

Writing with **POWER**

Language

Composition

21st Century Skills

CONTENTS IN BRIEF

UNIT 1

Style and Structure of Writing

- | | |
|--------------------------------------|----|
| | 2 |
| 1 A Community of Writers | 4 |
| 2 Developing Your Writing Style | 36 |
| 3 Writing Well-Structured Paragraphs | 66 |
| 4 Writing Effective Compositions | 84 |

UNIT 2

Purposes of Writing

- | | |
|-----------------------------|-----|
| | 108 |
| 5 Personal Writing | 110 |
| 6 Descriptive Writing | 130 |
| 7 Creative Writing | 150 |
| 8 Expository Writing | 190 |
| 9 Writing to Persuade | 220 |
| 10 Writing About Literature | 248 |

UNIT 3

Research and Report Writing

- | | |
|--|-----|
| | 278 |
| 11 Research: Planning and
Gathering Information | 280 |
| <i>Research Companion</i> | 298 |
| 12 Research: Synthesizing,
Organizing, and Presenting | 314 |

Guide to 21st Century School and Workplace Skills

338



UNIT

4

Grammar

456

13	The Sentence	458
14	Nouns and Pronouns	486
15	Verbs	506
16	Adjectives and Adverbs	522
17	Other Parts of Speech and Review	544
18	Complements	560
19	Phrases	582
20	Verbals and Verbal Phrases	602
21	Clauses	628
22	Sentence Fragments and Run-ons	654

UNIT

5

Usage

670

23	Using Verbs	672
24	Using Pronouns	704
25	Subject and Verb Agreement	734
26	Using Adjectives and Adverbs	762

UNIT

6

Mechanics

794

27	Capital Letters	796
28	End Marks and Commas	820
29	Italics and Quotation Marks	852
30	Other Punctuation	876
31	Spelling Correctly	910

Language QuickGuide 938

Glossary 963

Index 986



COMPOSITION

UNIT

1

Style and Structure of Writing

Common Core State Standards Focus

1 A Community of Writers

Writing with Power

- 1 The Six Traits
- 2 The Power of Language
- 3 The Power Rules
- 4 Writing in the 21st Century

Collaborating Through the Writing Process

- 1 Prewriting: Getting Started
Collaboration in Action: Prewriting
- 2 Prewriting: From Ideas to a Plan
- 3 Drafting
- 4 Revising

Using a Six-Trait Rubric

- Collaboration in Action: Revising*
- 5 Editing and Publishing

Timed Writing: On Your Own

2 Developing Your Writing Style

Writing Project: You Have the Right to Remain Incompetent *Story*

Style and Voice

Understanding the Varieties of English

- 1 American Dialects
- 2 Standard and Nonstandard American English

Choosing Vivid Words

2

4

5

5

7

8

12

13

13

17

18

22

23

24

27

30

35

36

36

40

41

41



43

45

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, focusing on how well purpose and audience have been addressed.



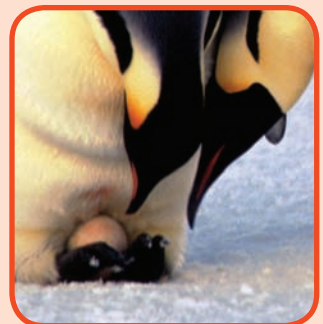
W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

1	Specific Words	45
	<i>In the Media: Tourist Brochure</i>	46
2	Appealing to the Senses	47
	The Power of Language:	
	<i>Prepositional Phrases</i>	49
3	Tired Words and Clichés	50
4	Denotations and Connotations	51
	Using a Word Choice Rubric	52
	Creating Sentence Variety	53
1	Sentence Combining Strategies	53
	<i>The Language of Power: Agreement</i>	55
	<i>Think Critically: Comparing</i>	56
2	Sentence Beginnings	58
	Writing Concise Sentences	60
	Using a Fluency Rubric	63
	Writing Lab	64
3	Writing Well-Structured Paragraphs	66
	Writing Project: Be Yourself <i>Narrative</i>	66
	Paragraph Structure	69
1	Writing a Topic Sentence	70
	<i>Think Critically: Generalizing</i>	73
2	Writing Supporting Sentences	74
3	Checking for Unity and Coherence	75
	The Power of Language: <i>Parallelism</i>	78
4	Writing a Concluding Sentence	79
	<i>In the Media: Movie Review</i>	80
	<i>The Language of Power: Run-ons</i>	81
	Writing Lab	82

Common Core State Standards Focus



W.2 (b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.



COMPOSITION

4 Writing Effective Compositions 84

Writing Project: I Remember

Personal Narrative 84

Composition Writing: Prewriting 88

1 Choosing and Limiting a Subject 88

2 Listing Supporting Details 90

3 Developing the Main Idea 91

4 Arranging Details in Logical Order 93

Think Critically: Inferring 94

Composition Writing: Drafting 95

1 The Introduction of a Composition 96

⚡ *The Power of Language: Fluency* 97

2 The Body of a Composition 98

3 The Conclusion of a Composition 99

Composition Writing: Revising 100

Using an Organizational Rubric 101

Composition Writing: Editing 102

The Language of Power: Verb Tense 102

Composition Writing: Publishing 103

In the Media: Television Cartoons 104

Types of Composition 105

Writing Lab 106

Common Core State Standards Focus

W.2 (a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.



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

UNIT



2

Purposes of Writing 108

5 Personal Writing 110

Writing Project: Home Sweet Home

Personal Narrative 110

Narrative Structure: Analyzing	114
<i>Think Critically: Imagining</i>	115
Personal Narrative Writing: Prewriting	116
1 Reflecting on Experience	116
2 First-Person and Third-Person Narratives	118
3 Chronological Order	119
 The Power of Language: Dashes	120
Personal Narrative Writing: Drafting	121
1 Setting the Scene	121
2 Transitions	122
Personal Narrative Writing: Revising	123
1 Checking for Development of Ideas	123
2 Checking for Unity, Coherence, and Clarity	124
Personal Narrative Writing: Editing	125
<i>The Language of Power: Pronouns</i>	125
Using a Six-Trait Rubric: Personal Narratives	126
Personal Narrative Writing: Publishing	127
Writing Lab	128
6 Descriptive Writing	130
Writing Project: Think Big <i>Descriptive</i>	130
Elements of Descriptive Writing	134
1 Descriptive Structure	134
2 Specific Details and Sensory Words	136
<i>Think Critically: Observing</i>	137
 The Power of Language: Adjectives	139
3 Spatial Order and Transitions	140
<i>In the Media: Sound Bites</i>	142
4 Using a Six-Trait Rubric: Descriptive Writing	143

Common Core State Standards Focus



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



COMPOSITION


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.



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.

<i>The Language of Power: Suppose vs. Supposed</i>	145
Writing Lab	146
Descriptive Writing Workshops	148
1 Describing a Person	148
2 Creating and Describing a Scene	149
7 Creative Writing	150
Writing Project: Point of View	
<i>Imaginative Story</i>	150
Analyzing a Story	155
<i>Think Critically: Predicting</i>	158
Writing a Short Story: Prewriting	159
1 Developing the Key Elements	159
2 Ordering Events	164
⚡ <i>The Power of Language: Appositives</i>	165
Writing a Short Story: Drafting	166
<i>In the Media: Evaluating Performances</i>	169
Writing a Short Story: Revising	170
Writing a Short Story: Editing and Publishing	171
<i>The Language of Power: Negatives</i>	172
Using a Six-Trait Rubric: Stories	173
Writing a Play	174
Writing a Poem	181
Writing Lab	188
8 Expository Writing	190
Writing Project: How Does It Work?	
<i>Expository</i>	190
Expository Writing: Prewriting	195
1 Getting the Subject Right	195
<i>Think Critically: Analyzing</i>	198

2 Gathering and Organizing Details	199
 The Power of Language: Colorful Verbs	202
Expository Writing: Drafting	203
1 Drafting an Effective Thesis Statement	205
2 Drafting the Essay Body	206
3 Drafting the Conclusion	207
Expository Writing: Revising	208
Expository Writing: Editing and Publishing	210
<i>The Language of Power: Sound-Alikes</i>	210
Using a Six-Trait Rubric: Expository Writing	212
<i>In the Media: Create a “How-to” Multimedia Presentation</i>	213
Writing Lab	214
Expository Writing Workshops	216
1 Writing That Informs	216
2 Giving Directions	217
3 Explaining Cause and Effect	218
4 Comparing and Contrasting	219
9 Writing to Persuade	220
Writing Project: Be Part of the Solution	220
Persuasive	220
Developing Your Skills of Persuasion	226
1 Structure	226
2 Facts and Opinions	228
<i>Think Critically: Developing Counter-Arguments</i>	231
3 Order of Importance and Transitions	232
<i>In the Media: Radio Advertising</i>	233
Persuasive Writing: Prewriting	234

Common Core State Standards Focus



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



COMPOSITION

1 Purpose, Subject, and Audience	234
2 Establishing Your Thesis	236
⚡ <i>The Power of Language: Clauses</i>	237
Persuasive Writing: Drafting	238
Persuasive Writing: Revising	239
Persuasive Writing: Editing	240
<i>The Language of Power: Possessive Nouns</i>	240
Using a Six-Trait Rubric: Persuasive Writing	241
Persuasive Writing: Publishing	242
Persuasive Presentations: Multimedia	243
Writing Lab	244
Persuasive Writing Workshops	246
1 Supporting a Hypothesis with Facts	246
2 Persuading with Reasons	247
10 Writing About Literature	248
Writing Project: Literary Analysis	
<i>Interpretive Response</i>	248
Structure of a Literary Analysis	253
Responding to Literature	254
1 Responding from Personal Experience	254
2 Responding from Literary Knowledge	257
Writing a Literary Analysis: Prewriting	259
1 Choosing a Subject	259
2 Limiting a Subject	260
<i>Think Critically: Synthesizing</i>	261
3 Developing a Thesis	262
4 Gathering Evidence	263
5 Organizing Details into an Outline	265
⚡ <i>The Power of Language: Participial Phrases</i>	266

