

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 Style and Voice 38
- 3 Structuring Your Writing 80

UNIT 2

Purposes of Writing

130

- 4 Personal Writing 132
- 5 Descriptive Writing 158
- 6 Creative Writing 184
- 7 Expository Writing 234
- 8 Writing to Persuade 282
- 9 Writing About Literature 322

UNIT 3

Research and Report Writing

366

- 10 Summaries and Abstracts 368
- 11 Research: Planning and Gathering
Information 390
 - Research Companion* 412
- 12 Research: Synthesizing, Organizing,
and Presenting 434

Guide to 21st Century School and Workplace Skills

466



UNIT
4 **Grammar** 616

- 13 The Parts of Speech 618
- 14 The Sentence Base 654
- 15 Phrases 680
- 16 Clauses 708

UNIT
5 **Usage** 738

- 17 Using Verbs 740
- 18 Using Pronouns 778
- 19 Subject and Verb Agreement 814
- 20 Using Adjectives and Adverbs 840

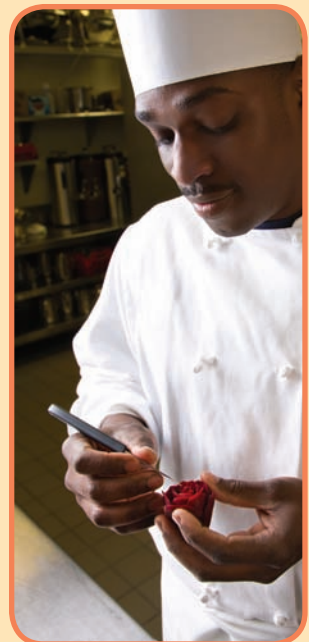
UNIT
6 **Mechanics** 888

- 21 Capital Letters 890
- 22 End Marks and Commas 914
- 23 Other Punctuation 942
- 24 Spelling Correctly 994

Language QuickGuide 1022

Glossary 1049

Index 1084



COMPOSITION

UNIT

1

Style and Structure of Writing

1 A Community of Writers

Writing with Power

- 1 The Six Traits 5
- 2 The Power of Language 5
- 3 The Power Rules 7
- 4 Writing in the 21st Century 8

Collaborating Through the Writing Process 13

- 1 Prewriting: Getting Started 14
- Collaboration in Action: Prewriting* 18
- 2 Prewriting: From Ideas to a Plan 19
- 3 Drafting 23
- 4 Revising 25

Using a Six-Trait Rubric 26

Collaboration in Action: Revising 28

- 5 Editing and Publishing 30

Timed Writing: On Your Own 37

2 Developing Style and Voice 38

Writing Project: From Here to There 38

Travel Narrative 38

Understanding the Varieties of English 45

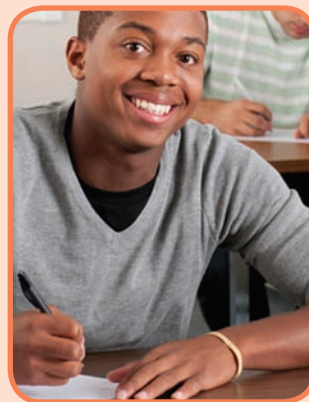
- 1 American Dialects 45
- 2 Formal and Informal American English 46
- In the Media: Dialects* 48

Choosing Vivid Words 49

- 1 Specific Words 49
- The Language of Power: Possessive Nouns* 50
- In the Media: Newspapers* 51

Common Core State Standards Focus

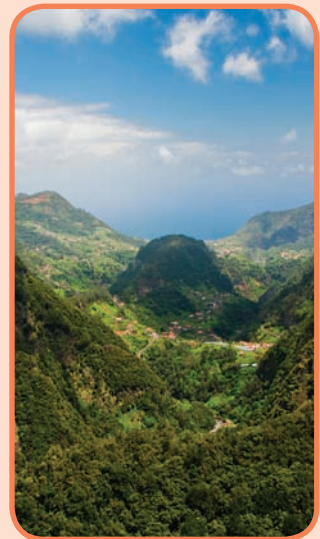
W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.



L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

| | |
|---|----|
| 2 Denotation and Connotation | 52 |
| 3 Figurative Language | 53 |
| <i>Think Critically: Comparing</i> | 55 |
| 4 Language to Avoid | 56 |
| Using a Word Choice Rubric | 58 |
| Creating Sentence Variety | 59 |
| 1 Combining Sentences with Phrases | 59 |
| 2 Combining by Coordinating and Subordinating | 61 |
| 3 Varying Sentence Structure | 64 |
| ⚡ The Power of Language: Semicolons | 65 |
| 4 Varying Sentence Beginnings | 66 |
| Writing Concise Sentences | 67 |
| 1 Rambling Sentences | 67 |
| 2 Unnecessary Words | 68 |
| Correcting Faulty Sentences | 71 |
| 1 Faulty Coordination | 71 |
| 2 Faulty Subordination | 73 |
| 3 Faulty Parallelism | 75 |
| 4 Active Voice | 76 |
| Using a Fluency Rubric | 77 |
| Writing Lab | 78 |
| 3 Structuring Your Writing | 80 |
| Writing Project: It's Not Easy <i>Analytical</i> | 80 |
| Paragraphs | 85 |
| 1 Paragraph Structure | 85 |
| 2 Paragraph Development | 90 |
| ⚡ The Power of Language: Dashes | 93 |
| 3 Unity | 94 |
| 4 Coherence | 95 |

Common Core State Standards Focus

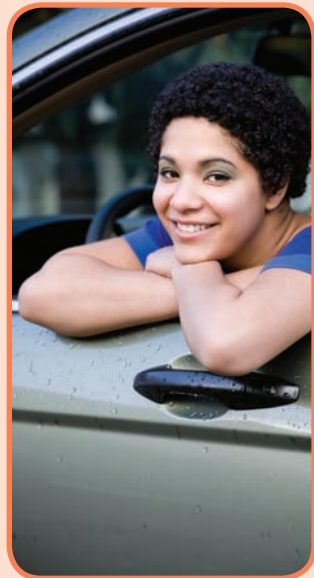


W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

COMPOSITION

| | |
|--|-----|
| Paragraph Writing Workshops | 100 |
| 1 Narrative Paragraphs | 100 |
| 2 Descriptive Paragraphs | 102 |
| 3 Expository Paragraphs | 104 |
| 4 Persuasive Paragraphs | 106 |
| Compositions | 108 |
| 1 Structure of a Composition | 108 |
| 2 Introduction of a Composition | 112 |
| <i>In the Media: Internet Connections</i> | 116 |
| 3 Body of a Composition | 117 |
| <i>Think Critically: Making Valid Inferences</i> | 121 |
| 4 Unity, Coherence, and Emphasis | 122 |
| 5 Conclusion of a Composition | 124 |
| <i>The Language of Power: Run-on Sentences</i> | 125 |
| Using a Six-Trait Rubric | 126 |
| Using a Wiki | 127 |
| Writing Lab | 128 |

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.

UNIT 2

Purposes of Writing 130

4 Personal Writing 132

Writing Project: Cultural Connections *Personal Narrative* 132

Personal Narrative Writing: Prewriting 137

- 1 Getting the Subject Right 137
 Think Critically: Interpreting Experience 140
- 2 Considering Your Audience and Purpose 141
- 3 Developing and Organizing Details 142

| | |
|---|-----|
|  The Power of Language: Fluency | 145 |
| Personal Narrative Writing: Drafting | 146 |
| 1 Drafting the Introduction | 146 |
| 2 Drafting the Body | 148 |
| 3 Drafting the Conclusion | 149 |
| Personal Narrative Writing: Revising | 150 |
| 1 Checking for Adequate Development | 150 |
| 2 Checking for Unity, Coherence, and Clarity | 151 |
| Personal Narrative Writing: Editing | 152 |
| <i>The Language of Power: Irregular Verbs</i> | 152 |
| Using a Six-Trait Rubric: Personal Narratives | 153 |
| <i>In the Media: Blogs</i> | 154 |
| Personal Narrative Writing: Publishing | 155 |
| Writing Lab | 156 |
| | |
| 5 Descriptive Writing | 158 |
| Descriptive Writing Project: On the Road | |
| <i>Descriptive</i> | 158 |
| Elements of Descriptive Texts | 166 |
| 1 Specific Details and Sensory Words | 166 |
| 2 Figurative Language | 168 |
| Descriptive Writing: Prewriting | 169 |
| 1 Purpose, Subject, and Audience | 169 |
| 2 Creating an Overall Impression | 171 |
| 3 Developing a Description | 172 |
| <i>Think Critically: Observing</i> | 173 |
| 4 Organizing a Description | 174 |
| | |
|  The Power of Language: Appositives | 175 |
| Descriptive Writing: Drafting | 176 |

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

| | |
|--|-----|
| Descriptive Writing: Revising | 177 |
| <i>In the Media: Short Documentary</i> | 178 |
| Descriptive Writing: Editing | 179 |
| <i>The Language of Power: Sound-Alikes</i> | 179 |
| Using a Six-Trait Rubric: Descriptive Writing | 180 |
| Descriptive Writing: Publishing | 181 |
| Writing Lab | 182 |
| 6 Creative Writing | 184 |
| Writing Project: Big Shot <i>Satire</i> | 184 |
| Writing a Short Story: Prewriting | 194 |
| 1 Developing a Conflict or Problem | 194 |
| 2 Choosing a Theme | 196 |
| 3 Sketching Characters | 197 |
| 4 Framing Your Story | 198 |
| 5 Planning Story Events | 200 |
| <i>Think Critically: Implying</i> | 201 |
| ⚡ <i>The Power of Language: Adjectives</i> | 202 |
| Writing a Short Story: Drafting | 203 |
| Writing a Short Story: Revising | 206 |
| Writing a Short Story: Editing | 209 |
| <i>The Language of Power: Pronouns</i> | 209 |
| Using a Six-Trait Rubric: Stories | 210 |
| Writing a Short Story: Publishing | 211 |
| Writing a Play | 212 |
| <i>In the Media: Across the Media</i> | 221 |
| Writing a Poem | 222 |
| 1 Finding Ideas for Poems | 222 |
| 2 Using Sound, Rhythm, and Meter | 224 |

Common Core State Standards Focus

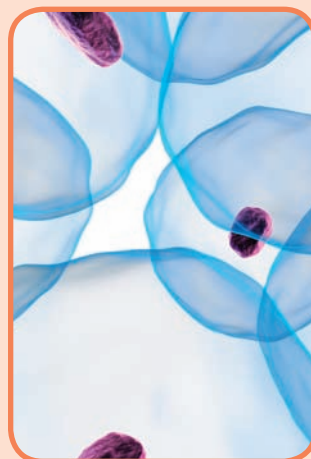
W.3 (a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.



| | |
|---|-----|
| 3 Using Figurative Language | 226 |
| 4 Choosing a Form | 228 |
| Writing Lab | 232 |
| 7 Expository Writing | 234 |
| Writing Project: Point of View <i>Analytical</i> | 234 |
| Expository Writing: Prewriting | 239 |
| 1 Getting the Subject Right | 239 |
| 2 Exploring and Refining the Subject | 241 |
| <i>Think Critically: Constructing Analogies</i> | 243 |
| 3 Organizing Your Essay | 244 |
| <i>In the Media: Information Sources</i> | 249 |
| ⚡ The Power of Language: Parallelism | 250 |
| Expository Writing: Drafting | 251 |
| 1 Drafting the Introduction | 251 |
| 2 Drafting the Body | 253 |
| 3 Drafting the Conclusion | 256 |
| Expository Writing: Revising | 257 |
| Expository Writing: Editing | 259 |
| <i>The Language of Power: Verb Tense</i> | 259 |
| Using a Six-Trait Rubric: Expository Writing | 260 |
| Expository Writing: Publishing | 261 |
| Writing Lab | 262 |
| Expository Writing Workshops | 264 |
| 1 How-To, or Procedural, Texts | 264 |
| 2 How-It-Works Texts | 266 |
| 3 Compare-and-Contrast Texts | 268 |
| 4 Cause-and-Effect Analysis Texts | 272 |
| 5 Definition Texts | 274 |
| 6 Classification Texts | 276 |

Common Core State Standards Focus

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.



COMPOSITION

| | |
|--|-----|
| 7 Analysis Texts | 278 |
| 8 Problem-and-Solution Texts | 280 |
| 8 Writing to Persuade | 282 |
| Writing Project: Blow Your Whistle | |
| <i>Argumentative</i> | 282 |
| Elements of Persuasive Texts: Analyzing | 289 |
| 1 Structure | 289 |
| 2 Facts and Opinions | 294 |
| 3 Appeals to Reason | 296 |
| <i>In the Media: A Political Campaign</i> | 298 |
| Persuasive Writing: Prewriting | 299 |
| 1 Audience, Purpose, and Subject | 299 |
| 2 Developing a Clear Thesis Statement | 301 |
| 3 Developing an Argument | 302 |
| <i>Think Critically: Evaluating Evidence and Sources</i> | 303 |
| 4 Organizing an Argument | 304 |
| ⚡ <i>The Power of Language: Clauses</i> | 307 |
| Persuasive Writing: Drafting | 308 |
| 1 Following Your Outline | 308 |
| 2 Using Persuasive Rhetoric | 309 |
| Persuasive Writing: Revising | 310 |
| 1 Eliminating Logical Fallacies | 310 |
| 2 Avoiding Propaganda Techniques | 314 |
| 3 Using a Revision Checklist | 316 |
| Persuasive Writing: Editing | 317 |
| <i>The Language of Power: Agreement</i> | 317 |
| Using a Six-Trait Rubric: Persuasive Writing | 318 |
| Persuasive Writing: Publishing | 319 |
| Writing Lab | 320 |

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.



