*

1. Carefully edit your paper using your Personalized Editing Checklist to be sure you are not repeating errors. Also ask a classmate or family member to help you catch errors.
2. In your writing group, evaluate one another's persuasive essay using the rubric on the next page. Make any revisions that will clarify meaning or enhance the style of your essay.

Using a Six-Trait Rubric

Persuasive Writing

Use the following rubric to evaluate your persuasive essay.

Ideas	**4** The thesis statement clearly states an opinion. The text backs it up with abundant supporting facts or examples. The conclusion appeals to readers.	**3** The thesis statement clearly states an opinion. The text includes some supporting facts or examples and a conclusion.	**2** The thesis statement is unclear. The text does not provide enough support for the stated opinion. The conclusion is unclear.	**1** The thesis statement is missing or unclear, or the text fails to support the stated opinion. The conclusion is missing.
Organization	**4** The organization is clear with frequent transitions to guide the reader.	**3** A few ideas seem out of place or transitions are missing.	**2** Many ideas seem out of place and transitions are missing.	**1** The organization is unclear and hard to follow.
Voice	**4** The voice sounds natural, engaging, and forceful.	**3** The voice sounds natural and engaging.	**2** The voice sounds mostly natural but is weak.	**1** The voice sounds mostly unnatural and is weak.
Word Choice	**4** Words are specific and powerful. Language is respectful.	**3** Words are specific and language is respectful.	**2** Some words are too general and/or emotional.	**1** Most words are overly general.
Sentence Fluency	**4** Varied sentences flow smoothly.	**3** Most sentences are varied and flow smoothly.	**2** Some sentences are varied but some are choppy.	**1** Sentence structure is not varied or sentences are choppy.
Conventions	**4** Punctuation, usage, and spelling are correct. The Power Rules are all followed.	**3** Punctuation, usage, and spelling are mainly correct and Power Rules are all followed.	**2** Some punctuation, usage, and spelling are incorrect but all Power Rules are followed.	**1** There are many errors and at least one failure to follow a Power Rule.

Writing Lab

Project Corner

Speak and Listen
Group Discussion

With your classmates, **discuss the different points of view** expressed in your persuasive essays. Was a consensus reached on the prospect of trying the month-without-television experiment? To what extent were classmates persuaded to give the experiment a try? How many students argued against going a month without TV? Did many classmates agree with this position?

Collaborate and Create
Act It Out

In your writing group, select one student's essay and use it as the basis for a short play. Either **perform the drama** live before your classmates or film It and show It on a screen.

Research Investigate Further

Conduct additional research on the issue you have written about. Have others written on the same topic? What views have they presented? How would you respond to their point of view? Present a panel discussion of your findings.

In the Workplace
Persuasive Letter

1. You work at a game store where you have been a loyal customer your whole life. The owner of the store continues to stock Swords and Wizards trading cards but he's noticed that sales have dropped off. You happen to know that most of your friends have lost interest in the wizard cards and have moved on to the Mythic Monsters cards, trading them actively. ***Write a letter*** to your boss suggesting that he switch to selling Mythic Monsters cards instead of Swords and Wizards cards. Use the examples of your friends and any other facts and reasons you can think of to convince him. Use transitions to arrange your points in order of importance. (You can find information on writing letters on pages 401–412.)

For Oral Communication Persuasive Speech

2. Some members of your class want to have a class pet. Others feel that an animal should have a proper home, and not live in a classroom. Decide where you stand on that issue. ***Prepare a speech*** to convince your class that your position is the better one. Include a topic sentence supported with reasons, facts, and examples. Arrange your details in order of importance. Be sure to include a convincing conclusion. Present the speech to your class. (You can find information on preparing speeches on pages 415–424.)