Common Core State Standards Focus



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

Writing a Literary Analysis: Drafting	267
Writing a Literary Analysis: Revising	269
Using a Six-Trait Rubric: Interpretive Response	270
Writing a Literary Analysis: Editing	271
<i>The Language of Power: Past Tense</i>	272
Writing a Literary Analysis: Publishing	273
<i>In the Media: Screenplay</i>	274
Writing about Literature Online	275
Writing Lab	276

Common Core State Standards Focus



UNIT 3

Research and Report Writing

11 Research: Planning and Gathering Information

Writing Project: The Legend of . . . <i>Research Report</i>	278
Writing a Research Report: Planning	280
1 Structure of a Report	285
2 Choosing and Limiting a Subject	285
3 Developing Research Questions	286
Writing a Research Report: Gathering Information	287
1 Finding Sources	288
2 Evaluating Sources	291
Writing a Research Report: Taking Notes	293
Writing Lab	296

W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.



COMPOSITION

Research Companion	298
Using the Library or Media Center	298
Using Reference Materials	304
Using the Internet for Research	311

12 Research: Synthesizing, Organizing, and Presenting 314

Writing Project: The Legend of . . .	
<i>Research Report, Continued</i>	314

Writing a Research Report: Synthesizing	315
--	-----

Writing a Research Report: Organizing	316
--	-----

1 Organizing Your Notes	316
-------------------------	-----

<i>Think Critically: Summarizing</i>	317
--------------------------------------	-----

2 Outlining	318
-------------	-----

⚡ The Power of Language: Adverbial Clauses	320
---	-----

Writing a Research Report: Drafting	321
--	-----

1 Drafting the Introduction	321
-----------------------------	-----

2 Drafting the Body	323
---------------------	-----

3 Drafting the Conclusion	325
---------------------------	-----

4 Including Visuals	326
---------------------	-----

5 Citing Sources	327
------------------	-----

<i>In the Media: Documentary</i>	331
----------------------------------	-----

Writing a Research Report: Revising	332
--	-----

Writing a Research Report: Editing	333
---	-----

<i>The Language of Power: Fragments</i>	333
---	-----

Using a Six-Trait Rubric: Research Reports	334
---	-----

Writing a Research Report: Publishing	335
--	-----

Writing Lab	336
--------------------	-----

Common Core State Standards Focus

W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.



Guide to 21st Century School and Workplace Skills 338

Part I Critical Thinking and Problem Solving for Academic Success 340

Essential Skills 340

Critical Thinking 340

Developing Solutions 341

A. Learning Study Skills 342

Developing Effective Study Skills 342

Adjusting Reading Rate to Purpose 343

Taking Notes 344

Preparing Subject-Area Assignment 347

B. Taking Standardized Tests 348

Strategies for Taking Standardized Tests 348

Vocabulary Tests 349

Analogies 351

Sentence-Completion Tests 354

Reading Comprehension Tests 357

Tests of Standard Written English 361

C. Taking Essay Tests 367

Kinds of Essay Questions 367

Writing an Effective Essay Answer 371

Timed Writing 374

Part II Communication and Collaboration 376

Essential Skills 376

Communication 376

Collaboration 377

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 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.



COMPOSITION

A. Vocabulary	378
The Growth of the English Language	378
Origins and Borrowed Words	379
Spelling and Pronunciation	381
Meaning	381
Compound Words	381
Academic Language	382
Developing Your Dictionary Skills	383
Word Location	383
Information in an Entry	384
Expanding Your Vocabulary	391
Context Clues	391
Base Words, Prefixes, and Suffixes	393
Synonyms	395
Antonyms	396
B. Letters and Forms	398
Real-World Communication	398
Communicating for a Purpose	398
Using Technology to Communicate	399
The Purpose and Format of Letters	399
Writing Personal Letters	400
Writing Business Letters	406
Completing Business Forms	411
C. Directions and Speeches	414
Developing Your Informal Speaking Skills	414
Giving Directions	415
Participating in Group Discussions	416
Developing Your Formal Speaking Skills	417
Preparing Your Speech	417

Common Core State Standards Focus

L.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.



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

Practicing Your Speech	420
Delivering Your Speech	421
Developing Your Listening Skills	422
Listening to Enjoy and Appreciate	422
Listening for Information and Taking Notes	423
Listening Critically	426
Listening to Evaluate	428

Part III Media and Technology

Essential Skills

Information Literacy	429
Media Literacy	430
Technology Literacy	430

A. Electronic Publishing

Digital Publishing	431
Nonprint Media—Audio and Video	438
Publishing on the Web	444

B. Using the Internet

How Does the Internet Work?	446
Communicating on the Internet	451
Using E-mail	451
Other Online Communication	453

Common Core State Standards Focus

W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.



GRAMMAR

UNIT 4

Grammar

13 The Sentence

The Sentence: Pretests

A Sentence

When You Speak and Write: Fragments in Dialogue

Subjects

Complete Subjects

Simple Subjects

Predicates

Complete Predicates

Simple Predicates

When You Speak and Write: Action Verbs

Verb Phrases

Interrupted Verb Phrases

When You Write: The Contraction n't

Different Positions of Subjects

Natural Order and Inverted Order

Understood Subjects

⚡ Power Your Writing: *Let It Flow*

Compound Subjects and Predicates

Compound Subjects and Predicates

When You Write: Compound Subjects

When You Write: Compound Verbs

Kinds of Sentences

Sentence Diagraming

Diagraming Subjects and Verbs

Chapter Review

The Sentence: Posttest

Writer's Corner

456

458

458

460

461

462

462

462

464

464

464

465

467

468

468

470

470

472

473

474

474

474

476

477

479

479

481

483

484

Common Core State Standards Focus

L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.



14 Nouns and Pronouns	486
Nouns and Pronouns: Pretests	486
Nouns	488
<i>When You Speak and Write: Specific Nouns</i>	489
Compound and Collective Nouns	490
Common and Proper Nouns	491
Pronouns	494
Pronoun Antecedents	494
Personal Pronouns	495
Reflexive and Intensive Pronouns	496
Indefinite Pronouns	498
Demonstrative and Interrogative Pronouns	499
Chapter Review	501
Nouns and Pronouns: Posttest	503
Writer's Corner	504

15 Verbs	506
Verbs: Pretests	506
Action Verbs	508
<i>When You Write: Vivid Verbs</i>	508
Transitive and Intransitive Verbs	510
⚡ Power Your Writing: Getting into the Action	511
Helping Verbs	512
Linking Verbs	514
Using Linking Verbs	514
<i>When You Write: Action Verbs</i>	514
Additional Linking Verbs	515
Linking Verb or Action Verb?	516
Chapter Review	517
Verbs: Posttest	519
Writer's Corner	520

Common Core State Standards Focus



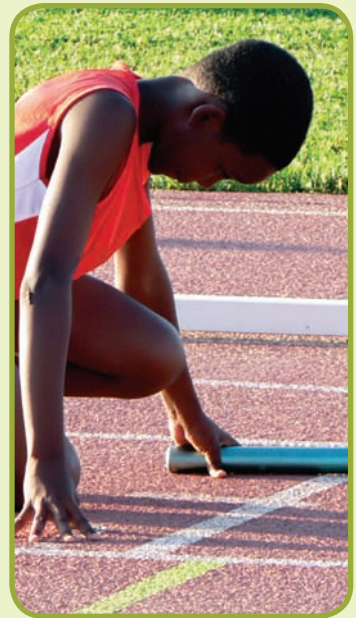
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRAMMAR

16 Adjectives and Adverbs	522
Adjectives and Adverbs: Pretests	522
Adjectives	524
Using Adjectives	524
<i>When You Speak and Write:</i> Adjectives for Mood	524
Different Positions of Adjectives	525
<i>When You Write: Specific Adjectives</i>	526
Types of Adjectives	527
Articles	527
Proper Adjectives	528
Adjective or Noun?	529
Adjective or Pronoun?	529
⚡ Power Your Writing: Adjectives	531
Adverbs	532
Using Adverbs	532
Adverbs That Modify Verbs	532
Adverbs That Modify Adjectives and Other Adverbs	534
<i>When You Speak and Write: Specific Modifiers</i>	535
Sentence Diagraming	537
Diagraming Adjectives and Adverbs	537
Chapter Review	539
Adjectives and Adverbs: Posttest	541
Writer's Corner	542
17 Other Parts of Speech and Review	544
Other Parts of Speech and Review: Pretests	544
Prepositions	546

Common Core State Standards Focus

L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.



