Writing with POWER

Language

Composition

21st Century Skills

Contents in Brief

COMPOSITION

Common Core State Standards Focus

L.1 (a) Use parallel structure.

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

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COMPOSITION

UNIT 2

Purposes of Writing

Common Core State Standards Focus
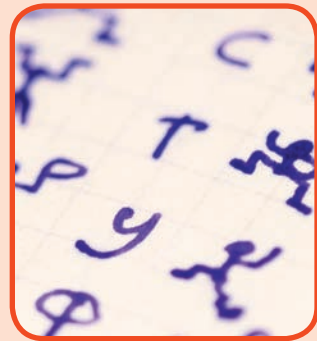
W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Common Core
State Standards Focus**

W.3 (d) Use precise words
and phrases, telling details,
and sensory language to
convey a vivid picture of the
experiences, events, setting,
and/or characters.

COMPOSITION

Common Core State Standards Focus

W.3 (a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**Common Core
State Standards Focus**

W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

COMPOSITION

**Common Core
State Standards Focus**

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 authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

COMPOSITION

Common Core State Standards Focus

W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
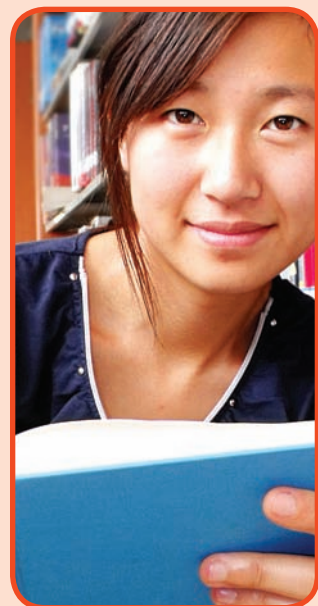
Guide to 21st Century School and Workplace Skills

Common Core State Standards Focus

L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

COMPOSITION

Common Core State Standards Focus

S.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Common Core
State Standards Focus**

W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

GRAMMAR

Common Core State Standards Focus

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

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GRAMMAR

**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.

Common Core State Standards Focus

(b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

GRAMMAR

Common Core State Standards Focus

L.2 (a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

G R A M M A R

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

GRAMMAR

L.1 (c) Spell correctly.

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

**Common Core
State Standards Focus**

(a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

(b) Use a colon to introduce a list or quotation.

GRAMMAR

**Common Core
State Standards Focus**

L.1 (c) Spell correctly.

Writing to Persuade

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

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

- **Elected officials develop "position papers"** to explain, defend, and promote their stands on the tough issues of the day.
- **Medical researchers write articles** for popular magazines explaining recent scientific findings in health and medicine and urging healthful behaviors for prevention of serious disease.
- **High school students submit essays** with their college admission applications trying to persuade the reviewers to accept them into their programs.
- **Employees write a proposal** based on an idea for a new product and try to persuade the company decision makers to put up the money to develop it.
- **Attorneys draw up their closing arguments** to bring together all the facts and other evidence in a case and persuade the jury to decide a certain way.
- **Movie reviewers and book critics assess a work** and use persuasion to convince readers of their point of view.

Writing Project *Argumentative*

Unexpected Gift *Write an argumentative essay expressing your position on how a cash gift to the school should be spent.*

Think Through Writing An anonymous donor has made a gift of $10,000 to your school with no strings attached about how it should be spent. The donor's only requirement is that the students should be the ones to decide how it will be used and that they should express their ideas in the most effective way possible. All of the money can be spent on one thing, or it can be divided up in any way. It can be given to the teachers; it can be given to students; it can be donated to charity—anything is possible. Write freely about

your school and about where you think a cash infusion could do the most good. Include reasons as you write and try to anticipate how to overcome the objections others may have to your ideas.

Talk About It In your group, discuss the writing you have done. What ideas and opinions surfaced? Each writer should have a chance to discuss his or her choice, and the reasons for it, in as much detail as possible. Also provide potential opposing views so each writer can have a chance to respond to them. Ask for clarification if a classmate says something you don't understand.

Read About It The following selection by Joan Beck appeared in the *Chicago Tribune* during the height of the winter holiday season. She describes "charities" that in fact provide little money for the stated purpose of the fund-raising. One group, for example, reported it spends 90 percent of its donations on telemarketing to keep the gifts coming.

> ## MODEL: Persuasive Writing

Giving Intelligently to Worthy Causes

Joan Beck

Along with the forest of mail-order catalogs and a blizzard of holiday cards, the pre-holiday mail brings burdens of cleverly crafted guilt. How can you toss away those appeals for money—when people are homeless, hungry, afflicted with catastrophe, disabled, aging, suffering from every disease known to humanity? When the environment needs protecting, victims of discrimination lack aid, your alma mater is short of scholarship money . . . .

To rub in the guilt, some of the appeals include a clutch of inexpensive greeting cards (typically Monet lilies), or a set of address labels, or a calendar, or a good luck token from an Indian tribe. Dump them in the trash and you feel like you're stealing from sick kids or taking nickels from a blind man's cup. Send a check and you can't be sure you aren't a sucker for a familiar holiday scam or that the money won't be used simply to send out more fundraising letters.

You get lavish invitations to pay $10,000 for a table at a holiday ball for a charity you didn't even realize existed. There are intimate notes from "friends" you don't remember

Vivid opening captures attention and raises interest in the topic.

Beck uses examples with which her audience is no doubt very familiar. These examples raise strong feelings.

Even by the third paragraph, the thesis statement has not yet been clearly stated. All of this introductory material is building up to it.

asking that you join them in sending a check to help their favorite good cause. An apparently "personal" note from a celebrity wants you to join him in a favorite appeal.

The holiday season is the peak time for charity solicitations. The experts who craft the pleas know that you are most open to goodwill-toward-men feelings this time of year, that your resistance to sales pitches is lower, that you're too busy to check out the soliciting organizations carefully, that you are feeling slightly guilty because your family has so much and others are so needy. Americans gave more than $143 billion last year to charitable organizations, up 7.5 percent from the year before. More money than you'd like to think did not go to further the cause itself, but for more fundraising.

> The examples end here and Beck turns to the information she has to back up her main idea.

If you have more time, you could check out the appeals with a national ratings service for charities (there are three major ones). Or send for an annual report or IRS tax filing. Or look for data on the Internet (double-check the source of information). But there are more than 650,000 non-profits out there and all of them seem to have your name and address.

> Starting here, Beck offers specific advice to those who wish to make donations.

There are a few guidelines to help. Be sure you at least know the identity of the organization that wants your check. Some unscrupulous groups—in the cancer research field, for example—use names that sound like familiar established charities, assuming you won't pay close attention and dash off a check.

Find out how much of your money will actually go for the purpose you intend. It's a rule of thumb in charity fundraising that at least 60 percent to 65 percent of donations should actually be used for the good cause; the best non-profits make it 80 percent or more. The rest is spent on more fundraising and administration or the vague-sounding "education." That means an unscrupulous organization can tuck a message about cancer's warning signs into its fundraising letters and count them as "programs."

