

Writing a Research Report

Publishing

The final draft of your report should be a useful document—something that you can refer to later as a basis for future work, and something that your readers can use as a reference.

HERE'S HOW

Publishing Options for Research Reports

- Submit your research report to a national journal that publishes student writing.
- Submit your research report to your local paper for publication.
- Create a three-panel poster display based on your research that includes both text and images.



PROJECT PREP

Publishing

Sharing Your Work

Prepare a neat final copy of your report using a manual of style or the guidelines for correct manuscript form on pages 34–36. Use graphics or illustrations to help explain concepts where appropriate. Publish your report in the format you chose (see page 351) or another appropriate medium. You might, for instance, find an Internet discussion board on either the role model or the emulator and post your paper so that it becomes part of that discussion.

In the Media

Short Documentary

Documentaries are visual research reports. They “document” a slice of reality through images, interviews, sound, and narration that are artfully pieced together. With a good idea and access to video tools, almost anyone can create a short documentary. The following steps will guide you and a small group through that process.

Steps in Making a Short Documentary

- With your group, choose a concept for your documentary. If you choose a local topic to document, you may have easier access to video opportunities and interviews. When you have decided on a concept, write it up in a paragraph.
- When you are clear on your concept, define your audience. Who do you expect will see the documentary? Write a paragraph describing what you think your audience’s knowledge of or attitudes toward your subject are.
- The resources in *Electronic Publishing* on pages 519–533 provide details on the nuts and bolts of video production. Use those as you follow the process sketched out below to complete your documentary.
- Prepare a “treatment.” Identify people to interview and list live-action and background footage to shoot. Explain the film’s organization. Plan out how you will spend the 5–6 minutes you have for your documentary.
- Shoot your video footage, including live interviews, background footage, and live-action shots. Shoot more than you think you will need, because you will edit out much of what you shoot. Keep “log sheets” to record everything you have shot. Also take any still photographs that may be needed and record any additional sounds. Review your work so far and shoot more if you need to.
- Next, do a rough edit of your footage using your treatment as a guide. Once you see your shots in the order your treatment calls for, you can decide if your plan is working well or if it needs changing.
- Make a final cut, a more polished editing. Be sure that your shots are ordered and connected the way you want and that they clarify or enhance the message of your documentary. Add a title screen, narration, music, or any other elements you need to complete your film.

Showing and Evaluating

Show your documentary to your intended audience and invite feedback. After the showing, discuss the responses with your group. Also discuss what you learned in the process and what you would do differently next time to improve your documentary.

Writing Lab

Project Corner

Speak and Listen Discuss and Summarize

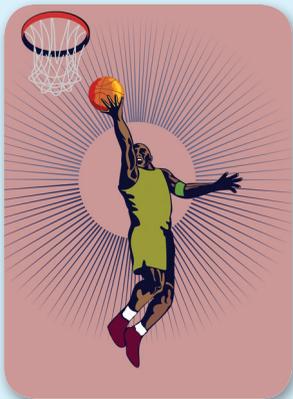
With your classmates, discuss the qualities of role models across the centuries. Can a person from one era be a good role model for a person of another? Can a person have some admirable traits worth emulating while also being flawed and not admirable in other ways? What would you need to do with your own life in order to be emulated by others?

Write a summary of the comments you heard from other members of your group.



Collaborate and Create Answer Point with Counterpoint

National Basketball Association star Charles Barkley once famously said, “I’m not paid to be a role model. I’m paid to wreak havoc on the basketball court.” Karl Malone, another basketball star from the same era, said in response, “I don’t think it’s your decision to make. We don’t choose to be role models, we are chosen. Our only choice is whether to be a good role model or a bad one.” With a partner, choose one of these positions to defend. Using examples to back up your position, **write a brief report**. Then work with your partner to publish your companion pieces in a creative, engaging way.



Experiment Try a Different Form

Based on news footage, sound files, music, and other sources, **make a documentary film** that depicts a leader or role model that you respect. Show information about both the role model and one or more people influenced by the role model.

In Everyday Life

Write a Travel Blog

1. You want to share information about places you visited on a recent vacation. Use library and Internet resources to find background information on the places you went. You could also choose to research a place you would like to visit or interesting sites in your community. **Write a blog** based on the information you find. Make sure your writing expresses your point of view about the places to help readers decide whether they would like to visit the sites. Use parallelism to help communicate your ideas.