Prepositional Phrases	547
Preposition or Adverb?	548
Conjunctions and Interjections	549
Conjunctions	549
<i>When You Write: Parallel Structure</i>	550
Interjections	550
<i>When You Write: Overusing Interjections</i>	551
Parts of Speech Review	552
Chapter Review	555
Other Parts of Speech and Review: Posttest	557
Writer's Corner	558

18 Complements

Complements: Pretests	560
Kinds of Complements	562
Direct Objects	563
Indirect Objects	565
<i>When You Speak and Write: Direct and Indirect Objects</i>	566
Predicate Nominatives	568
Predicate Adjectives	571
Sentence Patterns	573
Using Sentence Patterns	573
Sentence Diagraming	575
Diagraming Complements	575
Subject Complements	576
Chapter Review	577
Complements: Posttest	579
Writer's Corner	580

Common Core State Standards Focus



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



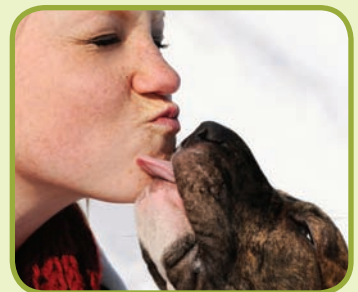
GRAMMAR

19 Phrases	582
Phrases: Pretests	582
Prepositional Phrases	584
Adjectival Phrases	585
<i>When You Write: Adjectival Phrases</i>	586
Misplaced Adjectival Phrases	587
Adverbial Phrases	589
Appositives and Appositive Phrases	592
⚡ Power Your Writing: Who or What?	592
Sentence Diagraming	595
Diagraming Phrases	595
Chapter Review	597
Phrases: Posttest	599
Writer's Corner	600
20 Verbals and Verbal Phrases	602
Verbals and Verbal Phrases: Pretests	602
Participles and Participial Phrases	604
Participle or Verb?	606
Participial Phrases	606
⚡ Power Your Writing: Getting into the Action	609
Misplaced Participial Phrases	610
Gerunds and Gerund Phrases	612
Gerund or Participle?	613
Gerund Phrases	613
Infinitives and Infinitive Phrases	615
Infinitive or Prepositional Phrase?	616
Infinitive Phrases	616
<i>When You Write: Parallelism</i>	617
Sentence Diagraming	619
Diagraming Verbals and Verbal Phrases	619

Common Core State Standards Focus



L.1 (a) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.



Chapter Review	623
Verbals and Verbal Phrases: Posttest	625
Writer's Corner	626
21 Clauses	628
Clauses: Pretests	628
Independent and Subordinate Clauses	630
Uses of Subordinate Clauses	632
Adverbial Clauses	632
Subordinating Conjunctions	633
Adjectival Clauses	635
Relative Pronouns	635
Misplaced Adjectival Clauses	638
Noun Clauses	638
Kinds of Sentence Structure	642
Simple and Compound Sentences	642
Compound Sentence or Compound Verb?	643
Complex Sentences	644
<i>When You Write: Intended Audience</i>	645
Sentence Diagramming	647
Diagramming Sentences	647
Chapter Review	649
Clauses: Posttest	651
Writer's Corner	652
22 Sentence Fragments and Run-ons	654
Sentence Fragments and Run-ons: Pretests	654
Sentence Fragments	656
Phrase Fragments	657
Ways to Correct Phrase Fragments	658

Common Core State Standards Focus

W.1 (c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.



GRAMMAR

Clause Fragments	660
Ways to Correct Clause Fragments	661
Run-on Sentences	662
Ways to Correct Run-on Sentences	663
<i>When You Write: Run-on Sentences</i>	663
Chapter Review	665
Sentence Fragments and Run-ons: Posttest	667
Writer's Corner	668

UNIT 5

Usage

670

23 Using Verbs

672

Using Verbs: Pretests

672

The Principal Parts of Verbs

674

Regular Verbs

674

Irregular Verbs

676

Six Problem Verbs

683

Bring and **Take**

683

Learn and **Teach**

685

Leave and **Let**

687

Verb Tense

689

Uses of the Tenses

689

When You Write: Verb Tenses

690

Verb Conjugation

691

Shifts in Tense

693

Progressive Verb Tenses

695

Active Voice and Passive Voice

697

Use of Active Voice and Passive Voice

697

Common Core State Standards Focus



L.1 (d) Recognize and correct inappropriate shifts in verb voice and mood.



L.1 (b) Form and use verbs in the active and passive voice.

Chapter Review	699
Using Verbs: Posttest	701
Writer's Corner	702
24 Using Pronouns	704
Using Pronouns: Pretests	704
The Cases of Personal Pronouns	706
The Nominative Case	707
Pronouns Used as Subjects	708
Pronouns Used as Predicate Nominatives	709
<i>When You Write and Speak:</i>	
<i>Predicate Nominatives</i>	710
The Objective Case	712
Pronouns Used as Direct and Indirect Objects	712
Pronouns Used as Objects of Prepositions	714
<i>When You Write: The Preposition Between</i>	715
The Possessive Case	717
Possessive Pronoun or Contraction?	719
<i>When You Write: It's vs. Its</i>	720
Pronoun Problem: Who or Whom?	721
<i>When You Write: Who vs. Whom</i>	721
Pronouns and Their Antecedents	723
Indefinite Pronouns as Antecedents	724
Unclear or Missing Antecedents	727
Chapter Review	729
Using Pronouns: Posttest	731
Writer's Corner	732
25 Subject and Verb Agreement	734
Subject and Verb Agreement: Pretests	734

Common Core State Standards Focus

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



GRAMMAR

Agreement of Subjects and Verbs	736
Number	736
The Number of Nouns and Pronouns	736
The Number of Verbs	737
Singular and Plural Subjects	738
<i>When You Write: Subject-Verb Agreement</i>	738
Common Agreement Problems	741
Verb Phrases	741
Doesn't or Don't ?	743
Interrupting Words	744
Inverted Order	746
<i>When You Speak and Write:</i>	
There're and There's	746
Other Agreement Problems	749
Compound Subjects	749
Collective Nouns	751
Agreement Problems with Pronouns	753
You and I as Subjects	753
Indefinite Pronouns	754
Chapter Review	757
Subject and Verb Agreement: Posttest	759
Writer's Corner	760
26 Using Adjectives and Adverbs	762
Using Adjectives and Adverbs: Pretests	762
Comparison of Adjectives and Adverbs	764
Regular Comparison	765
<i>When You Write: Using Comparisons</i>	766
Irregular Comparison	768

Common Core State Standards Focus



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

<i>When You Speak and Write: No Comparison</i>	768
Problems with Modifiers	771
Other and Else	771
Double Comparisons	772
Double Negatives	773
Good or Well?	774
 Power Your Writing: Speak Volumes	774
Chapter Review	777
Using Adjectives and Adverbs: Posttest	779
Writer's Corner	780
A Writer's Glossary of Usage	782
<i>When You Write: The Contraction It's</i>	786
<i>When You Write: Raise and Rise</i>	788
<i>When You Use Technology: Spell Check</i>	793

UNIT
6

Mechanics 794

27 Capital Letters	796
Capital Letters: Pretests	796
First Words and the Pronoun I	798
Proper Nouns	801
<i>When You Write: Geographical Capitalization</i>	802
Other Uses of Capital Letters	810
Proper Adjectives	810
Titles	811
Chapter Review	815
Capital Letters: Posttest	817
Writer's Corner	818

**Common Core
State Standards Focus**

L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.



GRAMMAR

28 End Marks and Commas	820
End Marks and Commas: Pretests	820
End Marks	822
Other Uses of Periods	824
Periods with Abbreviations	824
<i>When You Write: One Period</i>	825
Periods with Outlines	825
Commas That Separate	827
Items in a Series	827
<i>When You Write: Parallelism</i>	827
Adjectives Before a Noun	829
Compound Sentences	831
Introductory Structures	832
Commonly Used Commas	835
Commas That Enclose	838
Direct Address	838
Parenthetical Expressions	839
<i>When You Write: Parenthetical Phrases</i>	840
Appositives	841
Nonrestrictive Elements	843
Chapter Review	847
End Marks and Commas: Posttest	849
Writer's Corner	850
29 Italics and Quotation Marks	852
Italics and Quotation Marks: Pretests	852
Italics (Underlining)	854
Quotation Marks	857
Quotation Marks with Titles	857
Quotation Marks with Direct Quotations	860

Common Core State Standards Focus

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



Other Uses of Quotation Marks	867
<i>When You Write: Block Quote</i>	868
Chapter Review	871
Italics and Quotation Marks: Posttest	873
Writer's Corner	874
30 Other Punctuation	876
Other Punctuation: Pretests	876
Apostrophes	878
Apostrophes to Show Possession	878
The Possessive Forms of Singular Nouns	878
The Possessive Forms of Plural Nouns	879
<i>When You Write: Plural Nouns</i>	879
The Possessive Forms of Pronouns	881
Apostrophes with Contractions	883
<i>When You Write: Contractions</i>	883
Apostrophes with Certain Plurals	885
Apostrophes in Certain Dates	885
Semicolons	887
Semicolons with Compound Sentences	887
<i>When You Write: Semicolons</i>	887
Semicolons with Conjunctive Adverbs and Transitional Words	889
<i>When You Write: Parenthetical Expressions</i>	889
Semicolons to Avoid Confusion	891
<i>When You Write: Compound Sentences</i>	891
Colons	893
Hyphens	896
Hyphens with Divided Words	896
<i>When You Write: Hyphens and Dashes</i>	897
Other Uses of Hyphens	898

Common Core State Standards Focus

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



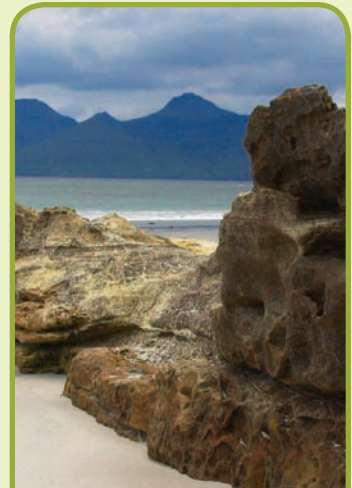
GRAMMAR

Hyphens with Some Compound Nouns	899
Parentheses, Dashes, Brackets, and Ellipses	901
Parentheses	901
Dashes	902
Brackets	902
Ellipses	904
Chapter Review	905
Other Punctuation: Posttest	907
Writer’s Corner	908
31 Spelling Correctly	910
Spelling Correctly: Pretests	910
Strategies for Learning to Spell	912
Spelling Strategies	913
Spelling Patterns	915
<i>When You Use Technology: Spell Check</i>	917
Forming Plurals	918
Prefixes and Suffixes	926
Adding Prefixes	926
Adding Suffixes	927
<i>When You Use Technology: Dictionary/Thesaurus</i>	932
Words to Master	933
Chapter Review	934
Spelling Correctly: Posttest	935
Writer’s Corner	936
Language QuickGuide	938
Glossary	963
Index	986

Common Core State Standards Focus

L.2 (a) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.2 (b) Spell correctly.