> A very specific example helps illustrate the problem with uncertainties in the fundraising field.

Abuses can be blatant, indeed. One group, for example, reported it spends 90 percent of its donations on telemarketing to keep the gifts coming. It's not considered unusual for an organization to send out 100,000 appeals in hopes of generating 1,000 responses from first-time contributors.

> This dramatic statistic further supports Beck's main idea.

You should make sure the group you are considering helping has the same purpose you have in mind. If you're giving to combat a disease, for example, you should know whether your money is going largely for research, prevention or treating patients. The Nature Conservancy has a much different approach to environmental concerns than, say, Greenpeace.

There is an easier way. You can share your holiday blessings with the Chicago Tribune Holiday Fund. Every cent and more that you give will go to help children have a happy holiday and a better future, to relieve hunger and homelessness, aid the abused, and support programs for the developmentally disabled. Not only does the Tribune pay all of the expenses of the fund, it matches every dollar you contribute with 60 cents from the McCormick Tribune Foundation. Instead of hoping 60 to 65 percent of your gift is going for the work you intend, you can be sure that 160 percent will.

Finally, here is Beck's main point: she is appealing to readers to donate to the Chicago Tribune Holiday Fund. All that came before set up the reasons why this would be a good choice. Is she persuasive?

Respond in Writing Respond to Joan Beck's account of holiday charity scams. What have you learned about how to make an effective argumentative appeal?

Develop Your Own Appeal Work with your classmates to develop ideas that you might use in persuading readers that your plan for using the anonymous gift is the best one.

Small Groups: In your small group, discuss the writing you have done. List the tools of persuasion you might use in your argumentative essays. For example, you might appeal to emotions or appeal to reason. You might offer effective counter-arguments. Anticipate the tools you will need to win your case.

Whole Class: Make a master chart of all of the ideas generated by the small groups to create a toolbox of persuasive techniques. If they are not already included, also list the techniques Beck uses in her writing.

Write About It You will next write an argumentative essay about how to spend the anonymous gift to your school. You may choose from any of the possibiltiies in the chart below or any of your own ideas.

Possible Topics	Possible Audiences	Possible Forms
• a plan to spend all the money on one project or department • a plan to divide the money among various projects or departments • a plan to give the money away to needy or deserving students, faculty, or community organizations or individuals • a plan to invest all or part of the money so it can make more money for the school	• only the students at your school • the students at your school as well as the school administration • the students at your school as well as the community at large • the students at your school as well as the benefactor	• an open letter to the community • a traditional essay • a traditional essay accompanied by a multimedia presentation • a blog • a public service announcement • a magazine article

Elements of Persuasive Texts *Analyzing*

The ability to cast a net into a controversial subject area, draw back and evaluate the ideas you have "caught," and shape them into a forceful statement of opinion is among the most valuable skills you can develop. Persuasive writing can teach those skills.

1 Structure

Like all 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.

As the following model shows, a strong persuasive text also:

- considers a whole range of information and views on the topic and represents them honestly and accurately;
- offers counter-arguments based on evidence to anticipate and address objections;
- analyzes the relative value of specific data, facts, and ideas.

MODEL: Persuasive Essay

Talking Chimps

In the past several decades, a number of chimps have been taught the gestures of American Sign Language (Ameslan). The results of these studies are hotly debated. A recent survey asked scientists to name the most significant discovery in recent years. Many replied that it was the failure of chimps to acquire language. About an equal number, however, believed the most significant discovery was the *success* of chimps in learning and using language. These opinions arise from differing definitions of language use. The first group of

Introduction:
Provides background information

Presents the whole range of opinions on the subject

scientists see too much simple imitation or reward-seeking in chimp language to call it true language learning. The success of chimps in mastering sign language, however, indicates that they have indeed learned a simple language.

Thesis Statement

To use language, it is first necessary to understand that a word—or a sign—is a symbol. It is a symbol of the thing it names, not the thing itself. Humans know, for example, that the word *cup* is a symbol for the thing they drink from. The five chimpanzees, Washoe, Moja, Pili, Tatu, and Dar, reared by Professors R. A. and B. T. Gardner at the University of Nevada, acquired between 100 and 200 signs by age five. They were able to name things in pictures, showing another level of understanding. In addition to learning the names of things, such as *cat, hat,* and *tree,* they also learned the names of actions, such as *chase, hug,* and *tickle,* and of qualities, such as *dirty* and *hot*.

First body paragraph: Uses facts, examples, and reasons

Critics of the early experiments argued that since chimps did not understand the concept of negating, they were not really using language. (Negating is adding a negative, such as *no* or *not*, to a thought.) Sarah, a chimp trained at the University of California, Santa Barbara, showed an understanding not only of negating but also of compound and complex sentences. Sarah learned to compose and read sentences by placing metal symbols on a metallic board. She once asked herself, "What is an apple not?" and correctly—and creatively—replied, "Bread."

Second body paragraph: Anticipates and answers opponents' objections

Critics also believe that chimps use language only after being cued by trainers. Sarah's trainers decided to test the chimp's ability to use language without the help of cues. They sent an inexperienced person in to "converse" with Sarah—a person who did not know Sarah's language. That person was unable to cue Sarah to do something that she could then imitate. Sarah did not do as well as she usually did, probably because she was confused by the appearance of a new human partner. Still she scored high enough on her test to convince her trainers that she could use language without being cued.

Third body paragraph: Also answers opponents' objections, making a determination about the relative value of information and interpretations

Those who doubt that chimps have successfully learned a simple language place too much emphasis on comparing chimps to humans. Our language has developed over a long period of time, while chimps have only recently been exposed to language learning. Given their short exposure to language, chimps have demonstrated remarkable mastery. Any creature who can sign to himself, "Cry me; me cry" after his trainer has left him for the day surely can handle simple language.

Conclusion: Drives home the main point and appeals to emotions

CHAPTER 8

PROJECT PREP   *Prewriting*   *Claims and Warrants*

Based on the discussions you have had with your classmates and the model persuasive essay about talking chimps, sketch out a persuasive text. On the subject of how to spend an anonymous gift to the school, for example, ask yourself what your position is on the question. Decide on your audience as well. Organize the plan for your argument into a three-column chart like the one below in which you make a series of claims about the school, give examples that Illustrate each claim, and assert a warrant that explains how the example illustrates the claim and strengthens your position. (See pages 112–113 and 246–247 for more information on claims, examples, and warrants.)

Claims	Examples	Warrants
The school's computer facilities need upgrading.	The computers in the media center use an outdated operating system and cannot run the programs that would be best for the students.	Because the computers in the media center use an outdated operating system, they cannot run the programs that would be best for the students. For this reason, they should be upgraded to state-of-the-art technology that would allow students to make the most of the computers' capabilities.