9 Writing About Literature 322

Writing Project: Literary Analysis
Interpretive Response 322

Responding to Literature 331

1 Responding from Personal Experience 331

2 Responding from Literary Knowledge 333

Think Critically: Making Inferences 338

Writing a Literary Analysis: Prewriting 339

1 Choosing and Limiting a Subject 339

In the Media: Media Texts 342

2 Developing a Thesis 343

3 Gathering Evidence 344

4 Organizing Details into an Outline 347

⚡ The Power of Language: Participial Phrases 351

Writing a Literary Analysis: Drafting 352

1 The First Draft 352

2 The Second Draft 357

Writing a Literary Analysis: Revising 359

Writing a Literary Analysis: Editing 361

The Language of Power: Negatives 361

Using a Six-Trait Rubric: Literary Analysis 362

Writing a Literary Analysis: Publishing 363

Writing Lab 364

UNIT 3 **Research and Report Writing** 366

10 Summaries and Abstracts 368

Writing Project: Back to Basics Summary 368


Understanding Summaries 372

Common Core State Standards Focus

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



COMPOSITION

| | |
|--|-----|
| Writing a Summary: Prewriting | 373 |
|  <i>The Power of Language: Adjectival Clauses</i> | 376 |
| Writing a Summary: Drafting | 377 |
| <i>Think Critically: Making Evaluations</i> | 381 |
| Writing a Summary: Revising | 382 |
| <i>In the Media: News Summaries</i> | 383 |
| Writing a Summary: Editing and Publishing | 384 |
| <i>The Language of Power: Fragments</i> | 384 |
| Writing an Abstract | 385 |
| Writing Lab | 388 |
| | |
| 11 Research: Planning and Gathering Information | 390 |
| Writing Project: Finding the Answer <i>Research Report</i> | 390 |
| Writing a Research Report: Planning | 397 |
| 1 Choosing and Limiting a Subject | 397 |
| 2 Developing Research Questions | 400 |
| Writing a Research Report: Gathering Information | 401 |
| 1 Finding Relevant Sources | 401 |
| 2 Evaluating Sources | 402 |
| <i>Think Critically: Evaluating Sources for Accuracy</i> | 405 |
| Writing a Research Report: Taking Notes | 406 |
| <i>In the Media: The Library of Congress Online</i> | 409 |
| Writing Lab | 410 |
| Research Companion | 412 |
| Using the Library or Media Center | 412 |
| Using Print and Nonprint Reference Materials | 420 |
| Using the Internet for Research | 430 |

Common Core State Standards Focus



W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

12 Research: Synthesizing, Organizing, and Presenting 434

Writing Project: Finding the Answer
Research Report, Continued 434

Writing a Research Report:
Synthesizing 435

Writing a Research Report:
Organizing 436

1 Developing a Working Thesis 436

2 Organizing Your Notes 437

3 Outlining 438

 *The Power of Language: Fluency* 440

Writing a Research Report:
Drafting 441

1 Revising a Working Thesis 441

2 Using Sources 443

*Think Critically: Anticipating and
Refuting Counter-Arguments* 446

3 Studying a Model Research Report 447

4 Citing Sources 452

In the Media: Media Purposes 459

Writing a Research Report: Revising 460

Writing a Research Report: Editing 461

The Language of Power: Past Tense 461

Using a Six-Trait Rubric: Research
Reports 462

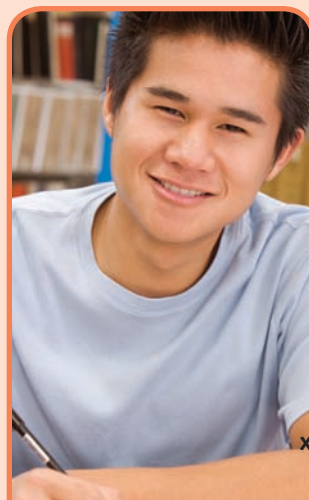
Writing a Research Report: Publishing 463

Writing Lab 464

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.

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



COMPOSITION

Guide to 21st Century School and Workplace Skills 466

Part I Critical Thinking and Problem Solving for Academic Success 468

Essential Skills 468

Critical Thinking 468

Developing Solutions 469

A. Learning Study Skills 470

Developing Effective Study Skills 471

Adjusting Reading Rate to Purpose 471

Taking Notes 472

Preparing Subject-Area Assignments 476

B. Taking Standardized Tests 477

Strategies for Taking Standardized Tests 477

Analogies 478

Sentence-Completion Tests 481

Reading Comprehension Tests 484

Tests of Standard Written English 488

C. Taking Essay Tests 494

Doing Your Best on Essay Tests 494

Kinds of Essay Questions 494

Writing an Effective Essay Answer 498

Timed Writing 500

Common Core State Standards Focus



L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Part II Communication and Collaboration

Essential Skills

Communication

Collaboration

A. Vocabulary

Understanding the Development of the English Language

English in the Past

English in the Present and Future

Using the Dictionary

Expanding Your Vocabulary

Context Clues

Prefixes, Suffixes, and Roots

Synonyms and Antonyms

Analogies

B. Communication for Careers, Business, and College

Real-World Communication

Communicating for a Purpose

Using Technology to Communicate

Characteristics of Effective Real-World Writing

Communication for Careers and Business

Writing Business Letters

Writing a Résumé

Interviewing for Employment

Communication for College

Writing Letters to Colleges

Common Core State Standards Focus

L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.



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



COMPOSITION

| | |
|--|-----|
| Completing College Applications | 543 |
| Interviewing for College Admission | 546 |
| C. Communication in the World of Work | 548 |
| Written Communication at Work | 549 |
| Writing Reports | 549 |
| Writing Proposals | 560 |
| Writing Procedures and Instructions | 562 |
| Writing Memos | 565 |
| Nonwritten Communication at Work | 568 |
| Telephone Etiquette | 568 |
| Informal Meetings | 569 |
| Formal Meetings | 569 |
| D. Speeches, Presentations, and Discussions | 574 |
| Developing Public Speaking and Presentation Skills | 574 |
| Preparing Your Speech | 575 |
| Delivering Your Speech | 578 |
| Evaluating an Oral Presentation | 579 |
| Developing Your Critical Listening Skills | 581 |
| Listening Appreciatively | 582 |
| Listening to Directions | 583 |
| Listening for Information | 584 |
| Developing Your Group Discussion Skills | 586 |
| Participating in Group Discussions | 586 |
| Leading Group Discussions | 587 |
| Cooperative Learning | 588 |

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 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Part III Media and Technology 589

Essential Skills 589

Information Literacy 589

Media Literacy 590

Technology Literacy 590

A. Electronic Publishing 591

Digital Publishing 591

Nonprint Media—Audio and Video 598

Publishing on the Web 604

B. Using the Internet 606

How Does the Internet Work? 606

Communicating on the Internet 611

Using E-mail 611

Other Online Communication 613

**Common Core
State Standards Focus**

W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.



GRAMMAR

UNIT

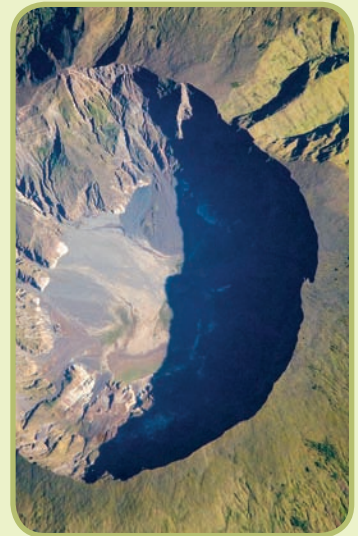
4

Grammar

616

Common Core State Standards Focus

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



13 The Parts of Speech

The Parts of Speech: Pretests

618

Nouns

618

Types of Nouns

620

When You Write: Specific Nouns

622

Pronouns

623

Verbs

628

Action Verbs

628

When You Write: Not and n't

631

Linking Verbs

632

Adjectives and Adverbs

635

Adjectives

635

Adverbs

639

When You Write and Speak: Strong Adverbs

641

Other Parts of Speech

643

Prepositions

643

Conjunctions

645

Interjections

646

Parts of Speech Review

647

Chapter Review

649

The Parts of Speech: Posttest

651

Writer's Corner

652

14 The Sentence Base

654

The Sentence Base: Pretests

654

Subjects and Predicates

656

Simple Subjects and Predicates

656

| | |
|---|-----|
| <i>When You Read and Write: Inverted Order</i> | 660 |
| Compound Subjects and Verbs | 661 |
| Sentence Fragments | 663 |
| Ways to Correct Sentence Fragments | 663 |
| <i>When You Write and Speak: Dialogue Fragments</i> | 664 |
| Complements | 665 |
| Direct Objects | 665 |
| Indirect Objects | 666 |
| Objective Complements | 667 |
| Subject Complements | 668 |
| Sentence Patterns | 670 |
| Creating Variety with Sentence Patterns | 670 |
| Sentence Diagraming | 672 |
| Diagraming the Sentence Base | 672 |
| Chapter Review | 675 |
| The Sentence Base: Posttest | 677 |
| Writer's Corner | 678 |

Common Core State Standards Focus



L.3 (a) Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.



GRAMMAR

| | |
|--|-----|
| 15 Phrases | 680 |
| Phrases: Pretests | 680 |
| Prepositional Phrases | 682 |
| Adjectival Phrases | 682 |
| Adverbial Phrases | 683 |
| Appositives and Appositive Phrases | 686 |
| Verbals and Verbal Phrases | 688 |
| Participles and Participial Phrases | 688 |
| ⚡ Power Your Writing: Getting into the Action | 690 |
| Gerunds and Gerund Phrases | 691 |
| Infinitives and Infinitive Phrases | 693 |
| Misplaced and Dangling Modifiers | 696 |
| Phrase Fragments | 698 |
| Sentence Diagraming | 700 |
| Diagraming Phrases | 700 |
| Chapter Review | 703 |
| Phrases: Posttest | 705 |
| Writer's Corner | 706 |

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.



16 Clauses

Clauses: Pretests

Independent and Subordinate Clauses

When You Write: Subordinate Clauses

Uses of Subordinate Clauses

Adverbial Clauses

Adjectival Clauses

When You Write: Adjectives

Noun Clauses

Kinds of Sentence Structure

When You Write: Sentence Variety

Clause Fragments

Run-on Sentences

Sentence Diagraming

Diagraming Sentences

Chapter Review

Clauses: Posttest

Writer's Corner

UNIT

5

Usage

17 Using Verbs

Using Verbs: Pretests

The Principal Parts of Verbs

Regular Verbs

When You Speak and Write: Verb Endings

Irregular Verbs

Six Problem Verbs

708

708

710

711

712

712

715

716

721

723

725

726

728

731

731

733

735

736

738

740

740

742

742

743

743

750

Common Core State Standards Focus

W.1 (c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.



GRAMMAR

| | |
|---|-----|
| <i>When You Write: Using the Verb Lie</i> | 750 |
| Verb Tense | 753 |
| Uses of the Tenses | 753 |
| Verb Conjugation | 756 |
| Common Problems Using Tenses | 761 |
| Past Tenses | 761 |
| <i>When You Speak: Past Perfect Tense</i> | 761 |
| Present and Past Tenses | 762 |
| Progressive and Emphatic Verb Forms | 764 |
| Active and Passive Voice | 767 |
| Use of Voice in Writing | 768 |
| Mood | 770 |
| Chapter Review | 773 |
| Using Verbs: Posttest | 775 |
| Writer's Corner | 776 |
| | |
| 18 Using Pronouns | 778 |
| Using Pronouns: Pretests | 778 |
| The Cases of Personal Pronouns | 780 |
| The Nominative Case | 781 |
| ⚡ Power Your Writing: Who or What? | 783 |
| The Objective Case | 785 |
| <i>When You Speak: Using Between</i> | 786 |
| <i>When You Speak and Write:</i> | |
| Compound Appositives | 788 |
| The Possessive Case | 790 |
| Pronoun Problems | 793 |
| Who or Whom? | 793 |
| <i>When You Write: Using Who</i> | 794 |
| Pronouns in Comparisons | 797 |
| Reflexive and Intensive Pronouns | 799 |

Common Core State Standards Focus



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

| | |
|---|-----|
| Pronouns and Their Antecedents | 801 |
| Indefinite Pronouns as Antecedents | 804 |
| Unclear, Missing, or Confusing Antecedents | 806 |
| Unclear Antecedents | 806 |
| Missing Antecedents | 807 |
| Confusing Antecedents | 807 |
| Chapter Review | 809 |
| Using Pronouns: Posttest | 811 |
| Writer's Corner | 812 |

| | |
|---|-----|
| 19 Subject and Verb Agreement | 814 |
| Subject and Verb Agreement: Pretests | 814 |
| Agreement of Subjects and Verbs | 816 |
| Interrupting Words | 818 |
| Common Agreement Problems | 821 |
| Compound Subjects | 821 |
| <i>When You Write: Subject-Verb Agreement</i> | 822 |
| Indefinite Pronouns as Subjects | 823 |
| Subjects in Inverted Order | 825 |
| Other Agreement Problems | 827 |
| Collective Nouns | 827 |
| Words Expressing Amounts or Times | 827 |
| <i>The Number of, A Number of</i> | 829 |
| Singular Nouns That Have a Plural Form | 829 |
| Subjects with Linking Verbs | 832 |

Common Core State Standards Focus



L.1 (b) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.