In the Workplace Write a Magazine Article

2. You are a freelance writer and want to adapt the speech you gave about the history of rap and country-western music to a magazine article (see page 365). Refer to the notes you used earlier and use a graphic organizer to map out a four-page article. **Write an article** that reflects a clear point of view about these music styles and their appeal to audiences. Include graphics, illustrations, or photos that will help explain your ideas and give your article visual appeal.

Timed Writing Leadership Analysis

3. Return to the research you did about President Kennedy (see page 365). Conduct additional research about the legacy of Kennedy's presidency. Choose one aspect of his presidency, such as a particular domestic or foreign relations policy, to limit the major research topic. Identify the major issues and debates about your topic and find sources that reflect different points of view. Take notes on the information you find. Write a brief report for your classmates that reflects your point of view about Kennedy's presidency. Include facts and expert opinion as evidence to support your thesis. Present your analysis in a clear and logical manner. You have 30 minutes to complete your work after your research is finished.

Before You Write Consider the following questions: What is the subject? What is the occasion? Who is the audience? What is the purpose?

After You Write Evaluate your work using the six-trait rubric on page 409.

Apply and Assess

Guide to 21st Century

School and Workplace Skills

Part I

Critical Thinking and Problem Solving for Academic Success 416

- A. Learning Study Skills 418
- B. Taking Standardized Tests 425
- C. Taking Essay Tests 451