2 Facts and Opinions

Persuasive essays are primarily made up of two types of statements: facts and opinions. When you write a persuasive essay, you should be aware of the difference. Facts are statements that can be proved. Opinions, on the other hand, are beliefs or judgments that can be supported but not proved.

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 observation and experience.

Fact   There are three chimpanzees at our local zoo.
(You could go to the zoo and observe this.)

The second way is to ask yourself whether you could prove it by consulting accepted authorities.
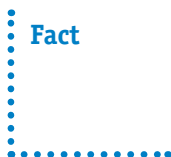
Fact   The chimpanzee is an anthropoid ape with a high degree of intelligence.
(You cannot use your experience to test this statement, but you can verify it by consulting a recognized expert or an encyclopedia.)

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   War movies are **too violent.**

Mr. Ling is the **best** candidate for mayor.

I believe that nuclear energy plants are a **terrible** threat to the atmosphere.

Computer programming is our school's **most valuable** course.

Sometimes you can recognize opinions in what you hear, read, and write by listening and watching for some of the following words that are often used in statements of opinion.

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

In persuasive essays the soundest opinions are those supported by factual evidence, logical arguments, or both.

Unsupported Opinion Chimps can be taught to speak English.
(No supporting facts back up this statement.)

Supported Opinion Chimps have shown a remarkable mastery of language.
(Numerous studies document apparent mastery.)

Writing Tip

Support your opinions with convincing factual evidence from your own experience and observation as well as from reliable authorities.

Practice Your Skills

Identifying Facts and Opinions

State whether each sentence below is a *fact* or an *opinion*. If you are in doubt about a statement, verify it by checking its validity in the library or media center or with a reliable authority.

1. Recycling is not worth the expense.

2. The bald eagle is no longer on the list of endangered species.

3. The United States expects major fuel shortages in the future.

4. Toxic wastes have often been disposed of in populated areas.

5. Cutting down forests diminishes the oxygen supply in the air.

● **Practice Your Skills**

Supporting Opinions

Write one fact that could be used to back up each of the following opinions. If necessary, use library or media center resources to find supporting evidence.

1. Nutrition should be a required course in elementary school.

2. Using illegal drugs is self-destructive.

3. Many citizens are careless about energy consumption.

PROJECT PREP *Prewriting* *Facts and Opinions*

Using the chart you made of claims and warrants, review your key ideas. Identify where you will need facts to support your assertions and make a list of facts, examples, and data you might find useful in support of your thesis. Next to each item, indicate where you might find the information you need. (Refer to pages 356–385 for help in locating research sources.) Consider the full range of information on the topic and gather the most relevant and precise evidence you can find.

③ Reasoning

When you write a persuasive essay, your ability to win over your reader usually depends on your reasoning skills. Facts and opinions cannot argue by themselves. Instead, you must create a logical argument by fitting the facts together so they lead to a reasonable conclusion.

GENERALIZATIONS

When you state a rule or a principle based on fact and experience, you are forming a **generalization.** For example, suppose you have visited Washington, D.C., three times in July and August, and each time the weather was hot and muggy. From these experiences you could generalize that Washington, D.C., is hot and muggy in the summer.

Generalizing is an important reasoning skill that will help you develop a strong thesis statement for your essay. However, you must use it carefully so that you do not overlook those important exceptions that will make a generalization false.

HASTY GENERALIZATIONS

When you reason, beware of the pitfall of **hasty generalizations**—broad generalizations based on insufficient evidence. Such hasty generalizations often lead to misleading or false conclusions. To avoid this fallacy, you must examine *enough* particular experiences so that you can draw a sound conclusion.

| **Hasty Generalization** | All professional athletes are healthy. (Has the writer examined enough athletes to conclude that they *all* are healthy?) |
| **Hasty Generalization** | Chlorine in swimming pools causes earaches. (Does *everyone* who swims in chlorinated pools have earaches?) |

You can make the previous hasty generalizations more sound if you limit them to *some, many,* or *most* cases instead of *all* cases.

| **Sound Generalization** | **Most** professional athletes are healthy. |
| **Sound Generalization** | **Some** people experience earaches from swimming in pools that are chlorinated. |

<div class="here's-how">

HERE'S HOW

Avoiding Hasty Generalizations

- Examine several facts or examples.
- Be sure your examples represent the whole group.
- Check reliable authorities to confirm your generalization.
- Be able to explain any exceptions.
- Avoid words like *all, complete, always, never,* and *none,* because they suggest that there are no exceptions.
- Limit your generalization by using words like *some, many, most, probably, often,* and *sometimes.*

</div>

● Practice Your Skills

Writing Limited Generalizations

Choose one of the following hasty generalizations. Limit the statement to an opinion with which you agree.

Writing Tip

Avoid making **hasty generalizations** by limiting generalizations to *some, many,* or *most* cases instead of all cases.

1. Any rural area is less polluted than a city.
2. Chimps are more intelligent than any other animal.
3. Adults are responsible for more litter than teenagers.
4. Education is the only avenue to success.
5. Television shows are too violent.

MAKING VALID INFERENCES

To be persuasive, you also need to make sure your conclusions or inferences are valid. An inference is **valid** if it follows logically from the claims. (See page 247 for more information on valid inferences.)

PROJECT PREP *Prewriting* *Reasoning*

In your writing group, evaluate one another's claims. Decide if each writer's major claims hold up under scrutiny. Can you think of reasons not to accept the claims? Are the inferences valid? Help each author strengthen the quality and phrasing of each claim so that readers will be persuaded by the argument.

In the Media

Print Advertisement

A good way to develop the habit of careful reasoning is to examine careless reasoning with a critical eye. Advertisements are usually geared more toward emotion than reason; they often contain careless thinking in their messages. Consider the following example:

This asserts that every woman dreams about getting a diamond ring. This is an unsupported assertion.

When you find the woman of your dreams . . .

Give her the diamond of her dreams.

This ad is aimed at men. It flatters men by suggesting that a beautiful woman is out there waiting, dreaming about a ring from them. The unsupported underlying idea is that women want material things from men.

Diamonds. There is no better way to say, "I love you."

This is a hasty generalization. After all, there are countless ways to show love to another person. Why is a diamond the best way?

The picture of a ring with a large diamond suggests that diamond rings are important and play a large role in our lives. This idea is also unsupported.

Zenith Jewelers:
A Century of Making Dreams Come True.
We have all the answers to your questions.
We have the diamond of your dreams.
We'll even save you money.

This asserts that a customer will somehow save money by buying a diamond. This assertion is unsupported.

The company also makes a hasty generalization when it claims to have the answers to all your questions.

Oral Expression

Find a dramatic, illustrated ad from a newspaper or magazine and take turns reading your ads aloud to the class. The listeners should identify facts, supported or unsupported opinions, and hasty or sound generalizations in each advertisement.

B. Using the Internet

Apply Information and Technology Literacy

The "age of information" dawned in the last half of the 20th century. Success in the 21st century requires the ability to access, evaluate, and wisely use the abundance of information made available by advances in technology. Developing an understanding of the changing technologies and skill in putting them to work for your purposes are key competencies for the rest of your schooling and for your adult life ahead.