Timed Writing Persuasive Letter to an Editor

3. A local newspaper is sponsoring a contest to find a citizen who is a "local hero." The winner will receive a cash prize and be featured as a cartoon character in a weekly comic strip. The newspaper has asked members of the community to nominate people who they think deserve the award. Who in your community deserves the Local Hero Award? Write a letter to the paper recommending a person you know. Convince the editors of the paper that your nominee deserves to win. Use facts, reasons, and examples to support your recommendation. List your supporting points in order of importance and finish your letter by restating your opinion and making a final appeal. Correct grammatical or mechanical mistakes. You have 20 minutes to complete your letter.

Before You Write Consider these questions: What is the situation? What is the occasion? Who is the audience? What is the purpose?

After You Write Use the six-trait rubric on page 251 to assess your work.

Persuasive Writing Workshops

The following essay writing activities will give you practice in writing to persuade.

1 Persuading with Examples

Prewriting

A **review** is a persuasive piece of writing about the quality of a work of art or a performance. Reviews usually discuss both the strong and weak points of whatever is being reviewed, giving examples that support these opinions. They also usually make a recommendation, telling readers whether or not they should see a movie, buy a book, or eat at a certain restaurant.

Think of a restaurant where you have eaten. Jot down your overall impression of it. Then make two columns on a piece of paper. In the first column, write all the things you liked about the restaurant. In the second column, list the restaurant's weak points. Remember to give examples that clearly support each item you mention. Think of the following: quality and quantity of the food, service, price, and decor.

Drafting

Use your notes to write your restaurant review for readers of your community newspaper. Include a thesis statement that states an overall opinion of the restaurant. Let your supporting paragraphs tell the strong and weak points, giving examples for each. Be sure all of your supporting ideas are relevant and detailed. Your conclusion should tell whether or not you recommend the restaurant.

Revising by Conferencing

Exchange work with a partner. Use the evaluation checklist on the next page to assess your partner's paper. After assessing, tell your partner whether his or her review was convincing, and refer to specific points on the checklist that were especially strong or that still need work. Listen to the comments your partner has about your review. Use those comments and your own judgment to make any necessary changes to improve your paper.

Evaluation Checklist for Revising

Checking Your Introduction

- ✓ Does the thesis statement present your opinion effectively? (pages 240–241)
- ✓ Will your introduction convince the readers that your topic is important? (pages 240–241)

Checking Your Body Paragraphs

- ✓ Does each paragraph have a topic sentence? (pages 89–90 and 240–241)
- ✓ Have you supported your main points with detailed and relevant facts and examples? (pages 242–243)
- ✓ Have you organized your supporting material in the most appropriate way? (pages 247–248)
- ✓ Have you dealt with opposing views effectively? (pages 244–245)
- ✓ Have you used sound reasoning? (pages 242–243)
- ✓ Have you used transitions to help your reader follow your argument from point to point? (pages 247–248)

Checking Your Conclusion

- ✓ Does your conclusion summarize your main points and add a strong ending? (page 120)

Checking Your Words and Sentences

- ✓ Have you used respectful language? (page 245)
- ✓ Have you combined short, choppy sentences into longer, more interesting ones? (pages 64–75)
- ✓ Have you used specific and lively words? (pages 43–45)

editing

List all the overly emotional words in the following passage. Then revise the passage in straightforward, forceful language.

> A landmark speech given on the subject of television in 1961 called it "a vast wasteland." Has anything changed? The tube still presents a mind-numbing procession of quiz shows, insipid sit coms, violence, and more violence. The time has come to turn it all off!

Editing and Publishing

After revising your draft, check it for errors in grammar, punctuation, capitalization, and spelling. Use your Personalized Editing Checklist to avoid mistakes that you have made in other writing projects. Then share your work with an interested reader.

2 Persuading with Facts and Examples

Prewriting

Newspaper reporters pride themselves on sticking to the facts. Most newspapers, however, include a special section for opinions, called the editorial page. Editorials are short articles that express opinions and are backed up with facts. Write an editorial. Look at the picture below. What opinions does it bring to mind? Write as many opinion statements as you can. Then choose the one you feel the strongest about. Jot down information and examples from the photograph that support your opinion. Arrange your facts in order of importance.