GRAMMAR

| | |
|--|-----|
| <i>When You Write: Linking Verbs</i> | 832 |
| Titles | 832 |
| Chapter Review | 835 |
| Subject and Verb Agreement: Posttest | 837 |
| Writer's Corner | 838 |
| 20 Using Adjectives and Adverbs | 840 |
| Using Adjectives and Adverbs: Pretests | 840 |
| Comparison of Adjectives and Adverbs | 842 |
| Regular Comparisons | 843 |
| Irregular Comparisons | 844 |
| ⚡ Power Your Language: Adjectives Come Lately | 845 |
| Problems with Comparisons | 847 |
| Double Comparisons | 847 |
| Illogical Comparisons | 847 |
| Other and Else in Comparisons | 848 |
| Problems with Modifiers | 850 |
| Adjective or Adverb? | 850 |
| Good or Well ? | 852 |
| Bad or Badly ? | 852 |
| <i>When You Speak and Write: Bad and Badly</i> | 852 |
| Double Negatives | 853 |
| Chapter Review | 855 |
| Using Adjectives and Adverbs: Posttest | 857 |
| Writer's Corner | 858 |
| A Writer's Glossary of Usage | 860 |
| <i>When You Use Technology: Spell Check</i> | 863 |

Common Core State Standards Focus

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



21 Capital Letters**Capital Letters: Pretests****First Words and the Pronoun I**

Sentences and Poetry

When You Write: Poetry and Capitalization

Parts of a Letter

Outlines

The Pronoun I

Proper Nouns

Names of Particular Persons and Animals

Geographical Names

Names of Groups

Specific Time Periods, Events,
and DocumentsNames of Nationalities, Races,
Languages, and Religions

Other Proper Nouns

*When You Write: Irregular Capitalization***Proper Adjectives****Titles**

Titles with Names of Persons

Titles Used Alone

Titles Showing Family Relationships

Titles of Written Works and Other
Works of Art**Chapter Review****Capital Letters: Posttest****Writer's Corner**

890

890

892

892

892

893

893

893

895

895

896

898

899

899

900

900

903

905

905

905

906

906

909

911

912

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



GRAMMAR

| | |
|--|-----|
| 22 End Marks and Commas | 914 |
| End Marks and Commas: Pretests | 914 |
| Kinds of Sentences and End Marks | 916 |
| <i>When You Read: Noticing Signs</i> | 918 |
| Other Uses of Periods | 919 |
| <i>When You Speak and Write: Abbreviations</i> | 920 |
| Commas | 922 |
| Commas That Separate | 922 |
| <i>When You Write: One-Item Expressions</i> | 923 |
| Commonly Used Commas | 928 |
| Commas That Enclose | 931 |
| <i>When You Read and Write: Direct Address</i> | 931 |
| Chapter Review | 937 |
| End Marks and Commas: Posttest | 939 |
| Writer's Corner | 940 |

Common Core State Standards Focus

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



23 Other Punctuation 942

Other Punctuation: Pretests 942

Apostrophes 944

Apostrophes to Show Possession 944

Other Uses of Apostrophes 951

Semicolons and Colons 955

Semicolons 955

When You Speak and Write: Semicolons 955

Colons 958

Italics (Underlining) 961

Quotation Marks and Ellipses 964

Quotation Marks with Titles 964

Quotation Marks with Direct Quotations 966

When You Write: Speaker Tags 969

When You Speak and Write: Exclamations 972

Other Uses of Quotation Marks 973

When You Speak: "Quote, Unquote" 974

Ellipses 977

Other Marks of Punctuation 979

Hyphens 979

Dashes, Parentheses, and Brackets 984

Chapter Review 989

Other Punctuation: Posttest 991

Writer's Corner 992

24 Spelling Correctly 994

Spelling Correctly: Pretests 994

Strategies for Learning to Spell 996

Spelling Strategies 997

Spelling Patterns 999

Common Core State Standards Focus



L.2 (a) Observe hyphenation conventions.

L.2 (b) Spell correctly.

GRAMMAR

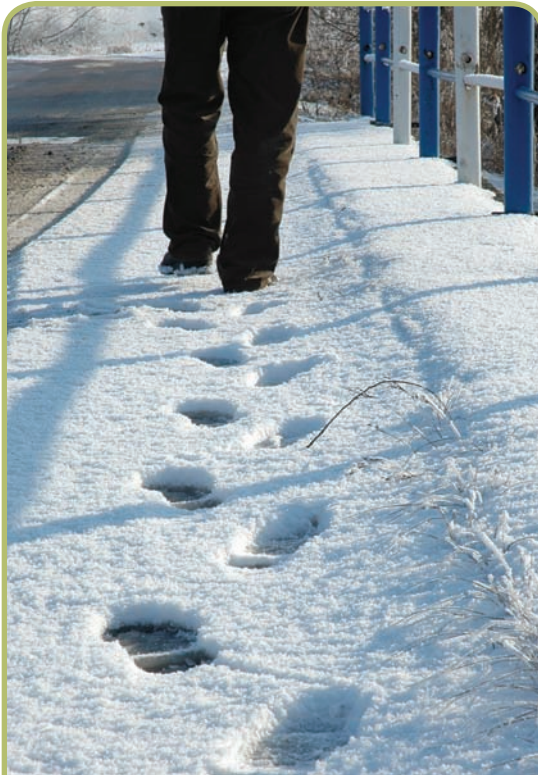
| | |
|------------------------------|------|
| Plurals | 1002 |
| Spelling Numbers | 1010 |
| Prefixes and Suffixes | 1012 |
| Words to Master | 1017 |
| Chapter Review | 1018 |
| Spelling Correctly: Posttest | 1019 |
| Writer's Corner | 1020 |

| | |
|----------------------------|------|
| Language QuickGuide | 1022 |
|----------------------------|------|

| | |
|-----------------|------|
| Glossary | 1049 |
|-----------------|------|

| | |
|--------------|------|
| Index | 1084 |
|--------------|------|

**Common Core
State Standards Focus**



Writing to Persuade

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

Here are some of the ways in which persuasive writing can influence people’s lives and the society in which they live.

- **Speechwriters help political candidates explain, defend, and “sell”** the candidates’ positions on campaign issues.
- **Business executives prepare and deliver presentations** to persuade their colleagues and clients to adopt their ideas for making or marketing goods and services.
- **Lawyers write briefs** presenting the reasons why judges and jurors should decide in favor of their clients.
- **Advertising copywriters craft ads** aimed at persuading readers, viewers, or listeners to buy products.
- **Science writers explain recent theories and discoveries** in medicine and health, urging their readers to lead healthier lifestyles.
- **News reporters write stories** that expose illegal or immoral behavior by public officials, CEOs, industrialists, and others.

Writing Project

Argumentative

Blow Your Whistle Write a persuasive composition that exposes a problem and suggests solutions.

Think Through Writing You’ve probably heard the term “whistle-blower.” A whistle-blower is a person who calls attention to wrongdoing in order to put an end to it. Famous whistle-blowers have raised awareness of corruption in business, politics, education, and other important areas of life. Think of a situation in your school or community that you feel is not right and blow the whistle on it. Explain the problem so that readers agree with you and are motivated to put an end to it. Write about what the problem is and what people should do to stop it.

Talk About It In your writing group, discuss the writing you have done. What sorts of problems did the authors identify? Why have the problems not been addressed up until this point? Express your opinions freely and clearly. Ask for clarification if anyone says something you do not understand.

Read About It In the interview that follows, Randall Hayes, documentary filmmaker and environmental activist, describes the consequences of uranium mining in the American Southwest and timber production in the rain forests of the Amazon. He builds his argument on the three pillars of persuasion: appeals to reason, appeals to emotion, and appeals to ethics.

MODEL: Persuasion

Interview with Randall Hayes

Elizabeth Robinson

Elizabeth Robinson: *Let's begin with some background on how you got interested in the tropical rainforests.*

Randall Hayes: Well, in the process of getting my master's degree, I did a one-hour PBS documentary about the cultural and environmental impacts of uranium mining in the Southwest. The film is called *The Four Corners: A National Sacrifice Area*?

Fortunately the Southwest was not entirely sacrificed for coal and uranium, but in the early days uranium mining was done very poorly. Piles of radioactive waste were left around and the Indian children would go and play on them and ride their horses across the waste piles, and contamination started to show up in genetic defects of newborn babies.

See, the radioactive waste from processing uranium is 85 percent as radioactive as the original ore when it is mined out of the ground . . . and this waste was left lying around. The film exposed that problem and now, fortunately, a lot of these piles are being picked up.

ER: *How did you get from the Southwest desert to the rainforests?*

RH: While I was in the Southwest, the American Indians there told me about the problems that their

The interviewer understands the importance of background and context.

As he answers, Hayes establishes his credibility and ethical standards—not everyone can make a documentary for PBS (public television).

Here Hayes appeals to the listeners' emotions by discussing the effects of the uranium mining on children.

Hayes appeals to reason when he cites a scientific fact about uranium.

Indian friends were having in the Amazon tropical rainforest area. In 1984, after I finished this film on environmental and cultural issues in the desert, I took a trip down to the Central American rainforest. And I realized there was a *very* serious problem there.

At that time there was not much going on to alert the world about how serious this problem was. So I thought I would try to organize an information clearing house that tried to really do two things—blow the whistle on the problem and sound the alarm, but also provide avenues of action.

Just being aware of a problem won't solve it; people want to *do* something with their awareness. Otherwise, it's rather depressing to find out we have a serious problem and not know what to do about it . . .

ER: *I've heard you speak about the need for educating the business community. How would you go about that?*

RH: We don't really teach ecology, and ecology—the natural processes—is really the way the world works. If our business leaders don't understand natural processes, it will be extremely difficult for them to develop businesses that are ecologically sound. If they don't know ecology, then they don't know how the world *really* works.

Industrial society needs to be transformed into a kind of post-industrial, ecologically sound society where it will still be a modern society; it will still be a technological society. It will still have modern health conveniences and transportation systems. It is just that they will be much less polluting, much more benign to the environment than they are now. But in order to make that transformation as rapid as possible, we need strong involvement from the business community.

What I would like to see very strongly is that our MBA graduates would have a dual degree, a degree in ecology and a degree in business. Nothing short of that is going to speed the transition. We don't really have *time* to go into our elementary schools and wait until the kids become chairmen of the board or the Chief Executive Officers of Chevron or Mobil or General Motors. That takes six decades and we don't have six decades. We really

This comment raises the listeners' expectations that Hayes will offer specific, concrete steps people can take.

Here is the first concrete step Hayes offers.

only have five or ten years to make very big changes in the way we do business in the tropical rainforests.

ER: *For example?*

RH: Well, the tropical timber industry. It is virtually impossible to have successful tropical timber plantations. We can do it in the North because our soils are better and our climate is more conducive to sustainable timber growth . . . But 99.9 percent, I mean literally 99.9 percent of the tropical timber that is harvested right now is extracted out of *virgin* rainforest. That means it is a one-time thing. It's like extracting gold out of the land. When you mine it, it's gone forever. It's not going to grow a second crop. So the tropical timber industry is going to have to essentially shut down.

The forest is actually much more valuable economically by extracting different products out of it—non-timber products like Brazil nuts, like latex from naturally occurring rubber trees. See, you don't kill the rubber tree, you just extract the latex. Then there are all kinds of other plants that provide oils for lotions, essences for perfumes, that are extremely valuable but which can get driven into extinction in the logging process.

So if we leave the pristine forest alone, except to extract a small quantity of useful products out of it, it is actually economically more beneficial for the people of the Third World. By doing that, we are being more sensitive to issues of poverty and issues of economic development.

Hayes appeals to both reason and emotion here. Reason says that the timber industry will put itself out of business. Words like "gone forever" stir emotions.

Here is a second concrete step: use the rainforest in sustainable ways.



ER: *Right, it's like the saying, if you buy a man a fish you feed him for a day, and if you teach him how to fish . . .*

RH: Exactly. I think that a lot of people, when they realize that their tax dollars are funding hydroelectric dams that flood the Amazon, will want to see that that is stopped. They would rather see their tax dollars financing ecologically sound agriculture that really does provide for people's basic needs by developing these extracted reserves in a way that provides an on-going, sustainable economy . . .

ER: *Is there anything else you would like to say to our readers?*

RH: I guess the only other point is that virtually all of the world's rainforest will be destroyed in the next 30 to 40 years. But, effectively, in the next five or ten years we have to change our policies toward the rainforest or we are really not going to have a chance to save much of it. So it is really the next five to ten years that are critical.

We need people to take this issue on as a challenge to get themselves involved in. A lot of people are involved in local community issues or even national environmental issues. But the world works as one unified system—*that* is what ecology teaches us—so we need to put a little time, energy and financial resources into this.

If one were to think of a jaguar family in the Amazon—a mother jaguar and her cubs—and realize she has just as much right to exist and to carry on her life as we do, that the world is big enough that we ought to have enough room for both of us, for humanity to have its needs satisfied, and for there to be enough wilderness and room for the jaguar to carry on in her path of evolution, then we realize we have to change the way we perceive and deal with the rainforest.

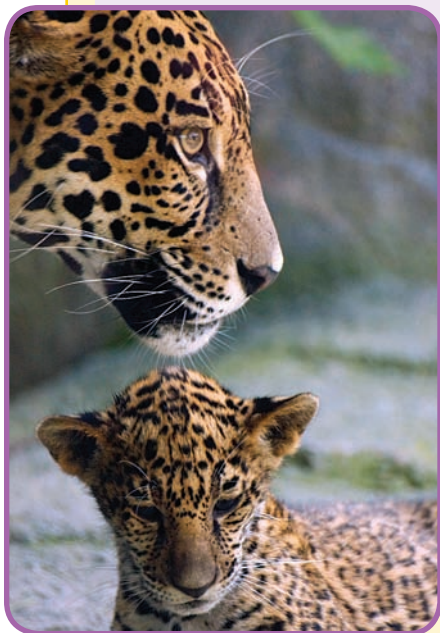
Now the jaguar can't speak for herself so she retreats deeper and deeper into the forest. That's why *we* have to speak for the jaguar. And we have to speak for the Winged People and the Four Legged People and the Fish People.