In this section, you will develop your skills for understanding and making the most of what the Internet has to offer.

How Does the Internet Work?

The Internet is made up of thousands of networks all linked together around the globe. Each network consists of a group of computers that are connected to one another to exchange information. If one of these computers or networks fails, the information simply bypasses the disabled system and takes another route through a different network. This rerouting is why the Internet is so valuable to agencies such as the U.S. Department of Defense.

No one "owns" the Internet, nor is it managed in a central place. No agency regulates or censors the information on the Internet. Anyone can publish information on the Internet as he or she wishes.

In fact, the Internet offers such a vast wealth of information and experiences that sometimes it is described as the Information Superhighway. So how do you "get on" this highway? It's easy. Once you have a computer, a modem, and a telephone or cable line, all you need is a connection to the Internet.

THE CYBERSPACE CONNECTION

A company called an Internet Service Provider (ISP) connects your computer to the Internet. Examples of ISPs that provide direct access are MSN® (originally The

Microsoft Network®), Earthlink®, Comcast®, and AT&T®. You can also get on the Internet indirectly through companies such as America Online® (AOL®).

ISPs charge a flat monthly fee for their service. Unlike the telephone company, once you pay the monthly ISP fee, there are no long-distance charges for sending or receiving information on the Internet—no matter where your information is coming from, or going to, around the world.

ALPHABET SOUP—MAKING SENSE OF ALL THOSE LETTERS

Like physical highways, the Information Superhighway has road signs that help you find your way around. Each specific group of information on the World Wide Web is called a **Web site** and has its own unique address. Think of it as a separate street address of a house in your neighborhood. This address is called the URL, which stands for Uniform Resource Locator. It's a kind of shorthand for where the information is located on the Web.

Here's a typical URL: **http://www.perfectionlearning.com.**

All addresses, or URLs, for the World Wide Web begin with **http://.** This stands for HyperText Transfer Protocol and is a programming description of how the information is exchanged.

The next three letters—**www**—let you know you are on the World Wide Web. The next part of the URL—**perfectionlearning**—is the name of the site you want to visit. The last three letters, in this case **com**, indicate that this Web site is sponsored by a **com**mercial company. Here are other common endings of URLs you will find:

- "org" is short for **org**anization, as in http://www.ipl.org, which is the URL of the Web site for the Internet Public Library, ipl2: Information You Can Trust.
- "edu" stands for **edu**cation, as in the Web address for the Virtual Reference Desk, http://thorplus.lib.purdue.edu/reference/index.html, featuring online telephone books, dictionaries, and other reference guides.
- "gov" represents **gov**ernment-sponsored Web sites, such as http://www.whitehouse.gov, the Web site for the White House in Washington, D.C.

To get to a Web site, you use an interface called a **browser**. Two popular browsers are Microsoft Internet Explorer® and Mozilla Firefox®. A browser is like a blank form where you fill in the information you are looking for. If you know the URL of the Web site you want to explore, all you have to do is type it in the field marked Location, click Enter on your keyboard, and wait for the information to be delivered to your computer screen.

BASIC INTERNET TERMINOLOGY

Here are some of the most frequently used words you will hear associated with the Internet.

address	The unique code given to information on the Internet. This may also refer to an e-mail address.
bookmark	A tool that lets you store your favorite URL addresses, allowing you one-click access to your favorite Web pages without retyping the URL each time.
browser	Application software that supplies a graphical interactive interface for searching, finding, viewing, and managing information on the Internet.
chat	Real-time conferencing over the Internet.
cookies	A general mechanism that some Web sites use both to store and to retrieve information on the visitor's hard drive. Users have the option to refuse or accept cookies.
cyberspace	The collective realm of computer-aided communication.
download	The transfer of programs or data stored on a remote computer, usually from a server, to a storage device on your personal computer.
e-mail	Electronic mail that can be sent all over the world from one computer to another.
FAQs	The abbreviation for Frequently Asked Questions. This is usually a great resource to get information when visiting a new Web site.
flaming	Using mean or abusive language in cyberspace. Flaming is considered to be in extremely poor taste and may be reported to your ISP.
FTP	The abbreviation for File Transfer Protocol. A method of transferring files to and from a computer connected to the Internet.
home page	The start-up page of a Web site.

HTML	The abbreviation for HyperText Markup Language—a "tag" language used to create most Web pages, which your browser interprets to display those pages. Often the last set of letters found at the end of a Web address.
http	The abbreviation for hyperText Transport Protocol. This is how documents are transferred from the Web site or server to the browsers of individual personal computers.
ISP	The abbreviation for Internet Service Provider—a company that, for a fee, connects a user's computer to the Internet.
keyword	A simplified term that serves as subject reference when doing a search.
link	Short for hyperlink. A link is a connection between one piece of information and another.
network	A system of interconnected computers.
online	To "be online" means to be connected to the Internet via a live modem connection.
plug-in	Free application that can be downloaded off the Internet to enhance your browser's capabilities.
podcast	An audio or video file on the Internet that is available for downloading to a personal media device.
real time	Information received and processed (or displayed) as it happens.
RSS	A format for distributing content to people or Web sites. It stands for "Really Simple Syndication." With an RSS "feed," users can get updates from sites of interest without having to go to the sites for the information.
search engine	A computer program that locates documents based on keywords that the user enters.
server	A provider of resources, such as a file server.
site	A specific place on the Internet, usually a set of pages on the World Wide Web.
social network	An online community of people who share interests and activities, usually based on the Web.

spam	Electronic junk mail.
surf	A casual reference to browsing on the Internet. To "surf the Web" means to spend time discovering and exploring new Web sites.
upload	The transfer of programs or data from a storage device on your personal computer to another remote computer.
URL	The abbreviation for Uniform Resource Locator. This is the address for an Internet resource, such as a World Wide Web page. Each Web page has its own unique URL.
Web 2.0	The so-called second generation of the World Wide Web, which promotes programming that encourages interaction and collaboration.
Web site	A page of information or a collection of pages that is being electronically published from one of the computers in the World Wide Web.
Wiki	Technology that holds together a number of user-generated web pages focused on a theme, project, or collaboration. Wikipedia® is the most famous example. The word *wiki* means "quick" in Hawaiian.
WWW	The abbreviation for the World Wide Web. A network of computers within the Internet capable of delivering multimedia content (images, audio, video, and animation) as well as text over communication lines into personal computers all over the globe.

Communicating on the Internet

E-mail, mailing lists, and newsgroups are all great ways of exchanging information with other people on the Internet. Here's how to use these useful forms of communication, step-by-step.

① Using E-mail

Any writer who has ever used e-mail in his or her work will agree that sending and receiving electronic messages is one of the most useful ways of gathering information and contacts for writing projects.