Drafting

Use your notes to write an editorial that expresses your opinion. Support your opinion with facts and examples. Consider and address alternate points of view. Use sound reasoning (see pages 242–243).

Revising by Conferencing

Get together with a partner. Have your partner review your work to be sure that facts are used to back up the opinion stated in the thesis statement. Ask your partner: Are you convinced of my opinion? Which part of the essay is the most convincing? Which is the least? How might I strengthen my argument? Is my evidence detailed enough and relevant? Use the feedback from your partner to revise your editorial.

Time Out to REFLECT

If you have written a persuasive essay earlier in the year, take it out and read it again. How does it differ from the work you just completed? What did you do better in your most recent work? Is there anything you did better before? Record your reflections in the Learning Log section of your journal.

In the Media

Editorials

Most writing in major newspapers tries to avoid expressing opinions on the news stories it presents. However, almost every newspaper has one page each day where persuasive compositions are printed. The compositions are usually on current topics written by the newspaper's editors, staff writers, and guest writers. When a persuasive composition is printed on a newspaper's opinion page, it is called an editorial.

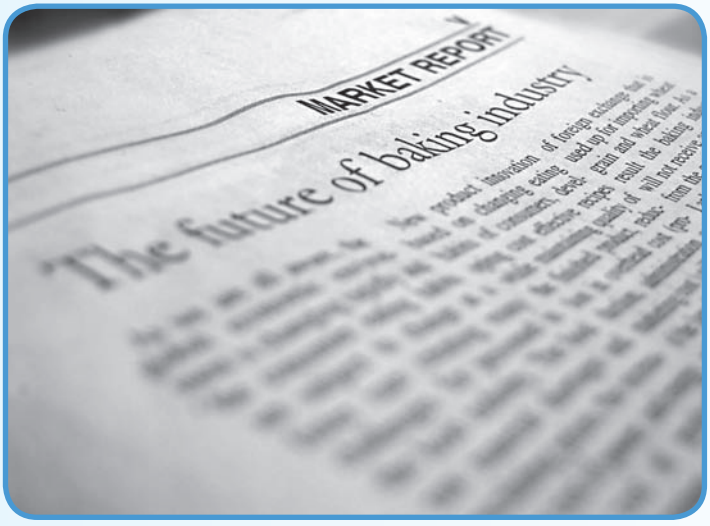
Editorials are an important way of discussing ideas in public. Leaders in government and business read them to find out what people are thinking. People who want to respond can write letters to the editor, some of which may be printed on the same page. Editorials are one way for everyone to communicate about important issues.

Media Activity

In groups of three or four, choose a topic currently in the news to discuss in class. Bring newspapers with editorials on the subject to class—as many as possible. Many newspapers are available both in print and on the Internet. You may even find newspapers from a different state or country.

Read all the editorials your group gathers on your subject.

After considering all the opinions, have a discussion to decide your group's view of the issue. Maybe everyone agrees, but maybe they don't. Then write a paragraph telling what you learned and share it with other groups in your class.



A. Learning Study Skills

Apply Critical Thinking Skills

Your critical thinking skills are the skills you use to think actively about what you read and hear. Critical thinking involves asking questions, making connections, analyzing, and interpreting. Critical thinkers also evaluate and draw conclusions. When you analyze a character's traits in a story or compare and contrast the viewpoints of two authors, you are using your critical thinking skills.

Thinking critically also involves reflecting on your learning. Evaluating the methods you use to study and prepare for assignments and tests will help you identify your strengths. It will also help you determine how you can learn more effectively.

In this section, you will develop your study skills. Improving these skills will help you become a better critical thinker and help you succeed academically.

Developing Effective Study Skills

Adopting good study habits will help you complete your daily classroom assignments. Improve your study habits by using the following strategies.