Writing to Persuade

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

Here are just a few examples of the ways in which persuasive writing is guiding important decisions in our lives.

- **You give a speech** telling your classmates why you are qualified to be class president.
- **Advertisers write television commercials** convincing people to buy their products.
- **A citizen writes a letter to a state representative** asking him to support a particular issue.
- **A doctor prepares a pamphlet for her patients** about living healthful lives.
- **Film critics write reviews of movies** convincing readers of their point of view.
- **Your state senator argues a bill** before Congress to promote early learning.

Writing Project

Persuasive

Be Part of the Solution Write a persuasive composition to influence others to be aware of an injustice in our society.

Think Through Writing Think about something that you consider to be unfair in society. In what ways are people subjected to unfair conditions or denied something that they should have? Write about one situation that bothers you and that you would like to change.

Talk About It In your writing group, discuss the situations that bother you. Give your opinions about what is unfair about each issue. Also give your opinion about the best solutions to help address the problem.

Read About It In the following essay, Anna Quindlen shares her views on the plight of the homeless. What points is she trying to make about their circumstances?

MODEL: Persuasive Writing

From *Living Out Loud* **Homeless**

Anna Quindlen

Her name was Ann, and we met in the Port Authority Bus Terminal several Januarys ago. I was doing a story on homeless people. She said I was wasting my time talking to her; she was just passing through, although she'd been passing through for more than two weeks. To prove to me that this was true, she rummaged through a tote bag and a manila envelope and finally unfolded a sheet of typing paper and brought out her photographs.

In the introduction, Quindlen draws readers in by focusing on one specific homeless person to personalize the subject.



They were not pictures of family, or friends, or even a dog or cat, its eyes brown-red in the flashbulb's light. They were pictures of a house. It was like a thousand houses in a hundred towns, not suburb, not city, but somewhere in between, with aluminum siding and a chain-link fence, a narrow driveway running up to a one-car garage and a patch of backyard. The house was yellow. I looked on the back for a date or a name, but neither was there. There was no need for discussion. I knew what she was trying to tell me, for it was something I had often felt. She was not adrift, alone, anonymous, although her bags and her raincoat with the grime shadowing its creases had made me believe she was. She had a house, or at least once upon a time

The very specific details of Ann's old house and her current grimy raincoat reach out to readers' emotions.



she had had one. Inside were curtains, a couch, a stove, potholders. You are where you live. She was somebody.

I've never been very good at looking at the big picture, taking the global view, and I've always been a person with an overactive sense of place, the legacy of an Irish grandfather. So it is natural that the thing that seems most wrong with the world to me right now is that there are so many people with no homes. I'm not simply talking about shelter from the elements, or three square meals a day, or a mailing address to which the welfare people can send the check—although I know that all these are important for survival. I'm talking about a home, about precisely those kinds of feelings that have wound up in cross-stitch and French knots on samplers over the years.

Home is where the heart is. There's no place like it. I love my home with a ferocity totally out of proportion to its appearance or location. I love dumb things about it; the hot-water heater, the plastic rack you drain dishes in, the roof over my head, which occasionally leaks. And yet it is precisely those dumb things that make it what it is—a place of certainty, stability, predictability, privacy, for me and for my family. It is

Quindlen draws a distinction here between basic needs and every person's deeper wants.

where I live. What more can you say about a place than that? That is everything.

Yet it is something that we have been edging away from gradually during my lifetime and the lifetimes of my parents and grandparents. There was a time when where you lived often was where you worked and where you grew the food you ate and even where you were buried. When that era passed, where you lived at least was where your parents had lived and where you would live with your children when you became enfeebled. Then suddenly, where you lived was where you lived for three years, until you could move on to something else and something else again.

And so we have come to something else again, to children who do not understand what it means to go to their rooms because they have never had a room, to men and women whose fantasy is a wall they can paint a color of their own choosing, to old people reduced to sitting on molded plastic chairs, their skin blue-white in the lights of a bus station, who pull pictures of houses out of their bags. Homes have stopped being homes. Now they are real estate.

People find it curious that those without homes would rather sleep sitting up on benches or huddled in doorways than go to shelters. Certainly some prefer to do so because they are emotionally ill, because they have been locked in before and they are damned if they will

be locked in again. Others are afraid of the violence and trouble they may find there. But some seem to want something that is not available at shelters, and they will not compromise, not for a cot, or oatmeal, or a shower with special soap that kills bugs. "One room," a woman with a baby who was sleeping on her sister's floor, once

Through concrete examples that everyone can relate to, Quindlen helps explain some of the abstract ideas of certainty, stability, and predicability.

In this paragraph and the next, Quindlen implies her main idea: that the very nature of homes has been changing, from a stable center of family life to a temporary real estate arrangement.

Quindlen uses her belief that home means more than a place to meet basic needs to explain why some homeless people do not find comfort in shelters.



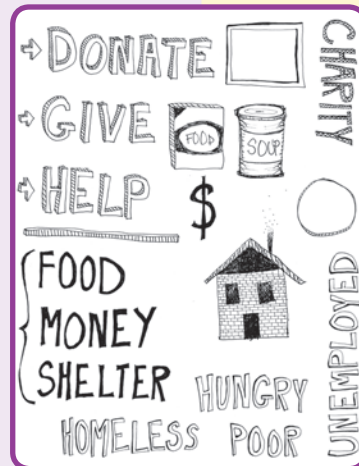


told me, “painted blue.” That was the crux of it; not size or location, but pride of ownership. Painted blue.

This is a difficult problem, and some wise and compassionate people are working hard at it. But in the main I think we work around it, just as we walk around it when it is lying on the sidewalk or sitting in the bus terminal—the problem, that is. It has been customary to take people’s pain and lessen our own participation in it by turning it into an issue, not a collection of human beings. We turn an adjective into a noun; the poor, not poor people; the homeless, not Ann or the man who lives in the box or the woman who sleeps on the subway grate.

Sometimes I think we would be better off if we forgot about the broad strokes and concentrated on the details. Here is a woman without a bureau. There is a man with no mirror, no wall to hang it on. They are not the homeless. They are people who have no homes. No drawer that holds the spoons. No window to look out upon the world. My God. That is everything.

Quindlen argues that everyone should personalize homelessness in order to appreciate the depth of the problem.



Respond in Writing Respond to Anna Quindlen’s essay on homeless people.

What is she trying to persuade the reader to do? Has she changed your mind about anything or convinced you of something?

Develop Your Own Ideas Work with your classmates to develop ideas that you might use to write persuasively about an issue of unfairness in society today.

Small Groups: In your small group, discuss the writing you have done. Consider each argument based on the questions below.

- What specific issues did people write about?
- Into what general categories can you classify these issues?
- How has society helped to create the conditions that you consider to be unfair?
- In what way does this injustice affect those who are its victims?
- How does this situation affect you emotionally?
- What solutions do you recommend to change or relieve this injustice?

Whole Class: Make a master chart of all of the ideas generated by the small groups to see how different members of the class perceived inequity in society.

Write About It You will next write an essay in which you persuade others that something in society is unfair. Your writing might concern any of the following possible topics, address any of the possible audiences, and take any of the possible forms.

Possible Topics	Possible Audiences	Possible Forms
<ul style="list-style-type: none"> • a law that places some people at a disadvantage • a set of attitudes that subject some people to unfair treatment • circumstances of a person's environment that place him or her at a disadvantage • circumstances related to a person's personal characteristics—such as race or gender—that place him or her at a disadvantage 	<ul style="list-style-type: none"> • readers who have contributed to the problem • people who might be unaware that the problem exists • people who are personally affected by the problem • people who have the authority to help change the circumstances that lead to the problem • people who work for charitable foundations 	<ul style="list-style-type: none"> • a letter • a blog • a newspaper essay • a speech to the government

1 Purpose, Subject, and Audience

In a persuasive essay, your purpose is to influence the opinions and the behavior of your readers—your audience. You want to persuade your audience to adopt your point of view and to take an action you might suggest. Your first step in carrying out this purpose is to develop a logical argument that supports your opinion.

Most of the success of a persuasive essay depends on careful planning during the prewriting stage. Choose a subject with care and take the time to prepare your argument thoroughly.