Once you open your e-mail program, click on the command that says Compose Mail or New Message. This will open a new blank e-mail similar to the one pictured below. Next, fill in the blanks.

Type the person's e-mail address here. There is no central listing of e-mail addresses. If you don't have the person's address, the easiest way to get it is to call and ask the person for it. You can address an e-mail to one or several people, depending on the number of addresses you type in this space.

Cc stands for courtesy copy. If you type additional e-mail addresses in this area, you can send a copy of the message to other people.

Bcc stands for blind courtesy copy. By typing one or more e-mail addresses here, you can send a copy of the message to others without the original recipient knowing that other people have received the same message. Not all e-mail programs have this feature.

| Send | Chat | Attach | Address | Fonts | Colors | Save As Draft |

To:

Cc:

Bcc:

Subject:

Signature: None

This is where you type your message.

This is called the subject line. Write a few brief words that best describe what your e-mail message is about.

SAY IT WITH STYLE

Like regular letters, e-mail can assume different tones and styles, depending on to whom you are writing. Usually informal e-mails and instant messages (IMs) to close friends are light, brief, and to the point. In the case of more formal e-mails, such as a request for information from an expert or a museum, keep the following guidelines in mind.

Guidelines for Writing E-mails

- Make sure your message is clear and concise.
- Use proper grammar and punctuation.
- Check your spelling. (Some e-mail programs have their own spell-check function—use it!)
- Double-check the person's e-mail address to be sure you've typed it correctly.

ATTACH A LITTLE SOMETHING EXTRA

When you send e-mail, you can also send other information along with your message. These are called **attachments**. Depending on your e-mail program's capabilities, you can attach documents, photos, illustrations—even sound and video files. Click Attach, and then find and double-click on the document or file on your computer that you wish to send.

After you have composed your message and added any attachments you want to include, click the Send button. Your message arrives in the other person's mailbox seconds later, regardless of whether that person lives right next door or on the other side of the world.

FOLLOW UP

Just because you have sent a message, you shouldn't automatically assume that the other person has received it. Internet Service Providers (ISPs) keep all messages that are sent until the recipient requests them. The person you sent your e-mail to might be away from his or her computer or may not check messages regularly.

Also, the Internet is still an imperfect science. From time to time, servers go down or other "hiccups" in electronic transmissions can occur, leaving your message stranded somewhere in cyberspace. If you don't get a reply in a reasonable amount of time, either resend your original e-mail message or call the person and let him or her know that your message is waiting.

YOU'VE GOT MAIL

When someone sends you an e-mail message, you have several options:

Reply Click Reply, and you can automatically send back a new message without having to retype the person's e-mail address. (Be sure you keep a copy of the sender's e-mail address in your Address Book for future use.)

Forward Suppose you receive a message that you would like to share with someone else. Click Forward, and you can send a copy of the message, plus include a few of your own comments, to another person.

Print In some instances, you may need to have a paper copy of the e-mail message. For example, if someone e-mails you directions to a party, click Print to take a hard copy of the instructions with you.

Store Do you want to keep a message to refer to later? Some e-mail programs allow you to create folders to organize stored messages.

Delete You can discard a message you no longer need just by clicking Delete. It's a good idea to throw messages away regularly to keep them from accumulating in your mailbox.

2 Other Online Communication

Another way to communicate online is Internet Relay Chat (IRC), or "chat rooms" for short. Chat rooms focus on a large variety of topics, so it's possible you'll be able to find a chat room where people are discussing the subject you are writing about.

"Chat" is similar to talking on the telephone except, instead of speaking, the people in the chat room type their responses back and forth to each other. As soon as you type your comment, it immediately appears on the computer screen of every person involved in the "conversation." There are also more advanced forms of chat available on the Net, such as video chat and voice chat.

One-to-one chatting, or instant messaging, is probably something you do frequently. With instant messaging, you need to "accept" as a buddy or contact each person you will communicate with.

In contrast, anyone in a chat room can talk to you, and the anonymous nature of a chat room can make people less inhibited than they might otherwise be in person. If you sense that one of the participants in your chat room is responding inappropriately, ask your parents or teacher to step in, or simply sign off.

JOIN THE GROUP

Mailing lists and newsgroups are larger discussion forums that can help you get even more information about a specific subject.

Mailing Lists To find a directory of available mailing lists, enter "mailing list directory" in a search engine. If you find a mailing list that interests you and wish to subscribe to it, just send a message to the administrative address. You will start to receive messages from the mailing list within a few days.

Remember, mailing lists use e-mail to communicate, so be sure to check your e-mail often because once you subscribe to a list, it's possible to receive dozens of messages in a matter of days.

Another good idea is to read the messages in your new mailing list for a week or so before submitting a message of your own. This will give you a good idea of what has already been discussed so you can be considerate about resubmitting old information.

You can reply to a message any time you wish. However, it doesn't do anyone any good to respond by saying "Yes, I agree." Get in the habit of replying to messages only when you have something important to add. Also, be sure to repeat the original question in your reply so that people understand which message you are responding to.

Be sure that you really want to belong to a mailing list before you subscribe. Unwanted e-mail can be a nuisance. Fortunately, if you change your mind, you can always unsubscribe to mailing lists at any time.

Newsgroups To join a newsgroup, check with your ISP. Service providers frequently list available topics under the heading "Newsgroups." Newsgroups are named with two or more words separated by a period. For example, there is a newsgroup named rec.sport.baseball. college. The first three letters—"rec"—defines the main subject, in this case recreation. Each word that follows—sport, baseball, and college—narrows the scope of the subject to an increasingly more specific area of interest.

As with mailing lists, you can always unsubscribe to newsgroups at any time.

As in any social setting, there are a few guidelines to follow when you are talking to people online—via e-mail, in a chat room, or in a newsgroup. This conduct is called **netiquette**. Netiquette requires that you refrain from harsh or insulting language and from writing in all uppercase letters, which can feel like shouting. It requires you to respect other people's privacy, ideas, and work. Don't forward a message or attach documents written by someone else without first asking the author's permission. Don't send spam, unwanted messages for the purpose of selling something.

Online Collaboration and Web 2.0

The Web is always changing. One big change from its earliest days is the ease with which people can collaborate online. For example, your writing group could use Google Docs (http://docs.google.com) to work together on writing projects: to share drafts, to edit your peers' work, and to set schedules and guidelines. Through Google Docs, everyone who is invited to do so can have access to documents and edit them online.

Another useful tool for collaboration is the **wiki**, a platform for creating linked pages on a common theme or for a common project. Wikipedia is the best known example. You can start your own free wiki at wiki.com and explore how you can use it in your learning.

Cyberbullying

More than half of teenagers recently surveyed reported that they have been the victim of online bullying, also called cyberbullying, or known someone who has been. **Cyberbullying** is the use of such technology as the Internet and cell phones to deliberately hurt or embarrass someone. Cyberbullies often assume fake identities to trick people. They also knowingly spread lies and often post pictures of someone without his or her permission. Cyberbullies can trick their victims into revealing personal information which is then abused.