Strategies for Effective Studying

- Choose an area that is well lighted and quiet.
- Equip your study area with everything you need for reading and writing. You can easily access a dictionary and thesaurus online, but you may want to have print versions of these resources on hand.
- Keep an assignment book for recording due dates.
- Allow plenty of time to complete your work. Begin your assignments early.
- Adjust your reading rate to suit your purpose.

1 Adjusting Reading Rate to Purpose

Your reading rate is the speed at which you read. Depending on your purpose in reading, you may choose to read certain materials more quickly than others.

If your purpose is to get a quick impression of the contents of a newspaper, you should scan the headlines. If you want to identify the main ideas of an article, you should skim it. If your purpose is to learn new facts or understand details, you should read the article closely.

Whether you are reading a newspaper, an article in a periodical, or a textbook, you can read with greater effectiveness and efficiency if you adjust your reading rate to suit your purpose for reading.

Scanning

Scanning is reading to get a general impression and to prepare for learning about a subject. To scan, you should read the title, headings, subheadings, picture captions, words and phrases in boldface or italics, and any focus questions. Using this method, you can quickly determine what the material is about and what questions to keep in mind. Scanning is also a way to familiarize yourself with everything a book has to offer. Scan the table of contents, appendix, glossary, and index of a book before reading.

Skimming

After scanning a chapter, a section, or an article, you should quickly read—or skim—the introduction, the topic sentence of each paragraph, and the conclusion. **Skimming** is reading quickly to identify the purpose, thesis, main ideas, and supporting details of a selection.

Close Reading

Most of your assignments for school will require close reading, which is an essential step for critical thinking. You use **close reading** for locating specific information, following the logic of an argument, or comprehending the meaning or significance of information. After scanning a selection or chapter, read it more slowly, word for word, to understand the text's meaning fully. You can then apply your critical thinking skills to analyze and interpret information and ideas. Be sure to evaluate points and draw conclusions so that you can make judgments and decisions. Pose questions based on your close reading to help you solve problems.

Reading a Textbook—SQ3R

When you read a textbook, you should combine the techniques of scanning, skimming, and close reading by using the **SQ3R study strategy.** This method helps you understand and remember what you read. The *S* in *SQ3R* stands for *Survey,* the *Q* for *Question,* and the *3R* for *Read, Recite,* and *Review.*

THE SQ3R STUDY STRATEGY	
Survey	First get a general idea of what the selection is about by scanning the title, headings, subheadings, and words that are set off in a different type or color. Also look at maps, tables, charts, and other illustrations. Then read the introduction and conclusion or summary.
Question	Decide what questions you should be able to answer after reading the selection. You can do this by turning the headings and subheadings into questions or by looking at any study questions in the book.
Read	Now read the selection. As you read, try to answer your questions. In addition, find the main idea in each section, and look for important information that is not included in your questions. After reading, review the important points in the selection and take notes. (See pages 349–351.)
Recite	Answer each question in your own words by reciting or writing the answers.
Review	Answer the questions again without looking at your notes or at the selection. Continue reviewing until you answer each question correctly.

Practice Your Skills

Choosing a Reading Strategy

For each situation below, decide whether you would use scanning, skimming, close reading, or the SQ3R study strategy to complete the task. Explain your choice.

1. For homework, you have to read a short story and be prepared to discuss it in your English class the next day.
2. You have been assigned to read a chapter in your social studies textbook.
3. You want to find out whether three books you found in the library have information about the geography of Australia.
4. To prepare for a quiz, you want to review a chapter in your science textbook.
5. You need to read a newspaper article to prepare for an oral report about a current event.

2 Taking Notes

Taking notes when reading a textbook or listening to a lecture will help you identify and remember important points. It will also prepare you to engage in critical thinking. Once you identify and record key information, you can make connections, evaluate points, and draw conclusions. Three methods for taking notes are the informal outline, the graphic organizer, and the summary.

In an **informal outline,** you use words and phrases to record main ideas and important details. Notes in this form are helpful in studying for an objective test because they emphasize specific facts.