What I mean by that kind of language is that these beings are alive also and they have rights, but they can't

Hayes appeals to the ethics of his listeners and assumes that if they were informed, they would opt for a more ecologically sound use of their tax money.

Hayes puts forward a third specific step: people need to get involved and "speak for nature" to the forces that have control over it, lawmakers and businesses.

Hayes doesn't talk generally about "animals." Instead, he focuses on a single family of jaguars. The image of the mother and cubs at our mercy stirs emotions.



walk into the halls of Congress and plead their case. They can't go into the grocery store and ask that the rainforest beef not be sold, and that the sustainable Brazil nuts be sold. So we have to do that on their behalf . . . *we have to speak for nature.* That is an awesome responsibility—and one that is also very exciting.

The interview ends with a strong appeal to ethics as Hayes raises awareness of humans' ethical responsibilities.

Respond in Writing Does Randall Hayes persuade you that there is a problem to be addressed? Which of his appeals was especially persuasive for you?

Develop Your Own Ideas Work with your classmates to develop ideas that you might use in persuading readers that a problem exists that you need to expose.

Small Groups: In your small group, discuss each writer's argument based on the categories in the following graphic organizer. Make a graphic organizer of your own in which to record your groups' ideas.

| | |
|---|--|
| Problem | |
| Source of the problem (who is responsible) | |
| Reasons why the problem came into being | |
| Claims | |
| Evidence and examples to back up claims | |
| Warrants to explain how evidence supports claim | |
| Persuasive techniques | |

Whole Class: Make a master chart of all of the ideas generated by the small groups to see how different members of the class wrote about problems.

Write About It You will next write an argumentative essay in which you blow the whistle on a harmful problem that is not widely understood. You may use the topic you developed in your early writing or any of the following.

| Possible Topics | Possible Audiences | Possible Forms |
|--|--|--|
| <ul style="list-style-type: none"> • a problem in a local business, such as overcharging customers or using “creative” bookkeeping to bilk investors • a problem at school, such as the violation of privacy when students use their cell phones to capture a video of someone • problem in a school sports program, such as when athletes are given grades they don’t deserve to keep them on the team | <ul style="list-style-type: none"> • people in town who are affected by the problem • people in leadership positions who could stop the problem • people who are responsible for the problem • people in the legal system who might litigate against the problem | <ul style="list-style-type: none"> • a blog entry • a newspaper article • a letter exposing the problem • a speech at a press conference |



The prewriting stage is the important planning period in the development of a persuasive essay. In this stage, you choose a subject, develop a thesis, and gather and organize factual evidence.

1 Audience, Purpose, and Subject

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

AUDIENCE

The better you know your audience—their likes and dislikes, their ethical beliefs, their age, gender, race, ethnic background, country of origin, artistic preferences, for example—the better you can convince them to accept what you are telling them. The better you know your audience the more able you will be to create a tone, a style, and just the right way of addressing them. The better you know your audience the more assured you will be in your choice of material to support your argument. Look over the questions below and be able to answer them (and any others pertinent to this particular group) accurately before you begin writing.



Questions for Analyzing an Audience

- What does my audience already know about my subject?
- What is my audience's point of view about my subject?
- Do they already agree or disagree with my position?
- What are the chances of changing the attitudes and actions of my audience?
- Are there any sensitive issues of which I should be aware?

PURPOSE

When you write a persuasive essay, your purpose is to win readers over to your way of thinking or to persuade readers to take action. You must be very clear and very specific about what this purpose involves. Clear, logical arguments, appropriate appeals to emotions and ethical beliefs, and a strong, consistent approach to your position are your most effective tools.

CHOOSING A SUBJECT

Good persuasive essays are based on opinions the writer feels strongly about and can support with convincing factual evidence. Brainstorming, freewriting, or clustering will help you explore controversial issues that appear in a number of places around you—in newspapers, in your school, in your community, in your home, and on television. Focus on matters about which you can easily say, “I think” or “I believe.” Then brainstorm or freewrite answers to questions such as “What do I care about?”

HERE'S
HOW

Guidelines for Choosing a Persuasive Essay Subject

- Choose a subject with an issue that has at least two sides.
- Choose a subject you feel strongly about.
- Choose a subject you can support with facts, examples, statistics, incidents, and reasons from your own experience or from other reliable sources.
- Choose a subject for which there is an audience whose belief or behavior you would like to influence.

Practice Your Skills

Choosing Your Subject

Freewrite, brainstorm, or cluster for the conclusion to each of the following statements, and save your work.

1. The things I enjoy about modern progress are . . .
2. The things that concern me about modern progress are . . .
3. The things that concern other people about modern progress are . . .
4. The things I want to change in the modern world are . . .
5. If I had a million dollars to put toward an advancement in one field, I would use it to . . .

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 and tone for the persuasive purpose.

2 Developing a Clear Thesis Statement

Once you have chosen an appropriate subject for your essay, you are ready to develop your **thesis statement**, a statement of the point of view you will argue for in your essay. Also called a **proposal**, it presents a plan for consideration related to the argument. A suitable thesis statement in a persuasive essay will express a supportable opinion. Avoid statements of fact or mere preference, since they do not make suitable thesis statements for persuasive essays.

| | |
|-------------------------|--|
| Fact | Much of the Brazilian rain forest has been destroyed. |
| Preference | Protecting the rain forest is the most important ecological problem. |
| Thesis Statement | People of the world must take action to stop the destruction of the Brazilian rain forest. |

Use the following guidelines to develop your thesis statement.



Guidelines for Developing a Thesis Statement

- State the thesis simply and directly in one sentence.
- Be sure the statement is a supportable opinion or recommendation rather than a fact or mere preference.
- Check that the opinion is debatable as you have expressed it.

Practice Your Skills

Choosing a Suitable Thesis Statement

Write whether each of the following statements would be suitable or unsuitable as a thesis statement for a persuasive essay. Use the guidelines above to evaluate each statement.

1. We should learn to be more patient with each other.
2. Responsibility for conserving energy rests with each consumer.
3. The world's population is increasing rapidly.
4. I am outraged at the condition of our city's streets.
5. The federal government should provide funds for solar power.

PROJECT PREP

Prewriting

Thesis Statement

In your writing group, help each author develop an effective thesis statement. Help each author confirm that each of the claims is in line with the paper's overall thesis and that each contributes to the essay's main purpose. Also consider whether additional material is needed to make other points that will help persuade the readers to accept the argument.

3 Developing an Argument

To develop an argument, begin by listing arguments your audience might find convincing. Then gather and evaluate evidence to support those arguments. Your evidence will usually take the form of specific facts, examples, incidents, references to experts, and appeals to logic and reason. Look for information covering the complete range of relevant perspectives so that you can anticipate opposition and refute **counter-arguments**. Evidence is available in primary and secondary sources, including reference materials, books, magazines, newspapers, and interviews.

HERE'S
HOW

Guidelines for Developing an Argument

- List all relevant perspectives in your prewriting notes and be prepared to represent them honestly and accurately.
- Develop counter-arguments to address opposing views point by point.
- Use facts and examples rather than opinions, but evaluate them to determine their relative value. Some data and “facts” are not as reliable as others. (For more information on evaluating sources, see pages 303 and 402–405.)
- If the opposition has a good point, admit it. Then show why the opposing point does not change your overall opinion. Such an admission, called **conceding a point**, will strengthen your credibility.
- Refer to well-respected experts and authorities that agree with your opinion.
- Use the reasoning tool of generalizing to draw conclusions from your evidence.
- Use polite and reasonable language rather than words that show bias or emotions.

Practice Your Skills

Listing Pros and Cons

For each of the following thesis statements, write down three specific facts, examples, reasons, or incidents that support the thesis (pros) and three that oppose it (cons). Save your notes for later use.

1. The United States should colonize the moon as soon as possible.
2. People should not be permitted to play radios at beaches.
3. Drivers with two moving violations in a year should have their licenses revoked.

PROJECT PREP

Prewriting

Counter-Arguments

In your writing group, help each author develop at least one counter-argument in response to opposing views. Take notes so you can use this counter-argument, probably near the end of your paper, when you draft your exposé.

Think Critically

Evaluating Evidence and Sources

To make an argument in a persuasive or analytical essay as convincing as possible, use evidence consisting of facts, examples, incidents, anecdotes, statistics, or the opinions of qualified experts. However, before you include a piece of evidence, you should use the skill of **evaluating**, or critically judging, that evidence. Use the following criteria to decide whether the evidence will support your argument.

- Is the evidence precise and clearly relevant to the thesis?
- Is the source of the evidence reliable?
- Is the evidence up-to-date?
- Is the evidence unbiased and objective?

Suppose, for instance, you are arguing for greater federal support for day-care services for young children. Here is how you could evaluate evidence on this issue.

| EVIDENCE | EVALUATION |
|---|---|
| More than 50 percent of parents of young children work. | Supports thesis—shows the need for day care |
| A study in the early 1970s showed that urban day-care centers were more expensive than rural centers. | Does not support thesis—information is out-of-date |
| Some businesses oppose laws allowing parents to take leave from their jobs. | Does not support thesis—evidence is not related to thesis |

You also need to evaluate the validity, reliability, and relevance of the primary and secondary sources you use for your evidence. (See pages 402–405 for more on evaluating sources.) When you draft, demonstrate the consideration you gave to the validity of sources by identifying why they can be trusted or what their limitations might be.

Thinking Practice

Choose one of the following thesis statements or one based on an issue important to you. Make a chart like the previous one to evaluate the evidence for your position.

- The food in the school cafeteria should be more nutritious.
- Students should not work at a job more than 15 hours a week.
- School hours should be increased.

Think Critically

4 Organizing an Argument

Organize your ideas in a logical way that is appropriate to your purpose, audience, and context. For example, if your purpose is to convince people that your solution to a problem is the best one, you would probably follow a **problem-solution pattern** (see pages 280–281). Or maybe you want to structure your text as a **comparison-contrast**, alternating opposing views with your views and showing why yours are stronger (see pages 268–271). **Order of importance** is often the most effective tool in persuasive essays, since writers can make their emphasis clear and show how they have evaluated each piece of evidence. If your audience is policymakers deciding on funding for a new law, you might want to intersperse personal stories from citizens in with your hard evidence in support of your view. If your context is that you are responding to a magazine article you read via a letter to the editor, you would probably want to follow the structure of other letters to the editor you have read. There is no one “right” way to organize a persuasive text. The right way is the way that takes your purpose, audience, and context into account.

Remember to guide your reader with transitions. The following transitional words and phrases are especially useful when conceding a point or showing contrasting ideas.

TRANSITIONS FOR USE IN PERSUASIVE WRITING

| | |
|-----------------------|---------------|
| while it is true that | nonetheless |
| although | granting that |
| admittedly | still |
| nevertheless | of course |
| despite | however |
| on the other hand | instead |

USING AN OUTLINE

An outline helps you organize your ideas. Read the tips for creating an outline below.



Tips for Organizing and Outlining a Persuasive Text

- Revise the thesis statement, if necessary, to express your view.
- Review the supporting evidence you prepared. Then list the three points that support your position in the order of least to most important. Leave two blank lines under each point.
- Assign each of your three points a Roman numeral, as in an outline.
- Add at least two supporting points under each Roman numeral.

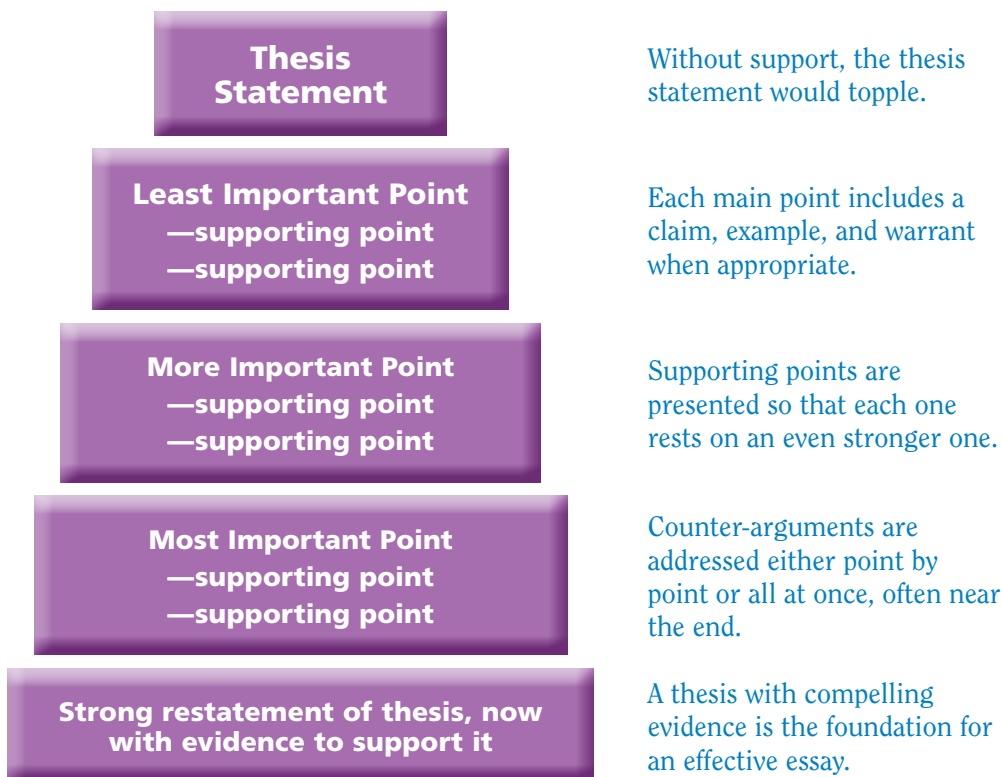
Your outline should look like this, though it may well have more than three main points.