Victims react in different ways. Some take such reasonable measures as blocking an offending user or refusing to read comments that might be hurtful and deleting them as soon as they arrive. Some seek help from adults, who sometimes help the victim report the problem to the appropriate authorities. Other teens have a more negative and painful reaction. They might withdraw from their usual pastimes and suffer from problems with self-esteem. Or they might get caught up in the negative swirl and try to bully back.

The National Crime Prevention Council (NCPC) makes these suggestions to teens to stop cyberbullying.

- Refuse to pass along cyberbullying messages.
- Tell friends to stop cyberbullying.
- Block communication with cyberbullies.
- Report cyberbullying to a trusted adult.

The NCPC developed a slogan to summarize what to do: "Delete cyberbullying. Don't write it. Don't forward it."

Clauses

How can you vary your sentences and use clauses to express subtle and precise meaning?

Clauses: Pretest 1

The following draft paragraph about a museum exhibit is hard to read because it contains several clause errors. Revise the paragraph so that it reads smoothly. The first error is corrected by placing the clause after the subject. Correct the remaining errors.

The museum has many interesting exhibits, which sits at the corner of Second Street and Grand Avenue. The exhibit at the museum last week included Roman art. One of the exhibit items, which is in Rome, Italy, was a miniature of the Colosseum. The Colosseum could seat almost 50,000 people, which was built nearly two thousand years ago. Destroyed by neglect, earthquakes, and builders. The marble, stucco, and metal decorations no longer exist.

Alexandra went to see the exhibit she is doing a book report on ancient Rome. She used the books from the museum that she bought she also did research at the library. We are looking forward to her presentation. That she will give next week.

Clauses: Pretest 2

Directions

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

(1) A story I like very much is "The Legend of Sleepy Hollow." **(2)** This famous tale was first published in 1820. **(3)** Washington Irving wrote this tale, and it quickly established itself as a classic. **(4)** It features Ichabod Crane, who is a naive schoolmaster. **(5)** Ichabod loves Katrina, but he has a rival who loves her too. **(6)** As soon as Ichabod appears on the scene, Brom begins a series of practical jokes. **(7)** <u>After the jokes have gone on for some time</u>, Katrina invites guests to a quilting party. **(8)** <u>The guests tell ghost stories</u>, and everyone becomes nervous. **(9)** Brom tells of a headless horseman <u>who haunts the area</u>. **(10)** Ichabod doubts <u>that the story is true</u>.

1. **A** simple sentence
   B compound sentence
   C complex sentence
   D sentence fragment

2. **A** simple sentence
   B compound sentence
   C complex sentence
   D sentence fragment

3. **A** simple sentence
   B compound sentence
   C complex sentence
   D run-on

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

5. **A** simple sentence
   B compound sentence
   C complex sentence
   D compound-complex sentence

6. **A** simple sentence
   B compound sentence
   C complex sentence
   D compound-complex sentence

7. **A** independent clause
   B adverbial clause
   C adjectival clause
   D noun clause

8. **A** independent clause
   B adverbial clause
   C adjectival clause
   D noun clause

9. **A** independent clause
   B adverbial clause
   C adjectival clause
   D noun clause

10. **A** independent clause
    B adverbial clause
    C adjectival clause
    D noun clause

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

Like a phrase, a **clause** can be used as a noun, an adjective, or an adverb. A clause, however, has a subject and verb; a phrase does not. In the following examples, both the phrase and the clause are used as an adverb to modify the verb *empty*.

Phrase   Empty the trash **before dinner.**

Clause   Empty the trash **before you eat dinner.**
(*You* is the subject of the clause; *eat* is the verb.)

Understanding clauses and being able to include them in your own writing are valuable because clauses show important relationships between ideas. Clauses also can be used to combine ideas, creating clearer sentences. There are two kinds of clauses: the **independent clause** and the **subordinate clause.**

15 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. When it appears in a sentence with another clause, it is called a clause. In the following examples, each subject is underlined once, and each verb is underlined twice. Notice that each independent clause can stand alone as a separate sentence.

┌──── independent clause ────┐   ┌──── independent clause ────┐
Lynn washed the bottles, and Bill emptied the trash.
┌──────── sentence ────────┐ ┌──────── sentence ────────┐
Lynn washed the bottles. Bill emptied the trash.

15 A.2   A **subordinate,** or **dependent, clause** cannot stand alone as a sentence because it does not express a complete thought.

In the examples on the next page, the subordinate clauses do not express complete thoughts—even though they have a subject and a verb.

┌────── (subordinate clause) ──────┐ ┌──(independent clause)─┐
After the <u>trash</u> <u>had been emptied</u>, <u>Nathan</u> <u>rinsed</u> the cans.

┌────── (independent clause) ──────┐ ┌──(subordinate clause)─┐
<u>Are</u> <u>you</u> <u>going</u> to gather the newspapers <u>that</u> <u>are</u> on the table?

When You Write

When you are writing to persuade an audience to adopt your viewpoint on a particular topic, you can acknowledge the opposing point of view by presenting it in a subordinate clause rather than in an independent clause.

Although some argue that the amount of money high schools spend on athletic programs is fair, recent findings indicate that some schools spend forty percent more on athletics than on other extracurricular activities.

By subordinating the opposing position, you acknowledge the argument while placing it below your position.

Revise a recent persuasive essay by placing the opposing argument in a subordinate clause.

● Practice Your Skills

Identifying Subordinate Clauses

Write the subordinate clause in each sentence.

1. Because we recycle, we save space in the city landfill.
2. Take the cans that are in the dish drainer.
3. Did you know that trash day is Monday?
4. You should talk to the sanitary engineer who drives the route on our street.
5. We recycle newspapers whenever we get the chance.
6. While you are at school, tons of garbage are dumped in the landfill.
7. The mayor promised that he would expand the city's recycling program.
8. Because there are so many kinds of plastics, some recycling programs do not accept any plastic products.
9. The phone book is another common item that many communities have difficulty recycling.
10. The city manager wants a dump site that he believes is environmentally safe.

15 B   A subordinate clause can function as an adverb, an adjective, or a noun.

⮞ Adverbial Clauses

15 B.1   An **adverbial clause** is a subordinate clause that is used like an adverb to modify a verb, an adjective, or an adverb.

A subordinate clause can be used as if it were a single adverb. In the following examples, the single adverb, the adverbial phrase, and the adverbial clause all modify the verb *had practiced.*

Single Adverb	He had practiced **continuously.**
Adverbial Phrase	He had practiced **without rest.**
Adverbial Clause	He had practiced **even though he was tired.**

An adverbial clause answers the same questions a single adverb answers: *How? When? Where? How much?* and *To what extent?* An adverbial clause also answers the questions *Under what condition?* and *Why?*

Notice that in the first three examples below, the adverbial clauses modify the whole verb phrase.