Part II

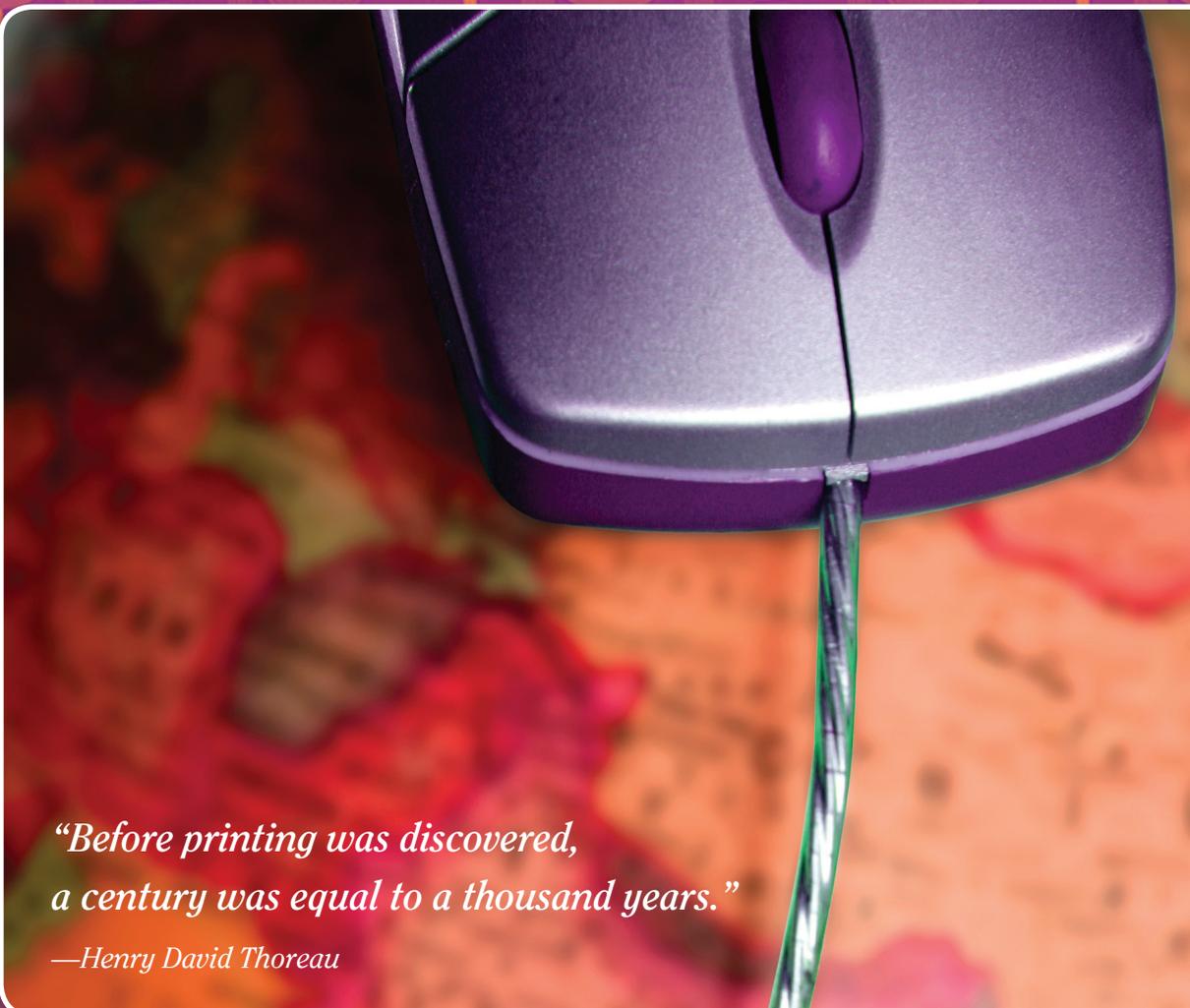
Communication and Collaboration 460

- A. Vocabulary 463
- B. Letters and Applications 480
- C. Speeches, Presentations, and Discussions 501

Part III

Media and Technology 517

- A. Electronic Publishing 519
- B. Using the Internet 534



*“Before printing was discovered,
a century was equal to a thousand years.”*

—Henry David Thoreau

How could a century equal a thousand years? What Thoreau may have meant is that without the interaction among people that printing made possible—their sharing of ideas and knowledge—progress was slow. If the printing press sped up progress by a factor of 10, then computing and global networking surely have created another exponential increase. Using technology wisely and making the most of interactions with others are two essential skills for this lightning-fast century.

Critical Thinking and Problem Solving for Academic Success

Part I Critical Thinking and Problem Solving for Academic Success

Part II Communication and Collaboration

Part III Media and Technology

Essential Skills

In Part I of this guide, you will learn how to apply your **critical thinking** and **problem-solving skills** in order to achieve academic success. These skills will also help you succeed in the workplace.

1 Critical Thinking

USING REASONING

Sound reasoning is essential for every task you perform in school and in the workplace. You frequently use two basic types of reasoning: deductive and inductive. When you use the **deductive** method, you start with a general concept or theory and support it with or apply it to specifics. For instance, you use deductive reasoning when you defend your thesis on an essay test. When you use the **inductive** method, you start with specifics and build to a general point. You use inductive reasoning, for example, when you draw a conclusion based on close reading. Make sure the type of reasoning you use suits the task, and always check for flaws in your logic. (See pages 283–284, 292, and 296–298.)

ANALYZING OUTCOMES

In your science class, you may be asked to examine how parts of an ecosystem work together. Your history class may examine the economic system, focusing on the factors that led to the global economic decline in 2009. Understanding relationships—among events, factors, or parts of a system—is essential for analyzing outcomes, both their causes and their significance. By analyzing interactions and cause-and-effect relationships, you will gain insight into how systems work.

EVALUATING AND DRAWING CONCLUSIONS

To think critically, you must do much more than simply comprehend information. You need to analyze and evaluate evidence, claims, and different points of view. (See pages 112–114 , 246–247, and 290.) You need to infer, interpret, make connections, and synthesize information. (See pages 325 and 386–387.) Then you must draw conclusions. (See pages 246–247.) You should also reflect on your learning in order to evaluate your progress, skills, and methods. Learning how to evaluate information effectively and draw logical conclusions will help you make sound judgments and decisions in school and in the workplace.

You can develop specific critical thinking skills in the activities on the following pages.

Developing Vivid Comparisons, page 53	Constructing Analogies, page 237
Evaluating Evidence, page 114	Developing Counter-Arguments, page 290
Interpreting Experience, page 132	Synthesizing, page 325
Observing, page 164	Summarizing, page 362
Elaborating, page 192	Synthesizing, page 387

2 Developing Solutions

SOLVING PROBLEMS

Your critical thinking skills—using sound reasoning, analyzing outcomes, evaluating and drawing conclusions—will help you solve problems effectively. Faced with a problem on a test, for example, look for connections between it and other problems you have solved in the past to see if the solution should follow certain conventions. Use reasoning and draw conclusions to determine the correct solution. To solve complex problems, ask questions. Then synthesize and evaluate information and different viewpoints to produce strong, creative solutions. (See pages 325 and 362.) Developing and applying your problem-solving skills in school will prepare you for resolving various types of problems in the workplace.

A. Learning Study Skills

Part I Critical Thinking and Problem Solving for Academic Success	A. Learning Study Skills	418
Part II Communication and Collaboration	B. Taking Standardized Tests	425
Part III Media and Technology	C. Taking Essay Tests	451

Apply Critical Thinking Skills

Every day in school, you are presented with a great deal of information. To process this information and make it meaningful, you need to think critically. Thinking critically means thinking actively about what you read and hear. It involves asking questions, making connections, analyzing, interpreting, evaluating, and drawing conclusions. When you interpret data in a chart or oppose an argument during a debate, you are using your critical thinking skills.