CHOOSING A SUBJECT

The subject you choose should be meaningful to you. The stronger your interest, the more convincing your persuasive essay will be. The subject you choose should also be somewhat controversial—one about which people tend to disagree. For instance, the treatment of the homeless in American society, the effectiveness of the welfare laws, and the care of American seashores are all issues about which people hold opposing points of view. Brainstorm for a list of issues about which you care and have strong opinions. Next narrow your choices by brainstorming, freewriting, or clustering on each of the issues you are considering. Then use the following guidelines to choose the best subject for your persuasive essay.

HERE'S
HOW

Guidelines for Choosing a Subject

- Choose a subject that is important to you.
- Choose a subject on which people hold very different opinions.
- Choose a subject that you can support with examples, reasons, and facts from your own experiences or from other reliable sources.
- Choose a subject for which there is an audience whose beliefs or behavior you would like to influence.

IDENTIFYING YOUR AUDIENCE'S COUNTER-ARGUMENTS

Sometimes when you write a persuasive essay, you may have to address an audience outside of the classroom. Learn as much as possible about that audience in advance in order to decide whether you can successfully persuade them or move them to action. Knowing your audience well also help you choose the best material to support your argument.



Questions for Analyzing the Position of Your Audience

- What views does my audience hold about my topic? How can I respond to those views?
- What concerns does my audience have about my topic? How can I answer these concerns persuasively?
- What counter-arguments might my audience support? How can I answer these?

Practice Your Skills

Identifying Your Audience

Form a small group and identify five possible audiences for each of the following subjects.

<p>Example</p> <p>Audience</p>	<p>creating a new park in town</p> <p>parents, children, day-care workers, landscape architects, senior citizens, gardeners, city council members</p>
--	---

1. creating an arts initiative for the community
2. creating and supporting additional homeless shelters
3. establishing walking trails on local land

Writing Tip

If your audience disagrees with your position, make sure you know exactly why they disagree. That way you will be better able to develop a strong argument that directly or cleverly counters their specific point or points of opposition.

PROJECT PREP

Prewriting

Reasoning

In your writing group, discuss the audience each writer is intending to reach. Then discuss where that audience is likely to stand on the issue and how best to persuade that audience. Also help each author identify an appropriate voice for the persuasive purpose.

2 Establishing Your Thesis

Once you have chosen a subject and identified your audience, you are ready to develop your **thesis**, or the point of view from which you will argue. In your thesis statement, avoid simply stating a fact or expressing a personal preference.

• Fact	Throughout the world, well-tended parks can be found in many cities.
• Preference	I think our city would benefit by having a beautiful park.
• Thesis Statement	While it may cost the citizens in the form of higher taxes, creating a park we all can enjoy will benefit our city.

Use the following guidelines to develop a thesis statement.

HERE'S
HOW

Guidelines for Developing a Thesis Statement

- Choose a debatable opinion—one that has two sides.
- State the thesis simply and directly in one sentence.
- Give a supportable opinion or a recommendation for action.
- As you collect more information, continue to revise the thesis statement until it is clear-cut and defensible and covers all the evidence.

If your thesis is not debatable, supportable, and defensible, rethink your position or look for a more appropriate issue.

PROJECT PREP

Prewriting

Thesis Statement

Develop a debatable, supportable, and defensible thesis for your persuasive essay, taking all previous discussions and writing into account. Try to express your thesis statement in a complex sentence in which an opposing viewpoint is expressed in a subordinate clause and your thesis statement is expressed in an independent clause. (See page 237.) Get feedback from your writing group on your thesis.

The Power of Language ⚡

Clauses: Tip the Scale

Good persuasive writing includes consideration of other points of view. 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 opponents' viewpoint on an equal footing with yours.

Two Independent Clauses

Most people are not homeless and do not need costly special services. Homelessness is an issue all people should work to alleviate.

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 scale” in favor of your position. In the following example, the subordinate clause is highlighted.

One Subordinate, One Independent Clause

Although most people are not homeless and do not need costly special services, homelessness is an issue all people should work to alleviate.

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 opponents' 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.

Writing Tip

Place a comma after an introductory subordinate clause.

DRAFTING AN EFFECTIVE INTRODUCTION

An effective way to capture your audience's attention is to begin with a startling fact or a probing question. Give the reader a sense of how important the issue is by making sure that your thesis statement is expressed clearly and forcefully. Experiment with emphasis by placing the thesis statement at different places to determine the most dramatic effect.

DRAFTING THE BODY

Devote one paragraph to each main point. Present your own supporting evidence and include the opposition's strongest counter-arguments. Ask and answer these three pairs of questions as you draft:

- What are the opposing views? How can I respond to them persuasively?
- What concerns does my audience have? How can I answer them persuasively?
- What counter-arguments might my audience have? How can I effectively and persuasively address those?

Remember to use transitional words (page 232) to guide the reader through your argument.

DRAFTING THE CONCLUSION

Finally, draft a conclusion that summarizes your position and makes a strong final appeal. If you want to persuade the readers to take some action, make a recommendation. Then add a title that is lively and challenging.

PROJECT PREP

Drafting

Following the Plan

Write a draft of your essay. Be aware of its structure and the purpose of each main part. Try taking a risk in your introduction by using a startling example or fact. Present your argument through solid reasoning and clear organization. Use transitions and language appropriate for your subject, occasion, and audience. Address opposing views thoroughly and respectfully. Wrap up your essay with a strong final appeal.

Read your essay several times, each time addressing a different aspect of the writing.



Evaluation Checklist for Revising

Checking Your Introduction

- ✓ Does the thesis statement present your opinion effectively? (page 236)
- ✓ Will your introduction convince the readers that your topic is important? (page 238)
- ✓ Is the language you use vivid and strong? (pages 45–52)

Checking Your Body Paragraphs

- ✓ Does each paragraph have a topic sentence? (pages 70–73)
- ✓ Have you supported your main points with facts and examples? (pages 228–230)
- ✓ Have you developed arguments and organized them in the most appropriate way? (pages 234–236)
- ✓ Have you clearly differentiated fact from opinion? (pages 228–230)
- ✓ Have you dealt with opposing views effectively? (pages 234–235)
- ✓ Have you used transitions to help your reader follow your argument from point to point? (page 232)

Checking Your Conclusion

- ✓ Does your conclusion summarize your main points? (page 238)
- ✓ Did you refer back to your thesis statement and/or make a recommendation? (page 238)
- ✓ Is your conclusion logically drawn from your arguments? (page 238)

Checking Your Words and Sentences

- ✓ Have you used subordinate clauses to express opposing views, keeping the focus on your position? (page 237)
- ✓ Have you used precise words as well as figures of speech to convey exactly what you mean? (pages 45–52)

PROJECT PREP

Revising

Checking Organization and Logic

Bring your draft to your writing group and take turns reading one another's drafts aloud. Focus on each author's body paragraphs. Help each author identify the main points of the argument and create a separate paragraph for each. Make suggestions for responding to counter-arguments. After the discussion, revise your draft based on feedback from your peers. Add, substitute, delete, and/or rearrange to make your paper as strong as it can be. As your teacher directs, submit your revised draft to him or her for review.

Carefully reread your revised draft for spelling, grammar, and usage. Put your writing aside for a time. Later, you will see mistakes that you missed.

The Language of Power Possessive Nouns

Power Rule: Use standard ways to make nouns possessive. (See pages 878–880.)

See It in Action To form the possessive of a singular noun, add an apostrophe and an -s. If a plural noun ends in -s, form the possessive by adding only an apostrophe. If a plural noun does not end in s, add an apostrophe and an -s. The examples below are from “Homeless.”

“One room,” a woman with a baby who was sleeping on her **sister’s** floor, once told me, “painted blue.”

It has been customary to take **people’s** pain and lessen our own participation in it by turning it into an issue, not a collection of human beings.

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

Use It Read through your short story and circle each possessive noun. Check each one to make sure you have formed the possessive correctly.

PROJECT PREP

Editing

Checking Conventions

Based on your teacher’s feedback, revise your essay. Then edit your paper, referring to your Personalized Editing Checklist to avoid repeating errors you have made before. Asking a classmate or a family member to help you catch errors is a good strategy.

Using a Six-Trait Rubric

Persuasive Writing

Ideas	4 The thesis statement clearly expresses an opinion and is backed with facts and examples. Opposing views are addressed well.	3 The thesis statement expresses an opinion. Facts and examples provide support. Opposing views are addressed.	2 The thesis statement is clear, but there is not enough support for it. Opposing views are not addressed well.	1 The thesis statement is missing or unclear, and there is little support. Opposing views are not addressed.
Organization	4 The organization is clear with frequent transitions.	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 smooth.
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 conventions are incorrect but all Power Rules are followed.	1 There are many errors and at least one failure to follow a Power Rule.

PROJECT PREP

Editing

Peer Evaluation

In your writing group, evaluate one another's persuasive essay using the rubric above. Make any revisions that seem appropriate.

C. Taking Essay Tests

Part I Critical Thinking and Problem Solving for Academic Success	A. Learning Study Skills	342
Part II Communication and Collaboration	B. Taking Standardized Tests	348
Part III Media and Technology	C. Taking Essay Tests	367

Applying Critical Thinking Skills

Essay tests are designed to assess both your understanding of important ideas and your critical thinking skills. You will be expected to analyze, connect, and evaluate information and draw conclusions. You may be asked to examine cause-and-effect relationships and to analyze outcomes. Some questions may address problems and solutions. Regardless of the type of question you are asked, your essay should show sound reasoning. You must be able to organize your thoughts quickly and to express them logically and clearly.