When?	We will go **whenever you are ready.**
Where?	We will park **wherever we can find an empty spot in the garage.**
Under What Condition?	We will attend the concert **if we can get tickets.**
Why?	We left early **so that we would not be late.**

Although most adverbial clauses modify verbs, some modify adverbs or adjectives.

Modifying an Adjective	Mike is more precise **than I am.**
Modifying an Adverb	Jan arrived sooner **than I did.**

➤ Subordinating Conjunctions

15 B.2 A **subordinating conjunction** begins an adverbial clause.

Following is a list of common subordinating conjunctions. Remember that words such as *after, before,* and *until* can also be used as prepositions.

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

If **you like jazz,** you will enjoy this new CD.

We arrived *after* **the performance started.**

She was singing *as if* **she had a cold.**

Unless **we hurry,** we will miss the concert.

PUNCTUATION WITH ADVERBIAL CLAUSES

Place a comma after an introductory adverbial clause.

If you win the music competition, what will you do with the prize money?

If an adverbial clause interrupts an independent clause, set it off with two commas.

The audience, **after the band finished the medley,** gave a standing ovation.

When an adverbial clause follows an independent clause, no comma is needed.

Call me **as soon as you have the tickets.**

● Practice Your Skills

Identifying Subordinating Conjunctions

Write each adverbial clause. Then underline each subordinating conjunction.

1. You cannot play jazz unless you practice regularly.

2. Jazz is unique because it is characterized by syncopation.

3. Although jazz is American, it has also influenced other Western music.

4. Playing jazz is harder than most people realize.

5. Good musicians play jazz as though it were effortless.

6. Although some listeners prefer Miles Davis's music, others like Herbie Hancock's style.

7. Bebop, because it was unusual, resulted in the first breakaway of jazz from mainstream music.

8. Bebop is unusual because it is very difficult.

9. Good jazz musicians improvise whenever they get together to play.

10. When a band plays swing jazz, many people feel like dancing.

● Practice Your Skills

Recognizing Adverbial Clauses as Modifiers

Write each adverbial clause. Then, beside each one, write the word or words it modifies.

1. After I studied the history of jazz, I found a new love.

2. When I heard Scott Joplin's music, it spoke to me.

3. Although his family was poor, young Joplin studied classical piano as a child.

4. He became a traveling pianist as soon as he reached his twenties.

5. Wherever he went, people flocked to hear him play.

● *Connect to Writing:* Editing

Punctuating Adverbial Clauses

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

1. Since I have been practicing I have been improving.

2. Do not applaud until the bandleader drops her hands.

3. While you are practicing I will review the next song.

4. We will perform outside unless it rains.

5. The sponsors when they heard the thunder moved the concert inside.

➤ Adjectival Clauses

15 B.3   An **adjectival clause**, sometimes called a **relative clause**, is a subordinate clause that is used like an adjective to modify a noun or pronoun.

When a subordinate clause is used like a single adjective, it is called an **adjectival clause**. Like the adjectival phrase, the adjectival clause almost always follows the noun it modifies.

Single Adjective	The fashion industry is a **risky** business.
	Jean became a **fashion** designer.
Adjectival Phrase	The fashion industry is a business **with many risks.**
	Jean became a designer **with her own fashion style.**
Adjectival Clause	The fashion industry is a business **that has many risks.**
	Jean became a designer **who makes her own fashions.**

An adjectival clause answers the same questions that a single adjective answers: *Which one(s)?* and *What kind?*

Which One(s)?	The person **who just rang the bell** left a package.
	John found the shoes **that he had been wanting**.
What Kind?	The package, **which was heavy,** came from our grandmother.
	John is wearing shoes **that have platform soles.**

CHAPTER 15

➤ Relative Pronouns

15 B.4   A **relative pronoun** relates an adjectival clause to its antecedent—the noun or pronoun the clause modifies.

An adjectival (relative) clause usually begins with a relative pronoun.

RELATIVE PRONOUNS				
who	whom	whose	which	that

> The clerk *who* **sold me these pants** no longer works there.
>
> Samantha found the receipt *that* **you lost.**

Sometimes the word *when* or *where* will also begin an adjectival clause.

> Autumn is the time *when* **the new spring fashions are shown.**
>
> The city *where* **many fashion shows in Europe are held** is Paris.

When the relative pronoun *that* is dropped from an adjectival clause, it is still understood to be there.

> I have some shopping **I must do tonight.**
>
> (The entire adjectival clause is [*that*] *I must do tonight.*)

Power Your Writing: Relativity

⚡Notice the use of adjectival clauses with relative pronouns in these paraphrases of lines from Edna St. Vincent Millay's "The Courage That My Mother Had" (page 310).

> The courage **that my mother had** went with her.
>
> I have need of my mother's courage, **which was like a rock.**

The writing would be very choppy if these ideas were expressed in separate sentences. The relative pronouns tighten the writing and help it flow.

> My mother had courage. The courage went with her.
>
> I have need of my mother's courage. My mother's courage was like a rock.

Practice Your Skills

Identifying Adjectival Clauses

Write each adjectival clause. Then underline the relative pronoun or other word introducing each adjectival clause.

1. I have not seen a jacket that I have liked.

2. Ms. Henderson, whom I know from the mall, will be teaching a sewing class this year.

3. Saturday is the day when we like to go shopping.

4. Mr. Alonzo, whose store is at the center of the mall, can hem your pants.

5. The mall where my friends shop is on the other side of town.

Practice Your Skills

Recognizing Adjectival Clauses as Modifiers

Write each adjectival clause. Then, beside each one, write the word it modifies.

1. An item of clothing that is popular among people of all ages is blue jeans.

2. The first jeans, which were made in 1850, cost $13.50 a dozen!

3. They were made by a German immigrant whose name was Levi Strauss.

4. Strauss, who had a dream of success, went to San Francisco during the Gold Rush.

➤ Additional Functions of a Relative Pronoun

Within an adjectival clause, a relative pronoun can also serve as a subject, a direct object, or an object of a preposition. A relative pronoun can show possession, too.

Subject	Mrs. Brown, **who teaches British history,** is my next-door neighbor. (*Who* is the subject of *teaches.*)
Direct Object	The school **she attends** is in Portland, Maine. (The understood *that* is the direct object of *she attends.*)
Object of a Preposition	The book **from which I got most of my information** is in the library. (*Which* is the object of the preposition *from.* Notice that *from* is part of the clause.)
Possession	Mrs. Brown is the person **whose classes I enjoy the most.** (*Whose* shows possession of *classes.*)

PUNCTUATION WITH ADJECTIVAL CLAUSES

No punctuation is used with an adjectival (relative) clause containing information that is essential to identify a person, place, or thing in a sentence.

Essential   One person **who captured the imagination of England** was Lawrence of Arabia. (No commas are used because the relative clause is needed to identify which person.)

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

Nonessential   Lawrence of Arabia, **who loathed human contact,** was a respected military leader. (Commas are used because the relative clause can be removed from the sentence.)