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

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

Developing Effective Study Skills

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

HERE'S HOW

Strategies for Effective Studying

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

1 Adjusting Reading Rate to Purpose

Your **reading rate** is the speed at which you read. Depending on your purpose in reading, you may choose to read materials quickly or slowly.

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

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

SCANNING

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

SKIMMING

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

CLOSE READING

Close reading means reading to locate specific information, to follow the logic of an argument, or to comprehend the meaning or significance of information. It is an essential step for critical thinking. After scanning the selection or chapter, read it more slowly, word for word. Then apply your critical thinking skills to analyze and interpret information and ideas. Be sure to evaluate points and draw conclusions in order to make judgments and decisions. Pose questions based on your close reading to help you solve problems.

READING A TEXTBOOK—SQ3R

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

THE SQ3R STUDY STRATEGY

Survey	First get a general idea of what the selection is about by scanning the title, headings, subheadings, and words that are set off in a different type or color. Also look at maps, tables, charts, and other illustrations. Then read the introduction and conclusion or summary.
Question	Decide what questions you should be able to answer after reading the selection. You can do this by turning the headings and subheadings into questions or by looking at any study questions in the book.
Read	Now read the selection. As you read, try to answer your questions. In addition, find the main idea in each section, and look for important information that is not included in your questions. After reading, review the important points in the selection and take notes. (See pages 361–363 and 420–423.)
Recite	Answer each question in your own words by reciting or writing the answers.
Review	Answer the questions again without looking at your notes or at the selection. Continue reviewing until you answer each question correctly.

● Practice Your Skills

Reading a Textbook

Choose a section of one of your textbooks that you have been assigned to read. As you read it, use the SQ3R study strategy. Then write a brief paragraph in which you reflect on your use of this method. Was it helpful? Why or why not? The next time you use the strategy, would you do anything differently? Explain.

2 Taking Notes

Taking notes when reading a textbook or listening to a lecture will help you identify and remember essential information. Note taking will prepare you to engage in critical thinking. Focusing on and recording key information will help you to make connections, evaluate points, and draw conclusions. Three methods for taking notes are the informal outline, the graphic organizer, and the summary.

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

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

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

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

MODEL: Essential Information

The Great Compromise, proposed by Roger Sherman of Connecticut at the Constitutional Convention in 1787, offered a way to ensure fair representation for all the states. The compromise provided that Congress have two houses, as the Virginia Plan had proposed. Voters in each state would choose representatives for two-year terms. The number of representatives from a state would be based on population, a provision that satisfied the larger states. Each state would also have two senators, regardless of the state's population. Like the New Jersey Plan, this provision gave all states an equal voice, at least in one branch of Congress. The provision satisfied the smaller states. Legislators in each state would choose senators for six-year terms.

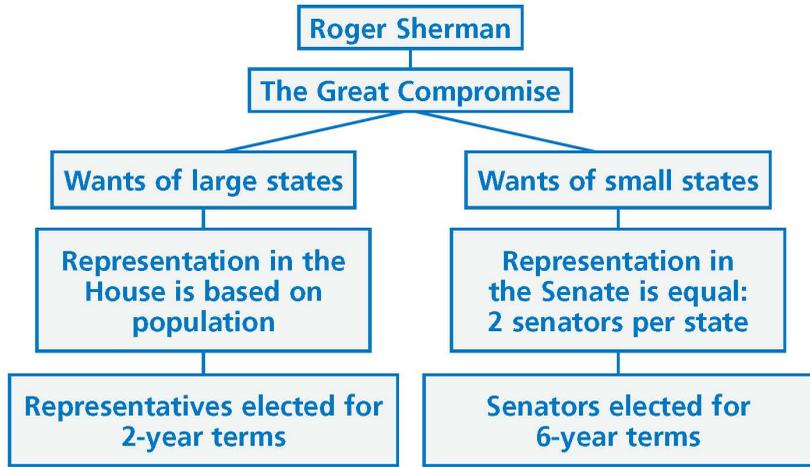
Informal Outline

The Great Compromise

1. Satisfied large and small states by guaranteeing fair representation
2. Provided for two houses of Congress
3. Based number of representatives in Congress on state's population
4. Allowed two senators per state in Congress, regardless of state's population

Graphic Organizer

The Great Compromise



Summary

The Great Compromise

The Great Compromise satisfied both the large and the small states by guaranteeing fair representation. The compromise provided for two houses of Congress. The number of representatives in Congress from each state would vary according to each state’s population, but the number of senators from each state would be two, regardless of population.