In this section, you will develop your skills in taking essay tests. Your critical thinking skills are essential in performing well on these tests.

1 Kinds of Essay Questions

Always begin an essay test by reading the instructions for all the questions. Then, as you reread the instructions for your first question, look for key words.

NARRATIVE, DESCRIPTIVE, AND PERSUASIVE PROMPTS

Following are some sample essay prompts and strategies for responding to them.

Narrative Writing Prompt

Think of a time when you worked hard to achieve a goal and succeeded. Tell what happened to make you want to achieve this goal and how you went about it.

Analyze the Question The key words in this question are “tell what happened.” That is your cue that you will be relating a story.

Sketch Out the Key Parts You may want to make a chart like the following to be sure that you include all the necessary parts. Refer to the question for the headings in the chart.

STORY PLANNING SKETCH

Why you decided to set the goal	
How you went about it	
Stumbling blocks along the way	
How you finally achieved the goal	

Use What You Know About Narrative Writing Think of other narratives you have written and remember their key features: an attention-getting beginning that introduces a conflict, a plot that unfolds chronologically and often includes dialogue, a resolution to the conflict. Draft accordingly.

Save Time to Revise and Edit Read over your essay and look for any spots where adding, deleting, rearranging, or substituting would improve your essay. Edit it for correct conventions. Pay special attention to punctuation with dialogue.

Descriptive Writing Prompt

What holiday do you like the best? Choose your favorite and think about the day itself and how your family celebrates it. Write a well-organized detailed description of that holiday using words that appeal to the senses.

Analyze the Question The key words in this question are “detailed description.” The directions to use “words that appeal to the senses” is another important item. It sets up the expectation that you will include vivid sights, sounds, smells, tastes, and feelings.

Sketch Out the Key Parts You may want to make a chart like the following to be sure that you include all the necessary parts. Refer to the wording of the question to determine the headings in the chart.

DESCRIPTION PLANNING SKETCH

Identification of holiday	
Vivid sights	
Vivid sounds	
Vivid smells, tastes, and feelings	

Use What You Know About Descriptive Writing Call to mind the key features of descriptive writing: a main idea that represents an overall attitude toward the subject; sensory details that support that overall feeling; a conclusion that reinforces the main impression. Draft accordingly.

Save Time to Revise and Edit Read over your essay and look for any spots where adding, deleting, rearranging, or substituting would improve your essay. Edit it for correct conventions.

Persuasive Writing Prompt

A student in your math class proposed that the class should be able to earn free time by completing all the day's work with a B or better. Your math teacher has invited all members of your class to try to convince her this is a good idea. Write a letter to your math teacher to convince her this is a good idea.

Analyze the Question The key words in this question are “to convince.” Those words tell you that you will be writing a persuasive text to convince people to do or believe something.

Sketch Out the Key Parts You may want to make a chart like the following to be sure that you include all the necessary parts. Refer to the question for the headings in the chart.

PERSUASIVE PLANNING SKETCH	
What you are trying to persuade about	
Reason #1	
Reason #2	
Reason #3	
Why your opinion will lead to the best possible benefits	

Use What You Know About Persuasive Writing Call to mind the key features of persuasive writing: a main idea that expresses an opinion; facts, examples, reasons, and other supporting details arranged in logical order, often order of importance; a look at why other opinions are not as sound; a conclusion that reinforces your opinion.

Save Time to Revise and Edit Read over your essay and look for any spots where adding, deleting, rearranging, or substituting would improve your essay. Edit it for correct conventions.

EXPOSITORY WRITING PROMPTS

Probably most of the essay tests you will take will ask you to address an expository writing prompt. Look for the key words in each of the following kinds of expository essay questions.

KINDS OF ESSAY QUESTIONS

Analyze	Separate into parts and examine each part.
Compare	Point out similarities.
Contrast	Point out differences.
Define	Clarify meaning.
Discuss	Examine in detail.
Evaluate	Give your opinion.
Explain	Tell how, what, or why.
Illustrate	Give examples.
Summarize	Briefly review main points.
Trace	Show development or progress.

As you read the instructions, jot down everything that is required in your answer, or circle key words and underline key phrases in the instructions, as in the following example.

Compare and contrast the types of Indian writing systems and their purposes. Include specific details to support or illustrate each point.

Practice Your Skills

Interpreting Essay Test Items

Write the key direction word in each item. Then write one sentence explaining what the prompt asks you to do.

Example Explain how a seed becomes a flower.
Possible Answer *Explain*—Tell how a seed develops into a flower and what is necessary for this to occur.

1. In your own words, define *electromagnetic field*.
2. Briefly summarize one of the articles in *National Geographic*.
3. Evaluate one of Edgar Allan Poe's short stories.
4. In a five paragraph essay, contrast space technology in 1969 with today's technology.
5. Discuss the reasons for or against a movie rating system.

2 Writing an Effective Essay Answer

The steps in writing a well-constructed essay are the same for an essay test as they are for a written assignment. The only difference is that in a test situation you have a strict time limit for writing. As a result, you need to plan how much time you will spend writing each answer and how much time you will devote to each step in the writing process. As a rule of thumb, for every five minutes of writing, allow two minutes for planning and organizing and one minute for revising and editing.

PREWRITING

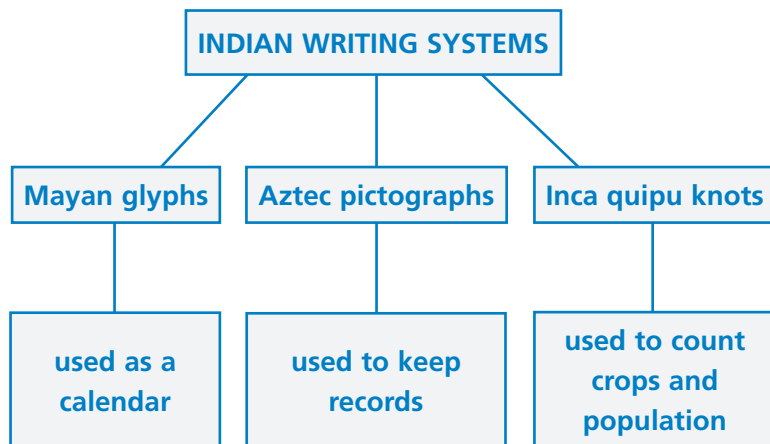
Begin planning your essay by brainstorming for main ideas and supporting details. Then decide how you will organize your ideas. For example, you may decide to arrange your ideas in the order of importance, interest, or degree. To help you organize your answer, create a simple informal outline or a graphic organizer. Your outline or graphic organizer will help you present your ideas in a logical order, cover all your main points, and avoid omitting important details.

Informal Outline

Indian Writing Systems

1. Mayan glyphs used as a calendar
2. Aztec pictographs used to keep records
3. Inca quipu knots used to count crops and population

Graphic Organizer



Your next step is to write a thesis statement that expresses your main idea and covers all of your supporting ideas. Often you can write a suitable thesis statement by rewording the test question.

Essay Prompt

Compare and contrast the types of Indian writing systems and their purposes. Include specific details to support or illustrate each point.

Thesis Statement

There were many types of Indian writing systems that served various purposes.

DRAFTING

As you write your essay answer, keep the following strategies in mind.

HERE'S HOW

Strategies for Writing an Essay Answer

- Write an introduction that includes the thesis statement.
- Follow the order of your outline. Write one paragraph for each main point, beginning with a topic sentence.
- Be specific. Back up each main point by using supporting details, such as facts and examples.
- Use transitions to connect your ideas and examples.
- End with a strong concluding statement that summarizes your main ideas or brings your essay to a close.
- Write clearly and legibly because you will not have time to copy your work.



MODEL: Essay Test Answer

In the United States today, we use a Roman alphabet to write our ideas and keep records. Of course, we have computers today, but we have had paper for writing for a very long time. Before the arrival of the Europeans, Indians had different systems for writing. **There were many types of Indian writing systems that served various purposes.** The most highly developed systems came from the Maya, the Aztec, and the Inca.

Thesis Statement

Mayan writing contained symbols called glyphs, which were carved in stone and on bark paper. They used these glyphs to create a calendar that is considered by some to be more accurate than those of the ancient Egyptians, Greeks, or Romans.

Aztec writing was made up of pictures called pictographs. These pictographs were used mainly to keep records. Even the Spanish explorers learned to read Aztec writing.

The Inca had a system of tying knots on a string called a *quipu*. The quipu used the decimal system, much as we do. The knots at the end stood for 1, those farther up counted for 10, and those still higher up stood for 100. Crop records and population information were recorded by this method.

These systems had their own complex rules that the people of each group learned to use. Records of all types have always been important to society. **How we keep records will change in the future as technology and our needs change.**

Concluding Statement

REVISING

Leave time to revise and edit your essay answer. To keep your paper as neat as possible, mark any corrections or revisions clearly, and write additional material in the margins. As you revise, consider the following questions.



Checklist for Revising an Essay Answer

- ✓ Did you follow the instructions completely?
- ✓ Did you interpret the question accurately?
- ✓ Did you begin with a thesis statement?
- ✓ Did you include facts, examples, or other supporting details?

- ✓ Did you organize your ideas and examples logically in paragraphs, according to your informal outline or graphic organizer?
- ✓ Did you use transitions to connect ideas and examples?
- ✓ Did you end with a strong concluding statement that summarizes your main ideas or brings your essay to a close?

EDITING

After you have made revisions, quickly read your essay to check for mistakes in spelling, usage, or punctuation. As you edit, check your work for accuracy in the following areas.