In a **graphic organizer,** words and phrases are arranged in a visual pattern to indicate the relationships between main ideas and supporting details. This is an excellent tool for studying information for an objective test, for preparing an open-ended assessment, or for writing an essay. The visual organizer allows you instantly to see important information and its relationship to other ideas.

In a **summary** you use sentences to express important ideas in your own words. A summary should not simply restate the ideas presented in the textbook or lecture. Instead, a good summary expresses relationships between ideas and states conclusions. For this reason, summarizing is useful for preparing for an essay test.

In the following passage from a textbook, the essential information for understanding the custom of shaking hands is underlined. Following the passage are examples of notes in the form of an informal outline, a graphic organizer, and a summary.

MODEL: Essential Information

Long ago it was common for men to carry a sword for protection. When two armed male strangers met by chance, their meeting could lead to trouble. To show that he was friendly, one of the two would stretch out his empty sword hand. The other would do the same, and the two would clasp hands. While each was holding tightly to the other's hand, neither man could draw his sword. This is how the custom of shaking hands began.

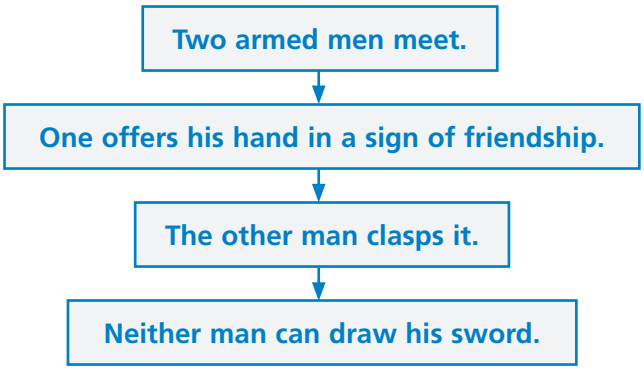
Informal Outline

The Custom of Shaking Hands

1. Men carried swords for protection.
2. If two armed men met, one would offer his hand to show he was friendly.
3. The second man would clasp the first man's hand.
4. Neither man could draw his sword.

Graphic Organizer

The Custom of Shaking Hands



Summary

The Custom of Shaking Hands

Long ago men carried swords. When two men would meet, one would offer his hand to show he was friendly. While the two men were clasping hands, neither could draw his sword. This was the start of the custom of shaking hands.

Whichever note-taking method you use, the following strategies will help you make your notes clear and well organized.

HERE'S HOW

Strategies for Taking Notes

- Label your notes with the title and page numbers of the chapter or the topic and date of the lecture.
- Record only the main ideas and important details.
- Use the title, headings, subheadings, and words in special type to help you select the most important information.
- Use your own words; do not copy word for word.
- Use as few words as possible.

Practice Your Skills

Taking Notes

Choose one of your reading assignments for the next week. Decide whether you will take notes on the reading by making an informal outline, creating a graphic organizer, or writing a summary. Take notes on the reading, and then write a brief paragraph in which you reflect on your note-taking process. Was the method you chose effective? Why or why not?

21ST CENTURY

CHAPTER 20

Clauses

How can you use clauses to create variety in your writing?

Clauses: Pretest 1

The following first draft about skyscrapers contains several errors in the use of clauses. Revise the draft so that it reads more smoothly. The first error, a run-on sentence, has been corrected for you.

The first skyscrapers appeared in the late 1800s in Chicago a little later they appeared in New York City. Opened in 2010. The Burj Khalifa in Dubai is the tallest building in the world. Most skyscrapers have two main sections. These sections are the foundation. The section built above the ground. The foundation begins one or more stories below ground level. Construction crews dig a large hole. The construction crews begin placing steel beams, columns, and concrete. Which will serve as the building's support. Once a foundation is complete, a skyscraper's above-ground floors and outside walls can be assembled the construction is supervised by a host of engineers and architects. It can take three or more years. To complete construction of a skyscraper.