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



Strategies for Taking Notes

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

Informal Outline

- Use words and phrases.
- Use main ideas for headings.
- List any supporting details under each heading.

Graphic Organizer

- Draw a visual.
- Use words and phrases.
- Include main ideas.
- Show relationships among ideas.

Summary

- Write complete sentences, using your own words.
- Show the relationship between ideas, being careful to use only the facts stated in the textbook or lecture.
- Include only essential information.
- Organize ideas logically.

● Practice Your Skills

Taking Notes

List five of your most recent reading assignments for your classes. Which method of note taking—an informal outline, a graphic organizer, or a summary—would be most appropriate for each assignment? For each choice, write one or two sentences explaining your reasons for selecting that method.

3 Preparing Subject-Area Assignments

The strategies you have learned in this chapter for reading textbooks and taking notes can be applied to assignments in any subject area.

Mathematics and science textbooks often list rules, formulas, equations, or models. In these subjects, you should focus on applying the rules or models to solve problems or to show the truth of scientific principles. Be sure to use sound mathematical and scientific reasoning.

History, government, and economics classes, on the other hand, emphasize reading and interpreting maps, charts, graphs, time lines, documents, and statistical data. In preparing for assignments or tests in these subjects, you should pay special attention to information provided in those formats. Remember to use your critical thinking skills to analyze outcomes and understand how systems work. Analyze and connect the information presented in different formats, and draw conclusions based on this information.

HERE'S HOW

Tips for Preparing Subject-Area Assignments

- Carefully read and follow directions.
- Adjust your reading rate to suit your purpose.
- In reading your textbook, use the SQ3R method. (See pages 419-420.)
- Take notes on your reading. Organize your notebook by keeping notes on the same topic together.
- For review, keep a separate list of vocabulary, key terms and concepts, or rules and equations.
- Keep a list of questions you think of as you read, listen, or review. Seek answers promptly.
- Participate in study groups, following the principles of cooperative learning.
- Leave ample time to study for tests. Anticipate and answer the questions you think will be asked.



B. Taking Standardized Tests

Part I Critical Thinking and Problem Solving for Academic Success	A. Learning Study Skills	418
Part II Communication and Collaboration	B. Taking Standardized Tests	425
Part III Media and Technology	C. Taking Essay Tests	451

Applying Your Critical Thinking and Problem-Solving Skills

Applying your critical thinking skills is also essential for success. Standardized test questions, such as analogies, require you to use reasoning to arrive at the correct answer. Other types, such as reading comprehension questions, ask you to analyze, infer, interpret, make connections, and draw conclusions. An essay test may ask you to evaluate ideas and give your opinion about a subject.

All types of test questions demand that you use your problem-solving skills. You must determine what a question is asking and how you should arrive at the correct answer. You should decide if a particular question is a familiar type and therefore if the answer should match certain conventions.

Applying your critical thinking and problem-solving skills will help more than your test taking: it will help your daily classroom assignments and will prove essential in areas beyond the classroom—in all aspects of your daily life and career.

This section will help you apply your critical thinking and problem-solving skills to taking standardized tests. It will also help you become familiar with the kinds of questions you will encounter. Learning test-taking strategies will help you become a better test taker as well.

Strategies for Taking Standardized Tests

A standardized test measures your academic progress, skills, and achievement in such a way that the results can be compared with those of other students who have taken the same test. Standardized tests that assess your language or verbal skills include vocabulary tests, analogy tests, reading comprehension tests, sentence-completion tests, and tests of standard written English.

The best way to do well on standardized tests is to work consistently on your school subjects throughout the year, to read widely, and to learn test-taking strategies.

HERE'S
HOW

Strategies for Taking Standardized Tests

- Relax. Although you can expect to be a little nervous, concentrate on doing the best you can.
- Read the test directions carefully. Answer the sample questions to be sure you understand what the test requires.
- Preview the whole test; skim it to get an overview of the kinds of questions on the test.
- Plan your time carefully. Note how much time is allotted for each part of the test.
- Answer first the questions you find easiest. Skip hard questions, coming back to them later if you have time.
- Read all passages, questions, and choices very carefully before you choose an answer. If you are not sure of the answer, try to eliminate choices that are obviously wrong. Educated guessing often helps.
- If you have time, check your answers. Be sure you have correctly marked your answer sheet.