MODEL: Outline

- I. (Least important point)
 - A. (Supporting point)
 - B. (Supporting point)
- II. (More important point)
 - A. (Supporting point)
 - B. (Supporting point)
- III. (Most important point)
 - A. (Supporting point)
 - B. (Supporting point)

USING A REASONING PILLAR

Another way to picture a solidly built persuasive essay is to see it as a pillar, with each block strengthening the whole.



PROJECT PREP *Prewriting* *Organizing Ideas*

In your writing group, focus your attention on the best way for each author to organize the essay. Talk through which are the most important ideas and what kind of supporting material each requires. Help each author produce a logical sequence for the body paragraphs of the exposé. You will probably include your refutation of a counter-argument at the end of your essay's body and before its conclusion.



The Power of Language ⚡

Adverbial Clauses: Tip the Scale

One important skill in persuasive writing consists of showing the flaws in your opponent's argument. Instead of ignoring the opposition, a strong persuasive argument acknowledges the opposition in order to conquer it. To signal that you intend to refute opposition, mention the opposing view in your thesis statement. One way to do this is to present your view and the opposing view in two independent clauses within the same sentence, as below. (The opposing view is highlighted.)

•••
••• **Two**
••• **Independent**
••• **Clauses**
••••••••••

The timber industry makes a lot of money harvesting timber from virgin rainforests, but the forest is much more valuable economically when different products are extracted from it.

In the example above, independent clauses give the two viewpoints equal weight. Changing the sentence can give your side the advantage and put the opposition's opinions in a weaker light. In the following example, the subordinate, or dependent, clause is used for your opponents' views (highlighted). This construction allows you to present opposing views while "tipping the scale" in favor of your own position.

•••
••• **One**
••• **Subordinate**
••• **Clause, One**
••• **Independent**
••• **Clause**
••••••••••

Although the timber industry makes a lot of money harvesting timber from virgin rainforest, the forest is much more valuable economically when different products are extracted out of it.

Putting it this way shows that you have considered both sides of the question and have rejected the opposing view. The spotlight is on your viewpoint, which is presented in the main independent clause. The use of a subordinating conjunction, such as the word *although*, tends to weaken the opposing viewpoint.

Try It Yourself

Write a sentence or sentences presenting your opponent's view in an introductory subordinate clause, followed by your own viewpoint in an independent clause. Later, you can check your draft to see if there are any other places you can "tip the scale."

Punctuation Tip

Place a comma after an introductory subordinate clause.

Power of Language

B. Communication for Careers, Business, and College

| | | | |
|-----------------|--|--|-----|
| Part I | Critical Thinking and Problem Solving for Academic Success | A. Vocabulary | 505 |
| Part II | Communication and Collaboration | B. Communication for Careers, Business, and College | 528 |
| Part III | Media and Technology | C. Communication in the World of Work | 548 |
| | | D. Speeches, Presentations, and Discussions | 574 |

Apply 21st Century Communication Skills

As a student, a consumer, and an employee in the 21st century, you can communicate and share information in a number of ways. To communicate effectively, always have a clear purpose in mind and use technology wisely.

Real-World Communication

1 Communicating for a Purpose

Whether you are writing or speaking, communicating and sharing information can serve a variety of purposes: to inform, instruct, motivate, or persuade, for example. As a consumer, you might write an order letter to inform a company about merchandise you want to buy. As a prospective employee, you have two purposes when you interview for a job—to inform the employer about your skills and experience and to persuade the employer that you are qualified for the position. As a student applying to college, you must complete an application to inform a college about your interests, accomplishments, activities, and personal qualities. Your ultimate purpose is to persuade the school that you have the qualities to succeed there and will make a contribution to the school community.

Whether you are writing a letter or a résumé, filling out an application, or interviewing, you should always keep your purpose in mind. Your goal is to communicate in a clear, concise, focused manner because you want your audience to respond in a positive manner.

2 Using Technology to Communicate

Perhaps in the future, people in business will communicate exclusively via e-mail and other forms of electronic communication. Until that time, however, the business letter will remain an effective way to communicate. Writing a letter can be more appropriate than sending an e-mail in certain circumstances. Use these guidelines to determine whether to send a letter or an e-mail.

Send a letter in the following circumstances:

- You want to introduce yourself formally or make an impact on your audience by using impressive stationery, for example.
- You are including private, confidential information. E-mail is not a private form of communication; therefore, you should never include confidential information in an e-mail. A recipient can forward an e-mail to others without your knowledge. Also, hackers can break into e-mail systems and steal information.
- You need to have formal documentation of your communication, or you are sending authentic documents.

Send an e-mail in the following circumstances:

- You want to communicate quickly with someone.
- You want to send a message, perhaps with accompanying documents, to several people at once.
- You are instructed by a business or an organization to communicate via e-mail.

3 Characteristics of Effective Real-World Writing

Each situation and each audience requires its unique considerations when you write in everyday life, just as it does when you write in school. Effective real-world writing typically has the characteristics shown in the chart below.

CHARACTERISTICS OF EFFECTIVE EVERYDAY WRITING

- a clearly stated purpose and viewpoint supported by appropriate details
- a formatting structure that enhances readability, including the use of headings, graphics, and white space
- questions that draw readers in and that address their needs
- when necessary, accurate technical information in understandable language
- suitable and clear organizational structure with good supporting details and any necessary documentation

Strive for the above characteristics in your own writing.

Communication for Careers and Business

Whatever career you decide to pursue, a letter or résumé will often be your first opportunity to communicate information about yourself to a prospective employer. In fact, your letter or résumé may be an important factor in the employer's decision to consider you for the job. To get a favorable response from the receiver, your letter or résumé should state information clearly, purposefully, and thoroughly and should follow an appropriate format. To achieve their purpose, business letters that you write as a consumer should have these qualities as well. In this section, you will learn strategies for writing business letters for a variety of purposes. You will also learn strategies for preparing a résumé and interviewing for a job.

1 Writing Business Letters

A business letter is a formal type of communication. When you write a business letter, your goal is to present yourself in a positive, professional light. Your letter should include a clearly stated purpose, an appropriate organizational structure, and accurate information. Anticipate your reader's questions and needs, and provide relevant facts and details while excluding extraneous information. Check that your vocabulary, tone, and style are appropriate for business communication.

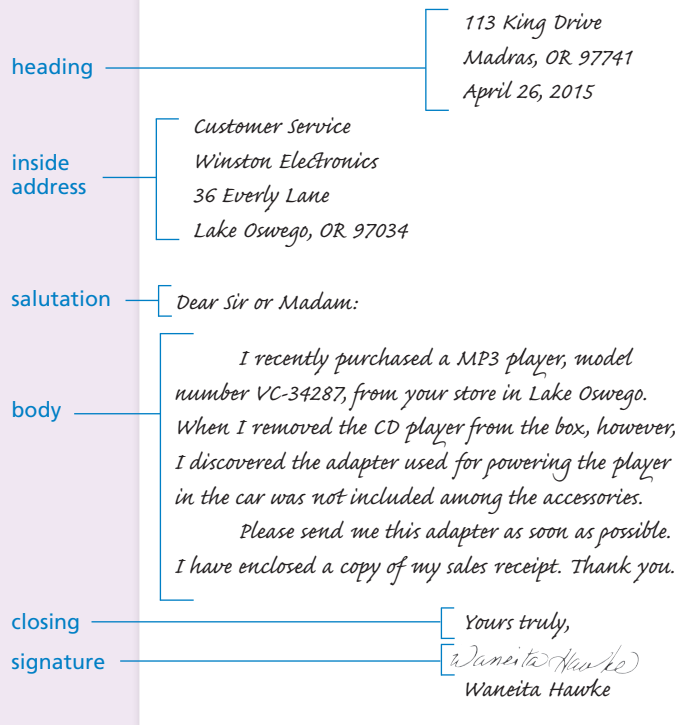
A business letter should be written in an appropriate, customary format that is user-friendly. A commonly used format for a business letter is called the **modified block style**. The heading, closing, and signature are positioned at the right, and the paragraphs are indented. The combination of headings and white space makes this an easy format to read.

Neatness is also essential in a business letter. Whenever possible, use a word-processing program to write your letter. Use white paper 8½ by 11 inches in size. Leave margins at least 1-inch wide.

The following model uses the modified block style. All other sample letters in this chapter use this style. The chart that follows the model explains how to write each part of a business letter.



MODEL: Modified Block Style



Parts of a Business Letter

Heading

- Write your full address, including the ZIP code.
- Use the two-letter postal abbreviation for your state.
- Write the date.

Inside Address

- Write the receiver's address below the heading.
- Include the name of the person if you know it, using *Mr.*, *Mrs.*, *Ms.*, *Dr.*, or some other title.
- If the person has a business title, write it on the next line.
- Use the two-letter postal abbreviation for the state.

Salutation

- Start two lines below the inside address.
- Use *Sir* or *Madam* if you do not know the person's name. Otherwise, use the person's last name preceded by *Mr.*, *Mrs.*, *Ms.*, or some other title.
- Use a colon after the salutation.

Body

- Start two lines below the salutation.
- If the body is only a single paragraph, type it double-space. For longer letters, single-space each paragraph, skipping a line between paragraphs.

Closing

- Start two lines below the body.
- Line up the closing with the left-hand edge of the heading.
- Use a formal closing such as *Sincerely yours* or *Yours truly* followed by a comma. Capitalize only the first word.

Signature

- Type (or print, if your letter is handwritten) your full name four or five lines below the closing.
- Sign your full name in the space between the closing and your typed name.

BUSINESS ENVELOPES

If you use a word-processing program to write your business letter, you should do the same for the envelope. Fold your letter neatly in thirds to fit into a business-sized envelope. Use the format shown below for business letter envelopes.

MODEL: Business Envelope

Waneita Hawke
113 King Drive
Madras, OR 97741

your name
and address



Customer Service
Winston Electronics
36 Everly Lane
Lake Oswego, OR 97034

receiver's
address

BUSINESS E-MAILS

A business letter sent via e-mail should be just as formal as a letter sent by mail. Follow these guidelines when sending a business e-mail.

HERE'S
HOW

Guidelines for Writing a Business E-mail

- Include a formal salutation and closing. Format the body of the letter correctly.
- 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 have typed it correctly.
- In the subject line of the e-mail, remember to specify the topic you are writing about.

LETTERS ABOUT EMPLOYMENT

When you apply for a job, you may write a letter to your prospective employer. Your letter should clearly state the job for which you are applying. Anticipate what the employer wants to know about you, and provide relevant and accurate information about your qualifications and experience. Use the appropriate format for a business letter, and be sure your letter is grammatically correct and neat. If the employer requests that you submit a letter by e-mail or via a Web site, make sure that your letter is still formal and professional.

Include the following information in a letter about employment.

INFORMATION IN A LETTER ABOUT EMPLOYMENT

| | |
|---------------------------------|---|
| Position Sought | First, state the job you are seeking and where you learned about the opening. |
| Education | Include both your age and your grade in school. Emphasize courses you have taken that apply directly to the job you are seeking. |
| Experience | State the kinds of work you have done. Although you may not have work experience that relates to the open position, any positions of responsibility you have held, whether paid or unpaid, are valuable work experiences. |
| References | Include at least two references, such as a teacher or a former employer, with a mailing address, an e-mail address, or a phone number for each. You should obtain permission in advance from the people you name as references. |
| Request for an interview | The last paragraph of your letter should ask for an interview. Indicate where and when you can be reached to make an appointment. |

The following is a letter written by a student seeking employment. Note that the letter uses the modified block style. In addition, it includes information about the position sought and the applicant's education and experience, anticipating questions the employer might ask. The letter provides references and ends by requesting an interview.

MODEL: Employment Letter

4173 Hartford Road
Nashville, TN 37206
May 4, 2015

Ms. Florence Vega
Jeans for Teens
772 Route 45
Nashville, TN 37206

Dear Ms. Vega:

I would like to apply for the summer position as a sales clerk advertised in this morning's Courier Advocate. I am a high school junior. My electives at Nimitz High School have included courses in business, math, and retailing.

I have worked part-time for the past two years as a stock clerk at Renfrew's Bookstore. I have also done childcare for Mrs. Alice Schofield. Mr. Renfrew and Mrs. Schofield have agreed to act as references. The business number of Renfrew's Bookstore is (555) 337-8902. Mrs. Schofield can be reached at (555) 227-2216.

I would be pleased to come in for an interview at your convenience. My telephone number is (555) 337-3884. I am home after 3:00 p.m. on weekdays.

Sincerely yours,



Janice Patton

Practice Your Skills

Applying for Employment

Write an employment letter for the following position, which has been posted in your school's guidance office. Use your own address and today's date.

POSITION AVAILABLE

| | |
|----------------------|--|
| Job title: | Cashier |
| Place: | Harvest Market, 1500 Main Street, Garland, NM 88005 |
| Duties: | Interact with customers, learn pricing system, operate cash register, handle money |
| Hours: | 4:00 p.m. to 6:00 p.m. Monday through Friday |
| Salary: | \$7.00/hour |
| Requirements: | Punctuality, responsibility, pleasant manner |
| Apply to: | Mrs. Ravendiez |

ORDER LETTERS

Some catalogs and advertisements include an order blank. If none is available, write a business letter to place an order. Include the order number, price, quantity, and size of the item you want. Organize the information in your letter appropriately. If you include a check or money order (never send cash), identify the amount enclosed in the letter.