Clauses: Pretest 2

Directions

Write the letter of the term that best identifies each numbered item.

(1) Big Diomede and Little Diomede are islands. **(2)** Little Diomede belongs to the United States, and Big Diomede belongs to Russia. **(3)** In 1987, Lynne Cox, who was a long-distance swimmer, swam from one island to the other. **(4)** No one had ever done this, she wanted to try. **(5)** The water was 39 degrees; she had never swum in such cold water. **(6)** In the Coast Guard's opinion, no one could survive for more than two hours in that cold sea. **(7)** She wore only a swimsuit and cap. **(8)** The distance between the two islands is 2.7 miles. **(9)** Because Cox was fighting the current, she swam 4 to 6 miles. **(10)** She swam across in 2 hours and 12 minutes, which was a remarkable feat.

1. **A** compound sentence
B sentence fragment with compound subject
C sentence fragment
D simple sentence

2. **A** compound sentence
B simple sentence with compound subject
C simple sentence with compound verb
D run-on sentence

3. **A** clause fragment
B run-on sentence
C simple sentence with compound subject
D complex sentence

4. **A** run-on sentence
B sentence fragment
C complex sentence
D compound sentence

5. **A** sentence fragment
B simple sentence with compound verb
C compound sentence
D run-on sentence

6. **A** compound sentence
B simple sentence
C simple sentence with compound subject
D sentence fragment

7. **A** sentence fragment
B simple sentence with compound verb
C compound sentence
D simple sentence

8. **A** simple sentence
B simple sentence with compound subject
C run-on sentence
D sentence fragment

9. **A** sentence fragment
B run-on sentence
C simple sentence
D complex sentence

10. **A** complex sentence
B simple sentence with compound verb
C simple sentence
D run-on sentence

Independent and Subordinate Clauses

Lesson 1

A clause is a group of words which can be used as a noun, an adjective, or an adverb. Unlike a phrase, a clause has a subject and a verb.

20 A **A clause is a group of words that has a subject and a verb.**

In the following example, the subject of the clause is underlined once. The verb is underlined twice.

Phrase The team warmed up **before the game.**

Clause The team warmed up **before the game started.**

There are two kinds of clauses. One kind is called an independent, or main, clause.

20 A.1 An **independent (main) clause** can stand alone as a sentence because it expresses a complete thought.

An independent clause is called a **sentence** when it stands by itself. It is called an independent clause when it appears in a sentence with another clause. In the following example, the clauses are joined with a comma and a conjunction.

Ashley scored a basket**, and** the fans cheered.

Both of these clauses can stand alone as single sentences. This means that the two clauses are independent clauses.

Ashley scored a basket**.** The fans cheered.

The second kind of clause is called a subordinate clause, or dependent clause. A subordinate clause depends on another clause to give it meaning. It cannot stand alone as a sentence.

20 A.2 A **subordinate (dependent) clause** cannot stand alone as a sentence because it does not express a complete thought.

Look at the following examples. Neither of the subordinate clauses expresses a complete thought—even though each has a subject and a verb. The subordinate clauses are in bold type.

subordinate clause independent clause

After the game ended, the team celebrated.

independent clause subordinate clause

The players were excited **that they won the game.**

Practice Your Skills

Distinguish Between Independent and Subordinate Clauses

Write each underlined clause. Then label it ***independent*** or ***subordinate***.

1. An elephant is the largest land animal, and a blue whale is the largest sea animal.
2. Although aardvarks look something like pigs, they are more closely related to elephants.
3. Male tigers usually hunt at night, and they almost always hunt alone.
4. Tigers cannot run at top speed for very long because they get tired quickly.
5. Indian rhinoceroses have one horn, but African rhinoceroses have two horns.
6. A female sheep is a ewe, and a male sheep is a ram.

Practice Your Skills

Identify Subordinate Clauses

Write the subordinate clause in each sentence.