1 Vocabulary Tests

One kind of vocabulary test asks you to find **antonyms**—words that mean the opposite of other words. For instance, in the following test item, you must find the antonym for *temporary* among the five choices.

• **TEMPORARY:**

• (A) portable (B) permanent (C) reliable

• (D) patriotic (E) momentary

• (The answer is (B) because *permanent* is an antonym for *temporary*. The other choices are wrong for various reasons. The word *momentary* is a synonym for *temporary*, not an antonym. The other three choices do not mean the opposite of *temporary*.)

Test items about **synonyms** have the same format as antonym items, but instead of choosing the answer that means the opposite of a given word, you choose the word that has the same meaning. For example, in the following item, the answer is (D) *clear*, which means the same as *lucid*.

- LUCID:**
(A) polite (B) vague (C) simple
(D) clear (E) strange

Always consider every choice carefully. You can often use a prefix, a root, or a suffix as a clue to help you infer the meaning of a word.

● Practice Your Skills

Recognizing Antonyms

Write the letter of the word that is most nearly opposite in meaning to the word in capital letters.

1. TRANQUIL:

- (A) old-fashioned (B) troubled (C) pleasant
(D) steady (E) famous

2. DEVIOUS:

- (A) tricky (B) reckless (C) handsome
(D) straightforward (E) skillful

3. ORNATE:

- (A) plain (B) amusing (C) fancy
(D) strong (E) variable

4. RELINQUISH:

- (A) upset (B) surrender (C) disagree
(D) keep (E) praise

5. NOVICE:

- (A) beginner (B) coward (C) veteran
(D) bravery (E) bully

6. ROTUND:

- (A) square (B) long (C) short
(D) heavy (E) slender

7. INEXHAUSTIBLE:

- (A) twisted (B) endless (C) limited
(D) easy (E) energetic

8. REMOTE:

- (A) close (B) exact (C) full
(D) noisy (E) dim

9. TANGIBLE:

- | | | |
|--------------|------------|----------------|
| (A) parallel | (B) unreal | (C) flavorless |
| (D) touching | (E) loose | |

10. CONSTRAINT:

- | | | |
|--------------|----------------|--------------|
| (A) pressure | (B) thought | (C) pleasure |
| (D) freedom | (E) irritation | |

Practice Your Skills

Recognizing Synonyms

Write the letter of the word that is most nearly the same in meaning as the word in capital letters.

1. AGILE:

- | | | |
|-------------|---------------|-----------|
| (A) free | (B) active | (C) quick |
| (D) fearful | (E) dishonest | |

2. HUMANE:

- | | | |
|---------------|-----------|------------|
| (A) unwilling | (B) moody | (C) absurd |
| (D) caring | (E) mean | |

3. OVERT:

- | | | |
|--------------|-----------|--------------|
| (A) strong | (B) brave | (C) innocent |
| (D) terrible | (E) open | |

4. CONVENE:

- | | | |
|-------------|------------|--------------|
| (A) dismiss | (B) oppose | (C) assemble |
| (D) refuse | (E) select | |

5. PRECARIOUS:

- | | | |
|---------------|---------------|----------|
| (A) brilliant | (B) postponed | (C) safe |
| (D) valuable | (E) dangerous | |

6. INCONCEIVABLE:

- | | | |
|-----------------|------------------|---------------|
| (A) illogical | (B) unbelievable | (C) realistic |
| (D) meaningless | (E) unplanned | |

7. EXPOUND:

- | | | |
|----------------|-------------|-------------|
| (A) illustrate | (B) uncover | (C) explain |
| (D) search | (E) shout | |

8. DESIST:

- | | | |
|------------|--------------|--------------|
| (A) stop | (B) want | (C) continue |
| (D) attack | (E) complain | |

9. PALATABLE:

- | | | |
|-------------|-------------|--------------|
| (A) smooth | (B) painted | (C) portable |
| (D) filling | (E) tasty | |

10. FLIMSY:

- | | | |
|-----------|------------|--------------|
| (A) silly | (B) fluffy | (C) humorous |
| (D) frail | (E) flat | |

2 Analogies

Analogy questions test your skill at figuring out relationships between words. To complete an analogy, you need to use reasoning. The first step is to decide how the given words—the first, capitalized pair of words—are related to each other. The next step is to decide which other pair has the same kind of relationship as the given pair.

The single colon (:) in an analogy question stands for the words *is to*, and the double colon (::) stands for the word *as*.

FURNACE : FIRE :: reservoir : water

The above example reads, “A furnace is to fire as a reservoir is to water.” That is, a furnace has the same relationship to fire as a reservoir has to water. A furnace and a reservoir are both containers for natural elements—fire and water.