MODEL: Order Letter

1456 Highcrest Drive
Springfield, MA 01118
May 14, 2015

Autos Etc., Inc.
388 Millicent Street
Springfield, MA 01118

Dear Sir or Madam:

Please send me the following items from your 2015 catalog:

| | |
|--|----------------|
| 1 cell phone case, #478-2A | \$19.95 |
| 2 vinyl seat covers (for bucket seats), #532-6T @\$32.95 each | \$65.90 |
| Shipping and handling | <u>\$8.50</u> |
| TOTAL | \$94.35 |

A check for \$94.35 is enclosed. Thank you.

Sincerely,

Robert Stambley
Robert Stambley

Practice Your Skills

Placing an Order

Use the modified block style to write a letter ordering the following merchandise. Unscramble the information below for the inside address. Use your own name and address and today's date. Be sure to organize the merchandise information appropriately, as in the model above.

| | |
|-----------------------|---|
| Inside Address | Order Department, Menasha, Wisconsin, Wilson's Farm Stand, 11 Milford Road, 54952 |
| Merchandise | 2 lbs. country cheddar cheese, #3745, \$4.79/lb.; 2 lbs. smoked summer sausage, #4351, \$3.00/lb.; 2 cheese gift packs, #3398, @ \$10.00 each |
| Shipping | \$7.50 |

LETTERS OF COMPLAINT

Most companies are ready to help you if you have a problem with their service or products. Writing a polite letter explaining the problem and offering a reasonable solution will probably bring about the desired results. Write a letter of complaint as soon as you are aware of a problem. Try to anticipate the company's questions, and provide relevant facts and details. Use appropriate vocabulary and a courteous, but firm tone. Include such documents as receipts and e-mails with confirmation numbers.

MODEL: Letter of Complaint

333 Meadow Lane
Lake Hiawatha, NJ 07034
May 17, 2015

Customer Adjustment Department
Sports Togs, Ltd.
1264 Hogan Avenue
Chicago, IL 60601

Dear Sir or Madam:

I ordered and received a sweat suit from your company last week. I washed it according to the laundering instructions on the label. When I took it out of the dryer, however, I found that the stitching around the waist of the pants had unraveled. I believe I must have received a defective pair of pants, for the sweatshirt was as good as new after the washing and drying.

I have enclosed the sweat pants along with a copy of the invoice and canceled check. Please send me a new pair of pants in the same size (medium) and color (blue).

Thank you for your attention.

Yours truly,

Ty Gunnison

Ty Gunnison

Practice Your Skills

Making a Complaint

Use the following information to write a letter of complaint. Unscramble the information in the inside address. Use your own name and address and today's date. Remember to recommend a solution and to use a polite tone.

| | |
|-----------------------|--|
| Inside Address | Portraits Incorporated, Middletown, Rhode Island, 164 South Main Street, 02842 |
| Situation | You sent Portraits Incorporated three negatives with an order for an 8-by-10-inch enlargement of each. The receipt number of your order was 53-76891. Two days ago, you received a package of photographs of a child's birthday party in an envelope with the order number 53-76819. You are enclosing the photographs of the birthday party and a copy of the check for \$11.85 that you sent with the negatives. |

2 Writing a Résumé

A résumé is a summary of your work experience, education, and interests. The purpose of a résumé is to give a prospective employer a brief overview of your qualifications for a job. You will want to update your résumé whenever there is a significant change in your work or school experience. The following guidelines will help you write your own résumé.

HERE'S
HOW

How to Write a Résumé

General Form

- Use one sheet of white 8½ by 11 inch paper.
- Use even margins, and leave space between sections.
- Center your name, address, telephone number, and e-mail address at the top of the page.

Work Experience

- List your most recent job first.
- Include part-time, summer, and volunteer jobs.
- For each job, include the dates you worked, your employer's name, your title, and your primary responsibilities.

Education

- List the name and address of each school and the years you attended.
- List any special courses you have taken that would help make you a valuable employee.

Skills, Activities, Awards, Interests

- List skills, such as computer literacy or fluency in a foreign language, that relate to the position you are applying for.
- List school or community activities in which you have participated, such as music lessons, volunteer work, or scouting.
- List awards or certificates of merit you have earned.
- Include any relevant hobbies or special interests.

Read the following résumé. Notice how it uses appropriate formatting structures, such as headings and white space, to present information in a clear, well-organized manner.

MODEL: Résumé

DAVID GILBERT
1782 La Habra Boulevard
Los Angeles, CA 90034
(213) 426-7135
E-mail: davidgil@myemail.com

WORK EXPERIENCE

2012 to present Apogee Computer Center, Inc. South
Turnbull Mall, Los Angeles, CA 90034
Position: Clerk
Responsibilities: Wait on customers,
stock shelves, keep display area clean

2011 to 2012 Burger Delight, Olinda Road at Brea,
Glendale, CA 92020
Position: Cook
Responsibilities: Prepared food for serving

EDUCATION

2010 to present Alvarado High School, 3777 Las Altas
Way, Los Angeles, CA 90034
Special Courses: computer graphics,
Intro to Windows

2008 to 2010 Box Canyon Middle School, Route 71,
Sierra, CA 90368

SPECIAL SKILLS Speak Spanish and German, Proficient
in Windows and Adobe Photoshop

ACTIVITIES Math Club, varsity tennis player

AWARDS National Honor Society, Kasner Math
Award

SPECIAL INTERESTS Computer science and software
technology

3 Interviewing for Employment

After you submit your application letter for a job and your résumé, an employer may ask you to come to a formal interview. The interview provides an opportunity for both you and the employer to learn more about whether you are well suited for the job—and vice versa. You will feel more confident during an interview if you prepare for it ahead of time.

One way to prepare for an interview is to learn as much as possible about the employer. The more you know about what the employer does and how the business operates, the better you will be able to discuss the job and your qualifications for it. To obtain information about the business, you might talk with people you know who are employed there. If the company has a Web site, review it carefully, and use the Internet to search for other information about the business. In addition, many large companies publish annual reports, which may be available in the library or from the company itself. Information about companies may also be available in business-oriented magazines.

The manner in which you present yourself during an interview may determine whether the employer considers you further for the position. The following strategies will help you interview successfully.



Strategies for Interviewing

- Prepare a list of questions that you would like to ask the interviewer. Ask questions about the job that display your interest in the business. See the chart on the next page for specific suggestions.
- Be on time for the interview. In fact, show up a few minutes early in case you need to fill out any paperwork beforehand.
- Present a neat, clean appearance.
- Be polite and make eye contact with the interviewer as you speak.
- Speak clearly and distinctly, and use proper grammar.
- Answer all questions thoroughly and honestly.
- Thank the interviewer for his or her time when the interview is finished.
- Follow up the interview with a letter thanking the interviewer and expressing your interest in the position. Summarize the reasons that you think make you a good candidate for the job.

In most interviews, the interviewer wants you to “fill in” information that may be missing from your job application, letter, or résumé. He or she also wants to get a sense of what kind of person you are—how you speak, how you handle yourself in a conversation, and how clearly you can present information about yourself. Here are some questions you may be asked.

HERE'S
HOW

Questions an Interviewer May Ask You

- How did you find out about this job opening?
- Why did you apply for this job?
- How do your previous experience and education help qualify you for this position?
- What do you study in school and what are your plans for the future?
- What activities do you enjoy in your leisure time?
- What do you expect to earn at this job?
- How many hours can you work a week?
- When can you begin to work?
- Do you have any questions before you leave?

Your answer to the last question should be “Yes.” It is important to seem interested enough in the position to ask some questions about the job. Remember, you need to find out if the job suits you as much as the interviewer needs to find out if you suit the job. Here are a few suggestions for questions to ask during an interview.

HERE'S
HOW

Questions to Ask an Interviewer

- What exactly would my duties be?
- Who would be my direct supervisor?
- How many hours a week would I be expected to work?
- Are the hours variable? If they are variable, who decides when I would work?
- How much does the job pay and how often are employees paid?
- Are there any benefits that come with this position, such as health insurance, sick pay, or employee discounts?
- Is there room for advancement in this job?
- When will you make a decision about whom you will hire?
- Is there any other information you need?

● Practice Your Skills

Drafting Interview Questions and Responses

Pair up with another student to role-play a job interview. Decide who will play the interviewer and who will be the applicant. The applicant is interviewing for a part-time job at a local bookstore that involves checking inventory, shelving new books, serving as a cashier, helping customers, and record-keeping. Draft five to ten questions for the interview. Then, spend about 15 minutes role-playing the interview. When you are finished, discuss what you learned from this activity.

Communication for College

The communication skills you have developed for careers and business will be useful when you communicate with colleges. You should have a clearly stated purpose, and information should be precise, accurate, and concise. In written communication, you should use appropriate formatting and organizational structures. Whether you are writing or speaking, your vocabulary, tone, and style should be appropriate for the context and your audience.

In this section, you will learn strategies for writing letters of request to colleges and for completing college applications. Remember to apply these strategies even if you communicate electronically with colleges and submit applications online. You will also learn strategies for interviewing for college admissions.

1 Writing Letters to Colleges

There are two kinds of letters you should know how to write when you correspond with colleges. The first is a short request for information or a catalog from a professional school or college. If you want specific material, be sure to ask for it. Remember to use the appropriate format for a business letter.

MODEL: Letter for Information

225 Chestnut Street
Austin, TX 78705
May 22, 2015

Admissions Office
Bucknell University
Lewisburg, PA 17837

Dear Sir or Madam:

Please send me your catalog and an application for admission to Bucknell University. I am a junior at Sedgwick High School. I am interested in majoring in business administration. Thank you.

Very truly yours,



Bernard Schwartz

The second kind of letter you may write to a college is one requesting an interview. Your letter should express your interest in the college and should suggest a convenient time for your visit to the campus or your meeting with an interviewer. From the response to your first letter, you may already know the name of the director of admissions. If not, you can obtain it from a college reference book or on the Internet.

MODEL: Letter Requesting a College Interview

76 Harrison Avenue
San Luis, AZ 85349
March 4, 2015

Ms. June A. Yoder
Director of Admissions
Goshen College
Goshen, IN 46526

Dear Ms. Yoder:

Having read the materials you sent me, I have decided that I would like to find out more about Goshen College. If it can be arranged, I would like to visit your campus and talk with someone from the admissions office. I will be on vacation the week of April 3–7. Since your college classes will be in session that week, I believe it would be an ideal time to visit. Would this be convenient for you? I can come any day and at any time you suggest.

Please let me know if this interview can be arranged. I look forward to seeing Goshen College and learning more about it.

Sincerely,



Marie Aiello

Practice Your Skills

Requesting College Information

Find out the name and address of a college, university, or professional school near you. Draft a letter requesting a catalog and an application, following the model on page 541. Use your own name, address, and today's date.

● Practice Your Skills

Requesting an Interview

Find out the name and address of a college, university, or professional school near you. If possible, find out the name of the admissions director. Use the information to draft a letter requesting an interview, following the model on page 542. Use your own name, address, and today's date.

2 Completing College Applications

Applications are one tool used by college admissions officers to learn about your qualifications as a prospective student. To give the admissions officers a clear and accurate account of your experiences and accomplishments, you should complete the application carefully and thoroughly. The following strategies may help you.

HERE'S
HOW

Strategies for Completing Applications

- Read each application thoroughly, including all the directions, before you begin to answer any questions.
- Follow the instructions for submitting an online application carefully. If you are completing a paper application, type or print neatly in dark blue or black ink. Make one or two copies of the application to practice on before you make your final copy.
- Make your responses to questions about work, travel, and awards as concise as possible.
- Do not be modest about your accomplishments, but do be selective. Stress your most important activities—those you have contributed the most to or learned the most from—instead of simply listing everything you have ever done.
- Make sure to answer every question. Do not leave any blanks. If a question asks about employment experiences and you have not had any, describe volunteer work you have done. If there are questions for which you have no answers, write “N/A” (not applicable).

Many colleges and universities use a common application for undergraduate admission. The common application makes it easier for those who are applying to several colleges at once and ensures that each school will receive the information it needs to review an applicant's qualifications. The first part of this application asks you to provide personal data. You need to read these factual questions carefully and answer them completely and accurately. The following model shows one page of the application.

MODEL: College Application

THE COMMON APPLICATION
For Undergraduate College Admission

2009-10 FIRST-YEAR APPLICATION

For Spring 2010 or Fall 2010 Enrollment

APPLICANT

Legal name _____
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Preferred name, if not first name (choose only one) _____
Former last name(s), if any _____

Birth date _____ Female Male US Social Security Number, if any _____
mm/dd/yyyy Optional, unless applying for US Federal financial aid with the FAFSA form

E-mail address _____ IM address _____

Permanent home address _____
Number & Street Apartment #

_____ City/Town State/Province Country ZIP/Postal Code

Permanent home phone (_____) _____ Cell phone (_____) _____
Area Code Area Code

If different from above, please give your current mailing address for all admission correspondence.

Current mailing address _____
Number & Street Apartment #

_____ City/Town State/Province Country ZIP/Postal Code

If your current mailing address is a boarding school, include name of school here: _____

Phone at current mailing address (_____) _____ (from _____ to _____)
Area Code (mm/dd/yyyy) (mm/dd/yyyy)

FUTURE PLANS

Your answers to these questions will vary for different colleges. If the online system did not ask you to answer some of the questions you see in this section, this college chose not to ask that question of its applicants.