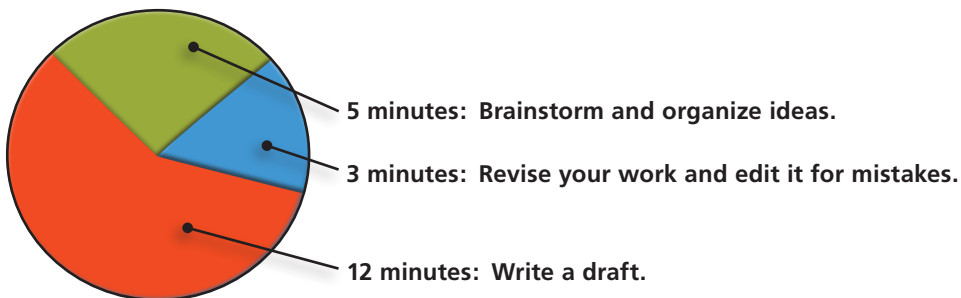


Check your work for:

- ✓ agreement between subjects and verbs (pages 741–742)
- ✓ forms of comparative and superlative adjectives and adverbs (pages 764–770)
- ✓ capitalization of proper nouns and proper adjectives (pages 801–811)
- ✓ use of commas (pages 827–846)
- ✓ use of apostrophes (pages 878–886)
- ✓ division of words at the end of a line (pages 896–897)

3 Timed Writing

You will be tested on your ability to organize and express your thoughts in a limited time. Your teacher may ask you to write a twenty-minute, two-hundred-word essay that will then be judged on how well you covered the topic and organized your essay. To complete such an assignment, consider organizing your time as follows:





Strategies for Timed Tests

- Listen carefully to instructions. Find out if you may write notes or an outline on your paper or in the examination book.
- Find out if you should erase mistakes or cross them out by neatly drawing a line through them.
- Plan your time, keeping in mind your time limit.

The more you practice writing under time constraints, the better prepared you will be for tests. You will find timed writing prompts on all of the following pages.

TIMED WRITING PROMPTS	
Chapter 2	Improving Style, page 65
Chapter 3	How-To Paragraph, page 83
Chapter 4	Show and Tell, page 107
Chapter 5	Reflective Narrative Letter, page 129
Chapter 6	Family Profile, page 147
Chapter 7	Celebrate with a Story, page 189
Chapter 8	Magazine Column, page 215
Chapter 9	Persuasive Letter to the Editor, page 245
Chapter 10	Persuasive Essay, page 277
Chapter 11	Memo to the Editor, page 297
Chapter 12	Consumer Report, page 337

● Practice Your Skills

Completing a Timed Writing Assignment

Give yourself twenty minutes to write an essay on the following topic.

In one school district, many parents and teachers were concerned about the kinds of television shows students were watching and the amount of time they spent in front of the TV. Although these adults thought that watching TV could have benefits, they believed that students' television-watching habits were having negative effects on their attitudes and grades. How would you solve this problem? Explain how your solution(s) would ensure that television had a positive impact on students.

Begin by creating an informal outline or a graphic organizer and writing a thesis statement. As you draft your essay, follow the **Strategies for Writing an Essay Answer** on page 372. Be sure to revise and edit your essay.

Clauses



How can you use clauses to connect related ideas and to add interest to your writing?

Clauses: Pretest 1

The following first draft about the artist M. C. Escher is hard to read because there are several clause fragments. How would you revise the paragraph so that it reads correctly? The first error has been corrected as an example.

M. C. Escher was the youngest child in a family with three boys. The son of a civil engineer, Escher studied literature and architecture before becoming a graphic artist. His artworks have become increasingly popular over the years. Because they combine humor and precision to create optical illusions and unexpected perspectives. Escher is most famous for his *tessellations*. Which are patterns of shapes that fit together with no space in between. He used people, places, and objects he encountered as inspiration for his prints.

Clauses: Pretest 2

Directions

Write the letter of the term that correctly identifies the underlined word or words in each sentence of the following paragraph.

Unusual Inventions

(1) Because chickens peck at each other, someone invented chicken glasses. (2) The glasses, which extend to the back of a chicken's neck, protect its eyes. (3) How you wake up was the inspiration for another invention. (4) A clock has blocks that hang over your head. (5) When the alarm rings, the blocks fall on you. (6) You will want the following invention. (7) It's a hat that is attached to a parachute. (8) It comes with padded shoes that soften the landing. (9) A twirling spaghetti fork's handle that you can move with your thumb has a small wheel. (10) The fork spins around, and it rolls up the spaghetti.

1. A independent clause
B adverbial clause
C complex sentence
D adjectival clause
2. A adverbial clause
B noun clause
C independent clause
D adjectival clause
3. A noun clause
B adjectival clause
C misplaced modifier
D simple sentence
4. A independent clause
B noun clause
C adverbial clause
D adjectival clause
5. A misplaced modifier
B adjectival clause
C adverbial clause
D independent clause
6. A simple sentence
B complex sentence
C subordinate clause
D compound sentence
7. A compound sentence
B simple sentence
C subordinate clause
D complex sentence
8. A noun clause
B adverbial clause
C misplaced modifier
D adjectival clause
9. A noun clause
B misplaced modifier
C simple sentence
D adverbial clause
10. A simple sentence
B subordinate clause
C compound sentence
D complex sentence

Independent and Subordinate Clauses

Lesson 1

In this chapter you will learn about three kinds of sentences: simple, compound, and complex. Before you can fully understand the different kinds of sentences, you must learn about groups of words called **clauses**.

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

Both a clause and a phrase are made up of a group of words, but only a clause has a subject and a verb. Notice that the clause in the second example below has a subject (underlined once) and a verb (underlined twice).

- **Phrase** We will play **after halftime**.
- **Clause** We will play **after halftime is over**.

There are two kinds of clauses: independent and dependent clauses. The first we will study is the **independent**, or **main, clause**.

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

When an independent clause stands by itself, it is called a **sentence**. It only becomes 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.

- Alicia hit the ball, **and** the crowd cheered.

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

- Alicia hit the ball. The crowd cheered.

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

21 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.

- subordinate clause | independent clause
• **After the game ended**, the players left the field.
- independent clause | subordinate clause
• They enjoyed the game **that they watched last night**.
-

Practice Your Skills

Distinguishing Between Clauses

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

1. Panels that the ancient Greeks carved show players using crooked sticks to hit a small object.
2. Field hockey was played in Europe during the Middle Ages, but the game was once outlawed in England.
3. Field hockey interfered with archery training, which was the basis of the national defense.
4. Even though field hockey was played worldwide after 1850, it did not become popular in the United States.
5. Although it became part of the Olympics in 1908, field hockey was not organized in the United States until the 1920s.
6. Henry Greer arranged matches between teams that were made up of men from New York.
7. While it is not certain, the first men's field hockey match in the United States probably occurred in 1928.
8. Because the U.S. Olympic Committee wanted an American team, it organized the men's hockey teams.

Practice Your Skills

Identifying Subordinate Clauses

Write the subordinate clause from each sentence.

1. Field hockey is a sport that is usually played on grass or artificial turf.
2. Each team consists of eleven players who run strategic plays across the field.
3. The striker starts the game when he or she initiates a pass-back play.
4. After the striker hits the ball, it cannot immediately cross the center line.
5. Before the ball is sent across the center line, it must be touched by another player.

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

21 B **Subordinate clauses** can be used as adverbs, adjectives, and nouns.

➤ Adverbial Clauses

A subordinate clause can be used the same way a single adverb or an adverbial phrase is used. Such a clause is called an adverbial clause.

• Single Adverb	Let's meet here .
• Adverbial Phrase	Let's meet at the music history museum .
• Adverbial Clause	Let's meet where <u>we met</u> last time .

21 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?* Notice in each of the following examples that an adverbial clause modifies the whole verb phrase.

• How?	Adam described the old instruments as if he had seen them all before .
• When?	When he saw the old harpsichord , his mouth dropped open.
• Where?	We will go wherever the next concert is .
• Under What Conditions	If you have never seen a wooden flute , go to the winds room immediately.
• Why?	We missed the first performance of the lute because Anthony's watch had stopped .

➤ Subordinating Conjunctions

An adverbial clause begins with a **subordinating conjunction**. A few of the subordinating conjunctions listed in the following box—such as *after*, *as*, *before*, and *until*—can also be used as prepositions. Remember that these words are subordinating conjunctions only if they are followed by a group of words with a subject and a verb.

COMMON SUBORDINATING CONJUNCTIONS

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

- **As soon as the conductor arrives**, the concert will begin.
- Bring your binoculars **so that you can see the musicians**.
- The musicians prepare **before the concert begins**.
- They arrange their music **so that it is easy to read**.

PUNCTUATION WITH ADVERBIAL CLAUSES

Always place a comma after a dependent adverbial clause that comes at the beginning of a sentence.

- **Since the conductor has arrived**, the concert can begin.

● Practice Your Skills

Supplying Subordinate Conjunctions

Complete each sentence by filling in the blank with a subordinating conjunction that makes the sentence's meaning clear.

1. Cristofori invented the piano around 1700 ____ he worked for the Medici family in Florence, Italy.
2. ____ the piano is a popular instrument, more solo compositions have been written for it than any other instrument.
3. ____ it is so versatile, the piano is well liked by people of all ages.
4. The piano can make a wide variety of sounds ____ it is just one instrument.
5. ____ most pianos have eighty-eight keys, not all keyboards have that many.