Explaining an analogy to yourself in one sentence can help you to figure out the answer. In the following example, you might say, “One kind of flower is a tulip” in order to identify the relationship between the words.

FLOWER : TULIP ::

- | | |
|----------------------|----------------------|
| (A) deer : buffalo | (B) fever : virus |
| (C) automobile : SUV | (D) plumber : wrench |
| (E) oak : tree | |

(The answer, (C) *automobile : SUV*, expresses the same category-to-item relationship.)

The word order in an analogy is very important. If the given pair of words in the analogy expresses a part-to-whole order, for example, the words in the correct answer should also appear in the order of part to whole.

Some analogies are written in sentence form.

• *Urbane* is to *polite* as *verbose* is to ■.

- (A) outstanding (B) bitter
 • (C) wordy (D) brief
 • (E) calm

• (The first two italicized words are synonyms. Therefore, the correct answer is (C) *wordy*, a synonym for *verbose*.)
 •
 •

Knowing some of the common types of analogies, like those in the following chart, will help you figure out word relationships. In the first step for completing an analogy, determining whether the relationship between the words is one of the familiar, conventional types will make it easier to select the correct answer.

COMMON TYPES OF ANALOGIES	
Analogy	Example
word : synonym	slim : slender
word : antonym	exciting : dull
part : whole	wing : airplane
cause : effect	drought : famine
worker : tool	carpenter : hammer
worker : product	baker : bread
item : purpose	ruler : measure
item : category	robin : bird

● Practice Your Skills

Recognizing Analogies

Write the letter of the word pair that has the same relationship as the word pair in capital letters.

1. TARNISH : SILVER ::

- (A) tape : music (B) ending : story
 (C) salesperson : bonus (D) decay : organism
 (E) peace : treaty

2. PUBLISHER : NEWSPAPER ::

- (A) ink : paper (B) book : writer
 (C) farmer : crops (D) hockey : puck
 (E) needle : thread

3. CRIME : PUNISHMENT ::

- (A) chinchilla : fur (B) rat : rodent
(C) client : attorney (D) game : tennis
(E) tornado : destruction

4. TAXI : TRANSPORT ::

- (A) president : democracy (B) scene : play
(C) fence : enclose (D) evade : avoid
(E) architecture : profession

5. ENGINE : AUTOMOBILE ::

- (A) teacher : student (B) dog : cat
(C) sail : boat (D) lamp : light
(E) telephone : message

6. COBRA : SNAKE ::

- (A) tree : leaves (B) run : baseball
(C) collie : dog (D) water : dissolve
(E) greasy : oily

7. JUBILANT : MOROSE ::

- (A) car : tire (B) passive : active
(C) pencil : lead (D) meddle : interfere
(E) pilot : plane

8. DECK : SHIP ::

- (A) portion : segment (B) roof : house
(C) picture : frame (D) computer : printer
(E) iron : ore

9. LEASH : DOG ::

- (A) rein : horse (B) bicycle : tire
(C) gold : money (D) key : chain
(E) hand : finger

10. MODERATE : REASONABLE ::

- (A) jeweler : gem (B) flag : nation
(C) conquer : vanquish (D) spoon : chef
(E) silver : chain

Practice Your Skills**Completing Analogies**

Complete the analogy by writing the letter of the word that best completes the sentence.

1. *Bandage* is to *protect* as *knife* is to ■.
(A) pain (B) cut (C) cook
(D) grate (E) sell
2. *Condemn* is to *approve* as *reject* is to ■.
(A) hurt (B) blame (C) pity
(D) sympathize (E) accept
3. *Flour* is to *bread* as *cloth* is to ■.
(A) trade (B) heel (C) flag
(D) texture (E) color
4. *Fan* is to *breeze* as *radio* is to ■.
(A) dial (B) satellite (C) television
(D) sound (E) DJ
5. *Beetle* is to *insect* as *snow* is to ■.
(A) flake (B) snowman (C) precipitation
(D) rain (E) winter
6. *Pliers* is to *electrician* as *microscope* is to ■.
(A) laboratory (B) research (C) scientist
(D) bacteria (E) disease
7. *Result* is to *outcome* as *real* is to ■.
(A) film (B) genuine (C) article
(D) victory (E) fiction
8. *Tree* is to *pine* as *clothes* is to ■.
(A) red (B) closet (C) wardrobe
(D) trousers (E) silk
9. *Metal* is to *copper* as *shellfish* is to ■.
(A) ocean (B) oyster (C) catfish
(D) pearl (E) amphibian
10. *Horse* is to *equine* as *cow* is to ■.
(A) bovine (B) milk (C) farm
(D) sheep (E) veterinarian

3 Sentence-Completion Tests

Sentence-completion tests measure your ability to comprehend what you read and to use context correctly. Each item consists of a sentence with one or more words missing. First read the entire sentence. Then read the answer choices. Use logical reasoning to select the answer that completes the sentence in a way that makes sense. Read the following item, and then find the word that most appropriately completes the sentence.