College: _____ Deadline: _____
mm/dd/yyyy

Entry Term: Fall (Jul-Dec) Spring (Jan-Jun)

Decision Plan: Regular Decision Rolling Admission
 Early Decision Early Decision II
 Early Action Early Action II
 Restrictive Early Action Early Admission
Juniors only

Do you intend to apply for need-based financial aid? Yes No
Do you intend to apply for merit-based scholarships? Yes No
Do you intend to be a full-time student? Yes No
Do you intend to enroll in a degree program your first year? Yes No
Do you intend to live in college housing? Yes No
Academic interests: _____

Career interest: _____

DEMOGRAPHICS

US citizen
 Dual US citizen
 US permanent resident visa (Alien registration # _____)
 Other citizenship (Visa type _____)
List any non-US countries of citizenship _____

How many years have you lived in the United States? _____

Place of birth _____
City/Town State/Province Country

First language _____
Primary language spoken at home _____

Optional The items with a gray background are optional. No information you provide will be used in a discriminatory manner.

Marital status: _____
US Armed Services veteran? Yes No

1. Are you Hispanic/Latino?
 Yes, Hispanic or Latino (including Spain) No
Please describe your background _____

2. Regardless of your answer to the prior question, please select one or more of the following ethnicities that best describe you:

American Indian or Alaska Native (including all Original Peoples of the Americas)
Are you Enrolled? Yes No If yes, please enter Tribal Enrollment Number _____
Please describe your background _____

Asian (including Indian subcontinent and Philippines)
Please describe your background _____

Black or African American (including Africa and Caribbean)
Please describe your background _____

Native Hawaiian or Other Pacific Islander (Original Peoples)
Please describe your background _____

White (including Middle Eastern)
Please describe your background _____

The application also asks you to write a short essay on one of several topics. This essay gives you an opportunity to demonstrate your ability to organize your thoughts and to express yourself effectively.

WRITING

Short Answer Please briefly elaborate on one of your extracurricular activities or work experiences in the space below or on an attached sheet (150 words or fewer).

Personal Essay Please write an essay (250 words minimum) on a topic of your choice or on one of the options listed below, and attach it to your application before submission. **Please indicate your topic by checking the appropriate box.** This personal essay helps us become acquainted with you as a person and student, apart from courses, grades, test scores, and other objective data. It will also demonstrate your ability to organize your thoughts and express yourself.

- 1 Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
- 2 Discuss some issue of personal, local, national, or international concern and its importance to you.
- 3 Indicate a person who has had a significant influence on you, and describe that influence.
- 4 Describe a character in fiction, a historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.
- 5 A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community, or an encounter that demonstrated the importance of diversity to you.
- 6 Topic of your choice.

Disciplinary History

1 Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in your probation, suspension, removal, dismissal, or expulsion from the institution? Yes No

2 Have you ever been convicted of a misdemeanor, felony, or other crime? Yes No

If you answered yes to either or both questions, please attach a separate sheet of paper that gives the approximate date of each incident, explains the circumstances, and reflects on what you learned from the experience.

Additional Information If there is any additional information you'd like to provide regarding special circumstances, additional qualifications, etc., please do so in the space below or on an attached sheet.

SIGNATURE

Application Fee Payment If this college requires an application fee, how will you be paying it?

- Online Payment Will Mail Payment Online Fee Waiver Request Will Mail Fee Waiver Request

Required Signature

- I certify that all information submitted in the admission process—including the application, the personal essay, any supplements, and any other supporting materials—is my own work, factually true, and honestly presented. I authorize all schools attended to release all requested records covered under the FERPA act, and authorize review of my application for the admission program indicated on this form. I understand that I may be subject to a range of possible disciplinary actions, including admission revocation or expulsion, should the information I've certified be false.
- I acknowledge that I have reviewed the application instructions for each college receiving this application. I understand that all offers of admission are conditional, pending receipt of final transcripts showing work comparable in quality to that upon which the offer was based, as well as honorable dismissal from the school. I also affirm that I will send an enrollment deposit (or the equivalent) to only one institution; sending multiple deposits (or the equivalent) may result in the withdrawal of my admission offers from all institutions. [Note: students may send an enrollment deposit (or equivalent) to a second institution where they have been admitted from the waitlist, provided that they inform the first institution that they will no longer be enrolling.]

Signature 

Date

mm/dd/yyyy

The Common Application, Inc., and its member institutions are committed to fulfilling their mission without discrimination on the basis of race, color, national origin, religion, age, sex, gender, sexual orientation, disability, or veteran status.

The complete Common Application is available online at the following Web address:
<<https://www.commonapp.org/CommonApp/DownloadForms.aspx>>

THE ESSAY

When you write essays for college applications, you should apply all that you have learned about effective communication and the writing process. Use the following strategies to help you write an application essay.



Guidelines for Writing a College Application Essay

- Read the directions carefully. Pay special attention to key words that will help you define your purpose and structure your essay.
- Note any requirements for the length of the essay. Some instructions may specify that you write a 250-word or a 500-word essay. Bear in mind that a 250-word essay will be about one and one-half typed, double-spaced pages. A 500-word essay will be about three typed, double-spaced pages.
- Begin by brainstorming or freewriting to generate ideas about the topic. Then decide on your focus, write a thesis statement, and brainstorm for supporting details.
- Organize your details in an informal or a modified outline.
- Draft your essay, being sure to include an introduction that states the main idea of your essay, supporting details organized in a logical order and connected by transitions, and a strong conclusion.
- Read your draft and look for ways to improve it. You might ask a teacher, parent, or friend to read your draft and make suggestions, too.
- Make a final draft of your essay, using the form specified in the directions or standard manuscript form.

Practice Your Skills

Writing a College Application Essay

Use the previous set of guidelines to draft a 250-word essay on the following topic frequently used in college applications: Identify a person who has had a significant influence on you, and describe that influence. You may want to work with a partner to find ways to improve your draft.

3 Interviewing for College Admission

Some colleges may request or even require an interview. An interview gives a college admissions officer an opportunity to evaluate you firsthand, and it also gives you an opportunity to learn more about the college. As you prepare for an interview, think about what questions you might be asked and how you would answer them. The following are some typical interview questions.



Questions an Interviewer May Ask

- How has high school been a worthwhile educational experience? How might the experience have been improved?
- What have been your best or favorite subjects in school? Which have given you the most difficulty or been your least favorite?
- How do you spend your time outside of school?
- What was the last book you read that was not required reading in school? Did you enjoy it? Why or why not?
- Have you picked a college major yet? If so, what will it be? Why did you choose it?
- How do you expect to benefit from your college experience?
- How do you imagine your living situation at college? What do you look forward to? What are your concerns?

Besides answering questions, you should also be ready to ask some during an interview. In an evaluative interview (as opposed to an informational one), avoid asking questions that cover basic facts about the college. For example, do not ask, “When must a student declare a major?” Since the answers to such questions can be readily found in the college’s publications or on its Web site, these questions may point to a lack of real interest in the school and a lack of initiative.

To ask good questions, prepare for a college interview as you would for a job interview—by doing research. Learn as much as you can about the college by reviewing school brochures, the course catalog, and the college’s Web site. Talk to current students or recent graduates whom you know.

Then think of questions that go beyond the basic facts you have learned from your research. Ask specific questions that will give you an in-depth look at an academic department or a campus activity that interests you. Ask qualitative types of questions. For example, you might ask, “What is the atmosphere on campus like?” “How would you describe the relationship between the college and the surrounding community?” “What do you think sets the college apart from other schools with similar profiles?”

Keep in mind that the interviewer will evaluate you not only on the basis of your answers to his or her questions, but also on the types of questions you ask. You want your questions to show that you are a thoughtful, well-prepared, interested applicant.

Practice Your Skills

Drafting Interview Questions and Responses

Pair up with another student to role-play a college interview. First, each of you should draft five to ten questions that you want to ask. Then, take turns playing the role of the admissions officer, and spend about 15 minutes role-playing each interview. When you are finished, discuss what you learned from this activity.

Clauses



World's Columbian Exposition, 1893

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

Clauses: Pretest 1

The following draft paragraphs about architect Daniel Burnham are hard to read because they contain several errors in the use of clauses. Revise the draft so that it reads correctly. One of the errors has been corrected as an example.

Architect Daniel Burnham, grew up in Chicago who was born in 1846. He was an apprentice to William Le Baron Jenney, although he did not go to school for architecture. Jenney designed the first steel skyscraper. Later partnered with John Wellborn Root. Their company was chosen to manage the design and installation. Of the 1893 World's Columbian Exposition. In Chicago, Illinois.

In addition to his work on the fair, Burnham designed the Flatiron Building in New York he also designed Union Station in Washington, D.C., and Orchestra Hall in Chicago. For large-scale urban planning, Burnham's 1909 "Plan of Chicago" became a model. An example of Burnham's ideas for urban planning is Chicago's vast Lake Michigan shoreline. The Field Museum of Natural History, the Shedd Aquarium, and the Museum of Science and Industry campuses are located. A stroll along Chicago's Navy Pier is just one more reminder. Of Burnham's architectural vision.

Clauses: Pretest 2

Directions

Write the letter of the term that correctly identifies each sentence or underlined part of a sentence.

- (1) Lawyers may serve in private practice, government service, or labor unions.
 (2) About 75 percent of lawyers are in private practice. (3) Unlike English lawyers, who work either in offices or in courtrooms, American lawyers work in both. (4) Some private practitioners are trial lawyers; others are real estate lawyers or patent lawyers.
 (5) Lawyers continue learning even after passing the bar. (6) Lawyers must keep up with reading that applies to their specialties, and they often need extra coursework.
 (7) Before 1952, some law schools had required only two years of college study, but now they all require three. (8) After they were advised by the American Bar Association, law schools changed their requirements. (9) That most lawyers are well educated is clear.
 (10) Lawyers who pass the bar in one state are not necessarily qualified in other states.

- | | |
|--|--|
| 1. 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 |
| 2. 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 |
| 3. A simple sentence B compound sentence C complex sentence D compound-complex sentence | 8. A independent clause B adverbial clause C adjectival clause D noun clause |
| 4. A simple sentence B compound sentence C complex sentence D compound-complex sentence | 9. A independent clause B adverbial clause C adjectival clause D noun clause |
| 5. A simple sentence B compound sentence C complex sentence D compound-complex sentence | 10. A independent clause B adverbial clause C adjectival clause D noun clause |

Independent and Subordinate Clauses

Lesson 1

A paragraph consisting of only short, simple sentences would be dull to read and could even be confusing. When each idea is expressed in a separate sentence, the relationship between ideas may also be unclear. Combining sentences will add variety to your sentence structure. In this chapter you will learn how to combine ideas by using clauses to form compound and complex sentences.

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

Add color and interest to your writing by varying the structure of your sentences. Include various combinations of clauses, as in the paragraph below.

In the early years of this nation, Americans were moving westward. As new lands were gained, new settlements sprang up. First there was Louisiana, which was bought from France. After people settled in the areas surrounding the Mississippi, they went west to explore the land.

A clause can be independent or subordinate. An independent clause makes sense alone. A subordinate clause does not make sense alone.

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

An independent clause is called a sentence when it stands alone, but it is called a clause when it appears in a sentence with another clause. In the following examples, each subject is underlined once, and each verb is underlined twice. Notice that each independent clause could stand alone as a sentence.

..... independent clause independent clause
Early Americans had few reliable maps, and the maps were changing constantly.
..... sentence sentence
.....
Early Americans had few reliable maps. The maps were changing constantly.

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

Even though a subordinate clause has a subject and a verb, it does not express a complete thought. As a result, it cannot stand alone. A subordinate clause is dependent upon an independent clause to complete its meaning.

- I will choose a route after I find my compass.
- I found the compass, which was a gift from my grandfather.

When You Write

When writers want to persuade an audience of their viewpoint, they can acknowledge the opposing point of view by presenting it in a subordinate clause.

Although maps may be a valuable tool, the Internet can help people find their way to places more conveniently and easily.

By beginning the statement with a subordinate clause, the writer lets the audience know that he or she has considered the value of maps but has found something more valuable.

Look at a recent persuasive composition and check to see if you can use a dependent clause to acknowledge and subordinate the opposing point of view.

Practice Your Skills

Distinguishing Between Independent and Subordinate Clauses

Label each underlined clause as *I* for independent or *S* for subordinate.

1. Because he was a younger son in a land-poor family, George Washington worked hard for acceptance as a Virginia gentleman.
2. When Washington was only eleven years old, his father died.
3. Washington wanted to run away to sea, but his mother stopped him.
4. George Washington did not attend college as the next five presidents did.
5. Washington, however, was a good student who excelled in mathematics.
6. A dominant figure in his early life was his older half-brother Lawrence, who married into the wealthy Fairfax family of Virginia.
7. After Washington turned seventeen, Lawrence got him a job as a surveyor.
8. For a few dollars a day, Washington mapped new lands on the frontier.

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

Similar to a phrase, a subordinate clause can function as an adverb, an adjective, or a noun. The difference between a clause and a phrase is that a clause has a subject and a verb while a phrase does not.

➤ Adverbial Clauses

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

An adverbial clause can be used just like a single adverb or an adverbial phrase. The single adverb, the adverbial phrase, and the adverbial clause in the following examples all modify the verb *studied*.

Single Adverb

Jerry studied **carefully**.

Adverbial Phrase

Jerry studied **with great diligence**.

Adverbial Clause

Jerry studied **as though his life depended on it**.

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 *Under what condition?* and *Why?* Although most adverbial clauses modify verbs, some modify adjectives or adverbs.

Modifying a Verb

I finished my lab report **before it was due**.

(The clause answers *When?*)

Because his microscope was broken, Peter borrowed one.