The relative pronoun *that* is usually used in an essential clause; *which* is often used in a nonessential clause. Nonessential and essential clauses are also called **nonrestrictive** and **restrictive clauses.**

● Practice Your Skills

Determining the Function of a Relative Pronoun

Write each adjectival clause and underline the relative pronoun. If an adjectival clause begins with an understood *that,* write **T** after the number. Label the usage of each relative pronoun in the adjectival clauses, including the understood *that.* Use the following abbreviations.

direct object = *d.o.*   object of a preposition = *o.p.*
subject = *s.*   possession = *p.*

1. Thomas Edward Lawrence, whose adventures in Arabia made him famous, was a most unusual man.
2. Lawrence, who loathed physical contact, bowed to people instead of shaking hands.
3. He was a child who enjoyed history.
4. In 1907, he entered Oxford University, which is located in England.
5. He decided to study the influences the Crusades had on European architecture.
6. Arab officials, who were worried about his safety, warned him about the danger of traveling alone.

7. The Arab people, whom Lawrence greatly respected, became his best friends.

8. The happiest period of his life was one in which he worked at an archaeological dig site in Turkey.

9. Lawrence, who had many talents, also served in the British military in Arabia.

10. During his retirement Lawrence enjoyed riding motorcycles that were known for high speeds.

Connect to Writing: Editing

Punctuating Adjectival Clauses

Write the following sentences, adding commas where needed. If a sentence is correct, write **C.** Label each adjectival clause by writing **R** for restrictive or **N** for nonrestrictive after the clause.

1. History is a subject in which you can meet interesting people from the past.

2. Linda White whom you just met always earns high grades in history.

3. Mr. Lewallen whose essay tests are very difficult always makes history an interesting class.

4. This book which had fifteen chapters gave the class a great deal of background on Arabia.

5. I was the only person who had read the book before.

6. Arabia, which is situated between the Red Sea and the Persian Gulf, forms the southwest corner of Asia.

7. Much of Arabia is a barren desert in which few people live.

8. In the past, Arabia was a place to which people came to trade and learn.

9. In the 1100s, Western traders brought the Arabic system of numbers on which math is based today to Europe.

10. Today, Arabia is known for its oil industry, which is a rich economic resource.

Misplaced Modifiers

15 B.5 A clause placed too far away from the word it modifies is called a **misplaced modifier.**

Misplaced	The enormous dinosaur display crashed to the ground, which had just been acquired by the museum.
Correct	The enormous dinosaur display, **which had just been acquired by the museum,** crashed to the ground.

Practice Your Skills

Identifying Misplaced Modifiers

If the underlined modifier is placed correctly in the sentence, write **C** for correct. If the underlined modifier is misplaced, write **MM** for misplaced modifier.

1. I spent Monday, <u>which was a holiday</u>, at the museum.
2. We saw a reconstructed dinosaur at the museum, <u>which existed millions of years ago</u>.
3. Mr. Hale, <u>who collects rare Indian relics</u>, often contributes to the museum.
4. Mr. Hale donated his arrowhead collection to the museum, <u>which is very rare</u>.
5. I used the computer <u>that is located in the gemstone exhibit</u>.
6. I bought a beautiful book from the gift shop <u>that was reduced in price</u>.
7. My five-year-old sister enjoyed watching the artist <u>who taught pottery</u>.
8. Our museum contains many unusual pieces of sculpture, <u>which is four blocks from my house</u>.
9. We read the books from the museum <u>that we had bought</u>.
10. Did Lupe find all of the information <u>that she will need for her report on dinosaur extinction</u>?

Connect to Writing: Revising

Correcting Misplaced Modifiers

Correctly rewrite the sentences above that contain misplaced modifiers. Remember to use commas where they are needed.

➤ Noun Clauses

15 B.6   A **noun clause** is a subordinate clause that is used like a noun.

Both the single noun *news* and the noun clause in the following examples are used as objects of a preposition.

Single Noun   The scientists were elated by the **news.**

Noun Clause   The scientists were elated by **what they had heard.**

Within a sentence, a noun clause can be used in the same ways that a single noun can be used.

Subject	**Whatever you choose** is fine with me.
Direct Object	Did you know **that the volcano erupted?**
Indirect Object	Give **whoever comes to the site** a flyer.
Object of a Preposition	Award the prize to **whoever has the best project.**
Predicate Nominative	Helen's reason for visiting Mexico was **that she had planned to study the volcano.**

The words in the list below often introduce a noun clause. You may recall that *who, whom, whose, which,* and *that* also introduce adjectival clauses. For this reason, do not rely on an introductory word alone to identify a clause. Instead, determine how a clause is used in a sentence.

COMMON INTRODUCTORY WORDS FOR NOUN CLAUSES			
how	whatever	which	whomever
if	when	who	whose
that	where	whoever	why
what	whether	whom	

● Practice Your Skills

Identifying Noun Clauses

Write the noun clause from each sentence.

1. Most people know that the Popocatépetl volcano is dangerous.
2. Scientists give whoever lives near the volcano information about it.
3. I read that the volcano is due to erupt soon.
4. National Geographic Society research grants help scientists learn more about why volcanoes errupt.
5. They have learned that El Popo can be very unpredictable.

● Practice Your Skills

Determining the Uses of Noun Clauses

Write each noun clause. Then label how it is used in the sentence with one of the following abbreviations.

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

1. Many people once believed that angry gods lived inside volcanoes.
2. What scientists hypothesize often occurs.
3. The government will make evacuation plans for whoever lives near El Popo.
4. The only trouble with the evacuation plan is that it may not work.
5. Give whoever lives near the volcano the evacuation plan.

✔ *Check Point:* Mixed Practice

Write each subordinate clause in the paragraphs below and label it *adv.* for adverbial, *adj.* for adjectival, or *n.* for noun. Note: Some sentences do not have a subordinate clause.

(1) Brazilian scientists knew that killer bees were fierce. **(2)** They also knew that killer bees made more honey than European bees did. **(3)** It seemed worth the chance to fly in some killer bees from Africa. **(4)** If they could be crossed with the European bees, the result might be gentle bees that would make a great deal of honey. **(5)** Special hives from which the larger queen bees and drones could not escape were constructed. **(6)** As long as the queen bees were locked up in the hives, the workers would come home to them.

(7) Accidents, however, do happen. **(8)** A beekeeper who did not know about the killer bees removed the grids from the hives. **(9)** Twenty-six queen bees escaped— along with all their workers and drones. **(10)** The killer bees, which traveled about two hundred miles farther north every year, reached the United States during the 1990s. **(11)** Most experts say that people in northern states should not worry. **(12)** Killer bees cannot live through cold winters.

● *Connect to Writing:* News Article

Using Noun Clauses

The editor of your school paper has asked you to write a news story about a natural disaster. Select a natural event that might occur in your geographical area. List facts and interesting details about such a disaster. Then, incorporate those facts and details into a draft of your news article. Include noun clauses wherever possible. Finally, write an eye-catching title for the article.