1. Because male lions are easily recognized by their long manes, they have become a common symbol in many cultures.
2. Female lions, which are smaller and quicker, do most of the hunting.
3. Although a kangaroo measures 4½ feet tall, its tail measures another 3½ feet.
4. Even though a panda looks like a bear, the raccoon is its closest relative.
5. A giraffe can be 13 feet tall and weigh 4,000 pounds when it is fully grown.
6. Koko is a gorilla who understands sign language and some spoken words.

Connect to Writing: Letter

Using Independent and Dependent Clauses

Your science teacher has asked you to write a letter to invite the director of the local zoo to speak to your class about caring for exotic animals. Use both independent and dependent clauses in your letter. Underline the main clauses once and the dependent clauses twice.

Uses of Subordinate Clauses

Lesson 2

Like phrases, a subordinate clause can be used in several different ways.

20 B **A subordinate clause can be used as an adverb or an adjective.**

Adverbial Clauses

A subordinate clause can be used the same way as a single adverb or an adverbial phrase. When a clause functions as an adverb, it is called an **adverbial clause.**

Single Adverb	Let's meet **here.**
Adverbial Phrase	Let's meet **at the Adler Planeterium.**
Adverbial Clause	Let's meet **where the solar car is being displayed.**

20 B.1 An **adverbial clause** is a subordinate clause that is used mainly to modify a verb.

An adverbial clause answers the adverb question *How? When? Where? Under what conditions?* or *Why?*

How?	The museum guide described the solar system **as if he had visited each planet**.
When?	We were shocked **when he told us** people used to think the earth was the center of the solar system.
Where?	**Wherever we turned,** we saw fascinating exhibits.
Under What Conditions?	**If you want to see something amazing**, take the 3-D tour of the Milky Way.
Why?	We couldn't tour the space laboratory **because it was closed.**

Subordinating Conjunctions

An adverbial clause begins with a **subordinating conjunction.** A few of the subordinating conjunctions listed on the next page—such as *after, as, before,* and *until*—can also be used as prepositions. These words serve as subordinating conjunctions only when they are followed by a group of words with a subject and a verb.

COMMON SUBORDINATING CONJUNCTIONS

after	as soon as	in order that	until
although	as though	since	when
as	because	so that	whenever
as far as	before	than	where
as if	even though	though	wherever
as long as	if	unless	while

As soon as **we get to the museum,** find your group leader.

Read the chapter on the solar system *before* **we go on the field trip.**

Bring a pen and paper *so that* **you can take notes.**

PUNCTUATION WITH ADVERBIAL CLAUSES

Place a comma after an adverbial clause that comes at the beginning of the sentence.

After we go to the observatory, we will have lunch.

Practice Your Skills

Finding Adverbial Clauses

Write each adverbial clause. Then identify the verb that each clause modifies.

(1) A "shooting star" occurs when a meteor enters Earth's atmosphere. **(2)** Because most meteors are very small, they burn up before they reach Earth's surface. **(3)** We can see meteors from Earth because they glow brightly. **(4)** As soon as a meteor enters Earth's atmosphere, it becomes a meteorite. **(5)** If you want to see a meteorite, go to the American Museum of Natural History in New York. **(6)** Although the meteorite fell in Greenland, scientists brought it to America in 1906. **(7)** Since meteors were not studied until the twentieth century, little was known about them before that time. **(8)** As far as I know, I have never seen a meteor. **(9)** Leslie saw a meteor when she went camping.

Connect to Writing: Drafting

Writing Sentences Using Adverbial Clauses

Write sentences about taking a field trip that follow the directions below. Then underline each adverbial clause. Include commas where needed in your sentences.

1. Include an adverbial clause that begins with *while*.
2. Include an adverbial clause that begins with *even though*.
3. Start a sentence with an adverbial clause that begins with *because*.
4. Include an adverbial clause that begins with *unless*.
5. Start a sentence with an adverbial clause that begins with *whenever*.