Practice Your Skills

Finding Adverbial Clauses

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

1. Most people move to America because they are seeking a better way of life.
2. Before 1865, most immigrants came from Europe after the conditions in their native countries became difficult.
3. Families immigrated because their governments treated them unfairly.
4. As soon as the Civil War ended, the flood of newcomers grew.
5. Even though many still immigrated from western Europe, a larger number from eastern and southern Europe sought the American Dream.
6. Immigration reached its peak before World War I started.
7. As though they had all heard the same stories, people from Mexico, China, and Japan joined the immigration.
8. Because many immigrants did not speak English, they did not blend easily into American society.
9. Long-time citizens considered the newcomers different because their cultures were unfamiliar.
10. The immigrants clustered together so that they would feel safe.

Connect to Writing: Editing

Punctuating Adverbial Clauses

Rewrite the following sentences, adding commas where needed. If a sentence is correct, write C.

1. Because she feels guilty about Myra a classmate tells the story “Day of the Butterfly.”
2. Until her illness keeps her from class Myra is treated differently from the others.
3. Because Myra is sick she does not come to school one day.
4. The class visits the hospital while Myra is a patient.
5. When Myra does not return to school the narrator wishes she had been kinder to the immigrant girl.

➤ Adjectival Clauses

You may recall that a single adjective or an adjectival phrase is used to modify a noun or a pronoun. A subordinate clause can be used in the same way. Such a clause is called an adjectival clause.

•	Single Adjective	The 1950s was a great decade.
•	Adjectival Phrase	The 1950s was a decade beyond our expectations .
•	Adjectival Clause	The 1950s was a decade that we will never forget .

21 B.2 An **adjectival clause** is a subordinate clause that is used to modify a noun or a 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?	Ken's home, which is blue and white , is new.
•	What Kind?	Cathy likes houses that are close to the schools .

➤ Relative Pronouns

Most adjectival clauses begin with a relative pronoun. A **relative pronoun** relates an adjectival clause to the noun or the pronoun the clause modifies.

RELATIVE PRONOUNS				
who	whom	whose	which	that

•	I just met Cindy, who lives in the yellow house in our neighborhood .
•	Barbara, whose house is in that development , hopes to make many friends.

Sometimes a relative pronoun simply begins an adjectival clause. At other times, it is the subject of an adjectival clause.

- I haven't seen a house that I like.
- I haven't seen a house that is like yours.

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

A vaccine that will prevent the disease was discovered in the laboratory.

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. A clause is usually nonessential if it modifies a proper noun.

Nonessential

The scientist, who works in the laboratory, found the cure.

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

Practice Your Skills

Finding Adjectival Clauses

Write each adjectival clause. Then underline the relative pronoun.

1. The 1950s was the decade that established the United States as a world leader.
2. The men and women who played a role in World War II wanted to have families.
3. The American population, which was 150 million, boomed to more than 179 million.
4. The children of the families, who are now called Baby Boomers, fueled the economy.
5. Changes came to a country that enjoyed prosperity.

6. Polio, which had struck many children, became less of a threat.
7. Dr. Jonas Salk, who developed a polio vaccine, saved many children from the disease.
8. William Levitt developed Levittown, which was the first suburban development.
9. Much attention focused on the automobile, which became a necessity.
10. There were few homes that did not have a TV.

Practice Your Skills

Identifying the Words Adjectival Clauses Describe

Write each adjectival clause. Then write the word that each clause modifies.

1. Some artists paint thousands of tiny dots that form images.
2. Georges Seurat, who painted in the late 1800s, used dots of different colors.
3. He studied art in museums where he learned about painters and their techniques.
4. First, Seurat made drawings that were in black and white.
5. He then turned to a new approach that used light and color.
6. He also stopped using lines, which give a boxed-in feeling.
7. His paintings were often on large canvases that took years to cover.
8. They portrayed people who were having fun outdoors.
9. People who were at home in the city were frequent subjects.
10. His most famous painting is *A Sunday on la Grande Jatte—1884*, which shows a day in the park.

Connect to Writing: Editing

Punctuating Adjectival Clauses

Write the following sentences, adding commas where needed. If a sentence needs no commas, write **C** for correct.

1. My grandfather fought in World War II which was fought in Europe, Asia, and Africa.
2. My grandmother who worked in a factory has vivid memories.
3. She remembers the families who raised their own gardens.
4. The garden that grew next door was very large.
5. These gardens which were called Victory Gardens gave citizens plenty of food.

➤ Misplaced Adjectival Clauses

Place an adjectival clause as near as possible to the word it modifies. A clause that is too far away from the word it modifies is called a **misplaced modifier**.

•	Misplaced	Mandy sold the flowers, who runs the garden shop .
•	Correct	Mandy, who runs the garden shop , sold the flowers.

● Practice Your Skills

Recognizing Misplaced Adjectival Clauses

Write **C** if an adjectival clause is placed correctly or **I** if an adjectival clause is placed incorrectly.

1. “Science is everywhere,” Mrs. Lee told me, who is a true scientist.
2. My father, who is a chemist, agrees with this idea of Mrs. Lee.
3. Looking up at the stars is an example of science that glow in the dark.
4. Energy has always interested me, which makes machinery work.
5. The car that goes up a ramp in a parking garage illustrates motion.
6. My mother uses chemistry to make cookies, who is a wonderful baker.
7. The light from the sun, which shines brightly, reaches the flowers.
8. The magnet entertained my brother that hung on the refrigerator.
9. My youngest sister that spins around loves her new wind-up toy.
10. “Where is the bee?” said my friend that is buzzing in my ear.

● *Connect to Writing:* Revising

Correcting Sentences with Misplaced Adjectival Clauses

Rewrite the incorrect sentences from the preceding exercise, placing the adjectival clauses correctly. Use commas where needed.

➤ Noun Clauses

A subordinate clause can be used like a single noun. Such a clause is called a **noun clause**.

•	Single Noun	Show us the poem .
•	Noun Clause	Show us what you read .

21 B.3 A **noun clause** is a subordinate clause that is used like a noun.

A noun clause can be used in the same ways that a noun can be used.

Subject	Whatever poem you choose is fine with me. (<i>Whatever poem you choose</i> is what the sentence is about.)
Direct Object	We'll read whatever poem is your favorite . (We'll read what? <i>Whatever poem is your favorite</i> is the direct object.)
Indirect Object	Give whoever reads first your attention. (The direct object is <i>attention</i> . Give attention to whom? <i>Whoever reads first</i> becomes the indirect object.)
Object of a Preposition	Matt was confused by what the poem implied . (<i>What the poem implied</i> is the object of the preposition <i>by</i> .)
Predicate Nominative	That poem is what I expected . (<i>What I expected</i> renames the subject, <i>poem</i> .)

All the words in the box below can begin a noun clause.

COMMON INTRODUCTORY WORDS FOR NOUN CLAUSES

how	when	whoever
if	where	whom
that	whether	whomever
what	which	whose
whatever	who	why

Remember that the words *who*, *whom*, *whose*, *which*, and *that* may also begin adjectival clauses. Do not rely on the introductory words alone to identify a noun clause. Instead, decide how the subordinate clause is used in a sentence.

Noun Clause	I believe that she will win the poetry contest . (The clause is used as a direct object—I believe what?)
Adjectival Clause	The fact that she will win the poetry contest is widely known. (The clause is used to describe the noun <i>fact</i> —which fact?)

Practice Your Skills

Finding Noun Clauses

Write each noun clause.

1. Who wrote America's best-known poetry is an easy question.
2. Americans are often interested in what Robert Frost wrote.
3. Frost's poems state that human life is a struggle with nature and society.
4. He never forgot that his life was full of disappointment.
5. His family life was what is described as tragic.
6. He gave whatever he was writing his full attention.
7. Whoever reads "The Road Not Taken" must think.
8. His poems are about what we think during day-to-day events.
9. For Frost, life is what pleases and worries us.
10. The award-winning poet was not swayed by what other poets wrote.

Practice Your Skills

Identifying the Use of Noun Clauses

Write each noun clause. Then label each one using the following abbreviations.

subject = *s.* object of a preposition = *o.p.*
 direct object = *d.o.* predicate nominative = *p.n.*
 indirect object = *i.o.*

1. Why someone writes poetry is a personal matter.
2. Give whoever writes poetry high praise.
3. Poetry requires that you think like an artist.
4. The approach to your subject determines how well your poem will turn out.
5. Whatever subject you choose must be well thought out.
6. When you write poetry can also be important.
7. The value of a poem is also measured by what the reader gets from it.
8. Whoever attempts to skim a poem is missing out.
9. The speaker of your poem is whomever you wish.
10. In a narrative poem, a poet must relate whatever historical event is being told.

✓ Check Point: Mixed Practice

Write each subordinate clause. Label each one as an *adverbial clause*, an *adjectival clause*, or a *noun clause*.

1. Many swimmers have crossed the English Channel, which is just over twenty miles wide at its narrowest point.
2. Whoever accomplishes the feat is admired.
3. In 1961, Antonio Abertondo attempted something that no one else had ever done before.
4. Abertondo, who was forty-two years old, swam across the channel and back without a stop.
5. When he arrived at Dover Beach, he was covered with grease for protection against the cold water.
6. He swam steadily for the next eighteen hours and fifty minutes until he reached the coast of France.
7. Abertondo was not stopped by what the cold sea had to offer.
8. When he reached the English coast, he had been swimming for forty-three hours and fifteen minutes.
9. The last mile, which had taken him two hours, had been the hardest.
10. Abertondo showed that he was a determined man.