(The clause answers *Why?*)

Modifying an Adjective

Mike is more nervous **than I am**.

(The clause answers *To what extent?*)

Modifying an Adverb

Jan finished the experiment sooner **than I did**.

(The clause answers *How much?*)

Subordinating Conjunctions

An adverbial clause begins with a word called a **subordinating conjunction**. Some words, such as *after*, *before*, *since*, and *until*, can also serve as prepositions in prepositional phrases.

COMMON SUBORDINATING CONJUNCTIONS

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

An adverbial clause modifies the whole verb phrase.

- Chris will quote chemistry facts **as long as** anyone is listening.
- Whenever** you experiment, you are testing theories.
- The petri dish, **when** it toppled, was sitting on the ledge.

PUNCTUATION WITH ADVERBIAL CLAUSES

Place a comma after an introductory adverbial clause.

While you write the hypothesis, I will adjust the microscope.

If an adverbial clause interrupts an independent clause, surround it with commas.

The students, **after they had completed the experiments**, washed the equipment.

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

Ms. Carver will grade our lab reports **when she has the time**.

Practice Your Skills

Punctuating Adverbial Clauses

Write each adverbial clause. Then write *I* if the adverbial clause is punctuated incorrectly and *C* if it is punctuated correctly.

- If you fill an ice cube tray with warm water your ice cubes will be clearer.
- Nickel because it has exceptional ductility can be stretched into fine wire.
- Before she becomes a Nobel Prize winner, Kylie must finish college.

4. Magnesium after it is ignited burns with a brilliant white light.
5. Shelly began the experiment after she put on her safety goggles.

Connect to Writing: Editing

Punctuating Adverbial Clauses

Rewrite the sentences in the preceding exercise that are punctuated incorrectly, adding a comma or commas where needed.

Elliptical Clauses

16 B.2 An adverbial clause in which words are missing is called an **elliptical clause**.

Words in an adverbial clause are occasionally omitted to tighten the sentence or reduce repetition. Despite the omission, the words are understood to be there. Elliptical clauses often begin with *than* or *as*, as in the examples below.

- Lee is a better artist **than I**.
(The completed elliptical clause reads “than I [*am*].”)
- A tiny brush can change a portrait **as much as a large brush**.
(The completed elliptical clause reads “as a large brush [*can change a portrait*].”)

You can find out about pronouns in elliptical clauses on pages 797–798.

Practice Your Skills

Recognizing Elliptical Clauses

If the sentence contains an elliptical clause, write *yes*. If the sentence does not contain an elliptical clause, write *no*.

1. In New York there are many artists more talented than he.
2. Pat draws better than Lamar draws.
3. Lamar has better sculpting skills than Pat.
4. That tube of red paint contains nearly as much paint as the blue tube.
5. Rory is as talented as Kumar.
6. Dwayne is as eager to create as his younger brother.
7. Some paintbrushes are both delicate and expensive.
8. In the art show, Latoya won more awards than Emily.

Connect to Writing: Editing

Completing Elliptical Clauses

Write the completed version of each elliptical clause in the preceding exercise.

➤ Adjectival Clauses

16 B.3 An **adjectival clause** is a subordinate clause that is used as an adjective to modify a noun or a pronoun.

You can use an adjectival clause as you would use a single adjective. The single adjective, the adjectival phrase, and the adjectival clause in the examples below all modify *officer*.

| | |
|----------------------------|--|
| • Single Adjective | The young military recruits shouted for the chief officer. |
| • Adjectival Phrase | The young military recruits shouted for the officer with the huge, blaring bullhorn . |
| • Adjectival Clause | The young military recruits shouted for the officer who demanded their attention . |

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

| | |
|------------------------|---|
| • Which One(s)? | Sam is the new marine who just shaved his head . |
| • What Kind? | The soldiers need haircuts that all look alike . |

Relative Pronouns

An adjectival clause usually begins with a relative pronoun.

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

RELATIVE PRONOUNS

who whom whose which that

| | |
|---|--|
| • | Quantico, which is located in Virginia , is a marine military base. |
| • | My cousin, who is twenty-nine years old , is a marine. |

Occasionally words such as *where* and *when* are also used to begin an adjectival clause.

• This is the army base **where you will go first.**

• Saturday is the day **when the recruits will arrive.**

The relative pronoun *that* is sometimes omitted from an adjectival clause. It is still understood to be there.

• Is this the jacket **you will wear every day?**

• (The complete adjectival clause is *[that] you will wear every day.*)

When You Write

To be concise, skilled writers avoid using adjectival clauses when one word will do. Notice the difference in these sentences.

The officers expected to see boots **that were polished.**

The officers expected to see **polished** boots.

Tighten the language of a recent composition by replacing wordy adjectival clauses with adjectives.

Practice Your Skills

Recognizing Adjectival Clauses as Modifiers

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

1. The hero of *The Red Badge of Courage* is young Henry Fleming, who is afraid of battle.
2. His ideas of war were formed from books that he had read during his childhood.
3. Henry gets a less glamorous idea of war after arriving at the army camp, where he hears many gruesome stories.
4. Henry, who had imagined himself a hero, now begins to doubt his own courage.
5. Most of the book is a minute-by-minute description of Henry's first battle, where he finds out for himself about war and courage.

6. This first encounter, when Henry runs away in panic, prepares him for later battles.
7. Courage, which deserts Henry in the first battle, stays with him in the next; and he develops awareness and maturity.
8. Stephen Crane's classic war novel was one of the first books that told not only of many acts of heroism but also of the horrors of war.
9. At the time both Union and Confederate soldiers, whose feelings were accurately presented, praised the book.

Functions of a Relative Pronoun

Within the adjectival clause, the relative pronoun can function as a subject, a direct object, or an object of a preposition. It may also show possession.

| | |
|--------------------------------|--|
| Subject | Students who are interested in international friends can join a pen pal program. (<i>Who</i> is the subject of <i>are interested</i> .) |
| Direct Object | Having a pen pal is an exciting opportunity students can enjoy for a lifetime . (The understood relative pronoun <i>that</i> is the direct object of <i>can enjoy</i> .) |
| Object of a Preposition | The pen pal program to which Alex belongs was a fulfilling experience. (<i>Which</i> is the object of the preposition <i>to</i> . <i>To</i> is part of the clause.) |
| Possession | The Iranian student whose letters arrived every month became a good friend. (<i>Whose</i> shows possession.) |

PUNCTUATION WITH ADJECTIVAL CLAUSES

No punctuation is used with an adjectival clause that contains essential information needed to identify a person, place, or thing. A comma or commas, however, should set off an adjectival clause that is nonessential. A clause is nonessential if it can be removed without changing the basic meaning of the sentence. An adjectival clause that follows a proper noun is usually nonessential.

Essential

My uncle **who lives in Sweden** wrote me a hilarious letter.
(No commas are used because the clause is needed to identify which uncle.)

Nonessential

Fredrik Rolfsson, **who lives in Sweden**, wrote me a hilarious letter. (Commas are used because the clause can be removed without changing the main meaning of the sentence.)

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

Practice Your Skills

Determining the Function of a Relative Pronoun

Write each adjectival clause. Then label the use of each relative pronoun, using the following abbreviations. If an adjectival clause begins with an understood *that*, write **understood** after the number and then write how *that* is used.

subject = *subj.*

direct object = *d.o.*

object of a preposition = *o.p.*

possession = *poss.*

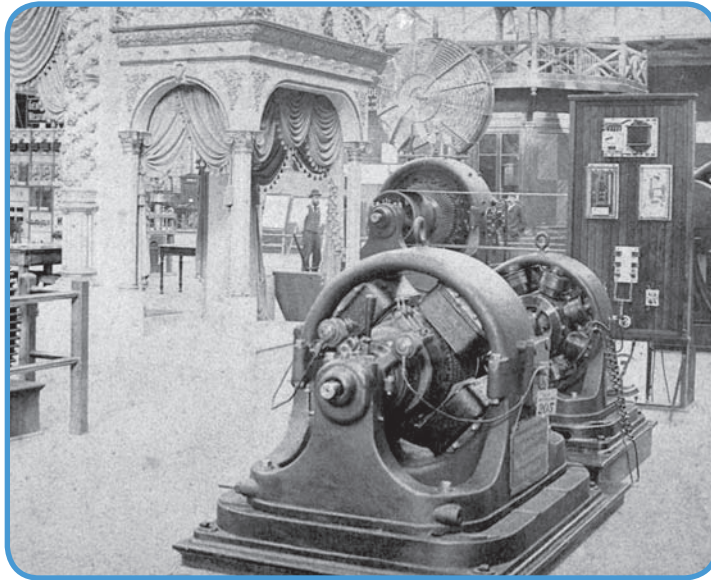
1. The letter, which was written in Spanish and English, arrived for Alberto.
2. Beth told him a story that made him want to visit Ireland.
3. Lillian, whose e-mails were always brief, wrote her pen pal every week.
4. Ginger never found the address she lost last year.
5. The person to whom Leroy writes is moving to Kamnik, Slovenia.
6. Jason Morton, who was my father's pen pal 25 years ago, sends him a birthday card every year.
7. This is the same stationery I have used for the past two years.
8. Her stationery, which always has her name printed at the top, is yellow.
9. The Australian to whom you wrote last year will visit the United States soon.
10. He sends his letter via air mail, which takes a month to arrive at its destination.

Connect to Writing: Editing

Punctuating Adjectival Clauses

Rewrite the following paragraph, adding commas where necessary.

The World's Columbian Exposition which was built on 600 acres of Chicago swampland astonished the world in 1893. The scientific wonders that were being developed achieved notoriety. Electricity about which visitors, were curious was extensively used. The art that was on display introduced new American artists to the public. Now called the Museum of Science and Industry the Palace of Fine Arts where the art was displayed is the only surviving structure. Seventy-seven countries prepared exhibits that drew 25 million visitors.



Connect to Writing: Explanation

Using Adjectival Clauses

Imagine creating a time capsule that would remain buried for 100 years and accurately reflect your life and culture. Write an explanation for the people who will eventually open the capsule, naming the ten items you included and giving reasons for your choices. Include at least two adjectival clauses.

Misplaced Modifiers

Because an adjectival clause works as a modifier, it should be placed as close to the word it describes as possible. A clause placed too far away from the word it modifies is called a **misplaced modifier**.

- **Misplaced** I saw Dr. Miller at the clinic, **who has always been my favorite**.
- **Correct** At the clinic I saw Dr. Miller, **who has always been my favorite**.

● Practice Your Skills

Identifying Misplaced Modifiers

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

1. Reading the magazines, we sat in the waiting room that we brought.
2. We read a magazine in the lobby, which was full of local and national news.
3. Greg had a bandage on his arm that was waterproof.
4. The nurse called his name, and he stood up from the chair in which he was sitting.
5. The thermometer measured his temperature, which was under his tongue.
6. The nurse calculated his blood pressure, which was somewhat above normal.

● *Connect to Writing:* Revising

Correcting Misplaced Modifiers

Rewrite the sentences from the preceding exercise that contain misplaced modifiers. Use a comma or commas where needed.

➤ Noun Clauses

A noun clause can be used in the same way that a single noun is used.

16 B.5 A **noun clause** is a subordinate clause that is used as a noun.

The following examples show some functions noun clauses can serve in a sentence.

| | |
|----------------------------------|--|
| • Subject | Whoever has the birthday gets all the gifts. |
| • Direct Object | Do you know when the party starts? |
| • Indirect Object | Give whoever answers the door this invitation. |
| • Object of a Preposition | They made cookies for whoever doesn't like cake. |
| • Predicate Nominative | Good friends, not gifts, are what truly counts at a birthday party. |

The words in the box below often introduce a noun clause. *Who, whom, whose, which,* and *that* can also be used as relative pronouns to introduce adjectival clauses. For this reason do not rely on the introductory words themselves to identify a clause. Instead, determine how a clause is used in a sentence.

COMMON INTRODUCTORY WORDS FOR NOUN CLAUSES

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

● Practice Your Skills

Identifying Noun Clauses

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

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

1. The invitation stated that Taylor's surprise party would begin at 7:00 P.M.
2. A gag gift is what her friends wanted to buy her for her birthday.
3. That Taylor loves surprises is no surprise to her best friends.
4. Have you thought at all about where you will look for a gift?
5. Give whoever comes to the house a noisy horn and a party hat.

Connect to Writing: Encyclopedia Entry

Using Clauses

Though scientists can explain many phenomena, there are still unsolved mysteries in nature. In fact, reading about Bigfoot, the Abominable Snowman, and other legendary creatures is almost a national pastime. Contribute to the *Who's Who of Unsolved Mysteries* encyclopedia by describing your own legendary creature. For effective writing, use adverbial, adjectival, and noun clauses in your entry.

Check Point: Mixed Practice

Write the ten subordinate clauses in the following paragraphs. Then label the use of each one, using the following abbreviations:

adverb = *adv.*

noun = *n.*

adjective = *adj.*

(1) The most unusual of all reptiles may be the tuatara, which lives on the offshore coastal islets of New Zealand. (2) The tuatara is the sole survivor of a group of reptiles that are known to scientists today by their fossil remains. (3) What is so unusual about the tuatara is that it has three eyes! (4) On top of the tuatara's head is a small third eye, which is protected by a hard, transparent scale. (5) Although the optic nerve is completely developed, the iris, which is the colored portion of the eye, is missing. (6) How the tuatara uses its third eye is a mystery, but scientists are looking for an explanation. (7) Even though other lizards have three eyes, their third eye is covered and is no longer useful. (8) A long time ago, many creatures had three eyes. (9) The tuatara, however, is the only living creature that has kept its third eye virtually intact.