Power Your Writing: Transitions

Adverbial clauses make good transitions indicating sequence and time. Read the following sentences from "The Miracle of Language," by Richard Lederer.

> **When Helen was six,** an extraordinary teacher named Anne Mansfield Sullivan entered her life.
>
> **Before my teacher came to me,** I lived in a world that was a no-world.
>
> Finally, **when Helen was seven years old and working with her teacher in the presence of water,** she spoke her first word.

Notice how each adverbial clause tells when something happened. Besides adding sentence variety, adverbial clauses also make great transitions! Revise a piece of your own writing by adding adverbial clauses as transitions.

Adjectival Clauses

A subordinate clause can be used to modify a noun or pronoun. A clause used as an adjective is called an **adjectival clause.**

Adjective	Ronald and Philippe saw a **great** movie.
Adjectival Phrase	Ronald and Philippe saw a movie **about two adventurous kids.**
Adjectival Clause	Ronald and Philippe saw a movie **that they will recommend to all their friends.**

20 B.2 An **adjectival clause** is a subordinate clause that is used to modify a noun or pronoun.

An adjectival clause answers the adjective question *Which one?* or *What kind?* Usually an adjectival clause modifies the noun or pronoun directly in front of it.

Which One? The movie, **which is based on my favorite book,** is now playing.

What Kind? Rebekka likes any movie **that is scary.**

When You Speak and Write

Describe a sequence of events to a partner by using transitions that indicate time sequence. For example, you might start several sentences like this: "When I was in fifth grade I . . ." and "After fifth grade . . . ." As you listen to your partner, keep notes about the events he or she describes. Compare notes. Are the events in the right order?

Relative Pronouns

Most adjectival clauses begin with a relative pronoun.

20 B.3 A **relative pronoun** relates an adjectival clause to the noun or the pronoun the clause modifies.

RELATIVE PRONOUNS				
who	whom	whose	which	that

Veronica, **who wants to be an actress,** is starring in the school play.

Liza, **whose mother is a designer,** is going to make the costumes.

A relative pronoun can simply begin an adjectival clause, or it can serve as the subject of the clause.

Jackson is building a set **that I think is beautiful.**

Jackson is building a set **that looks like a castle.**

PUNCTUATION WITH ADJECTIVAL CLAUSES

No punctuation is used with an adjectival clause that contains information that is essential to identify a person, place, or thing in the sentence.

Essential George Lucas's *Star Wars* is a movie **that has become part of our pop-culture.**

A comma or commas should set off an adjectival clause that is nonessential. A clause is nonessential if it can be removed from the sentence without changing the basic meaning of the sentence.

Nonessential *Star Wars,* **which was directed by George Lucas,** is my favorite movie.

The relative pronoun *that* is used in an essential clause, and *which* is usually used in nonessential clauses.

Practice Your Skills

Finding Adjectival Clauses

Write each adjectival clause.

(1) King Arthur, who is the subject of many legends and movies, may have been a real person. **(2)** There are few stories that are like Arthur's. **(3)** The Dark Ages, which were perhaps the time in which Arthur lived, were very chaotic. **(4)** Arthur, whose leadership skills were great, united the British people against Saxon raiders. **(5)** Arthur's role was one that would not soon be forgotten. **(6)** Sir Thomas Mallory, who lived during the Middle Ages, wrote about King Arthur. **(7)** His book, which details the adventures of Arthur's knights, exaggerates some of the stories. **(8)** Merlin, who was believed to be a wizard, was probably just Arthur's adviser. **(9)** The animated movie *The Sword and the Stone,* which was made in 1963, is about Arthur's childhood and how he becomes king. **(10)** Sean Connery is one of many actors who have played King Arthur.

Connect to Writing: Drafting

Writing Sentences with Adjectival Clauses

Write five original sentences, using the following adjectival clauses. Be sure to use commas correctly.

1. that I like
2. which is a great movie
3. who is my favorite actress
4. whom I admire
5. whose story is inspiring