• Our tour of the two-hundred-foot Pyramid of the Sun in Mexico, which included climbing and ■ the steep stairs, took more than an hour.

- (A) completing (B) scaling
- (C) descending (D) constructing
- (E) ascending

• (The answer is (C) *descending*, the opposite of *climbing*. *Scaling* and *ascending* both mean the same as *climbing*, so using either word to complete the sentence would be repetitive. *Completing* and *constructing* are incorrect because neither word makes sense in the context of the sentence.)

Some sentence-completion questions have two blanks in the same sentence, with each answer choice including two words. Find the correct answer in this example.

• The invention of barbed wire, a ■ in the history of the American West, ■ the cattle industry, ending the era of the open range and bringing about great change.

- (A) plan . . . surprised (B) mistake . . . hurt
- (C) landmark . . . transformed (D) note . . . pleased
- (E) milestone . . . ended

• (The answer is (C) *landmark . . . transformed*. The other choices do not make sense. The invention of barbed wire was not a plan, a mistake, or a note in American history. It revolutionized the cattle industry, but it did not end it.)

Practice Your Skills**Completing Sentences**

Write the letter of the word that best completes each of the following sentences.

1. Grackles are blackbirds with plumage so glossy it ■.
(A) glides (B) sheds
(C) disappears (D) shimmers
(E) wrinkles
2. While to an observer the pitch of a train whistle seems to change as the train passes, to a passenger on the train the pitch remains ■.
(A) louder (B) constant
(C) harsh (D) variable
(E) faint
3. James Thurber's humorous writings are among the most ■ and popular literary works of the twentieth century.
(A) awkward (B) delightful
(C) incomprehensible (D) serious
(E) threatening
4. Far north of Fairbanks, Alaska, on the icy shores of the Arctic Ocean, lies the ■ village of Prudhoe Bay.
(A) barren (B) tropical
(C) inland (D) urban
(E) brutal
5. Ida Tarbell led the muckraking movement, which attacked dishonesty and other ■ in business and politics.
(A) debt (B) corruption
(C) freedom (D) fairness
(E) progress
6. With the development of the tiny silicon chip, the ■ of electronic equipment proceeded rapidly.
(A) disappearance (B) banning
(C) destruction (D) shelving
(E) miniaturization
7. In the early 1900s, a Texas League baseball player set a ■ record; he hit eight home runs in eight times at bat.
(A) remarkable (B) humdrum
(C) daily (D) broken
(E) common

8. Today the ■ city of Williamsburg, Virginia, looks much as it did in the eighteenth century.
- (A) active (B) local
(C) restored (D) major
(E) crowded
9. The ■ appears at the front of a book and contains information about the author and the work.
- (A) table of contents (B) introduction
(C) index (D) biography
(E) dedication
10. Although the *Titanic* was heralded as the unsinkable ship, the luxury liner soon ■ this claim by sinking on its first voyage.
- (A) disobeyed (B) proved
(C) invalidated (D) upheld
(E) mistook

Practice Your Skills

Completing Sentences with Two Blanks

Write the letter of the words that best complete each of the following sentences.

1. Chocolate has been a ■ product throughout history; the Aztecs even used the ■ cacao beans as currency.
- (A) known . . . worthless (B) dangerous . . . valuable
(C) cherished . . . precious (D) aromatic . . . significant
(E) legendary . . . treasured
2. To picture the ■ size of the sequoia tree, consider that a single branch can be longer than the ■ American elm.
- (A) minute . . . greatest (B) unknown . . . unaccountable
(C) historical . . . protected (D) immense . . . tallest
(E) statuesque . . . tiniest
3. Pearl Buck, the first American woman to win the ■ Nobel Prize for Literature was honored for her novels promoting peace and ■ relations with China.
- (A) coveted . . . ending (B) infamous . . . beneficial
(C) valuable . . . difficult (D) renowned . . . friendly
(E) distinguished . . . destroying

4. The crowded gym was full of ■ students and ■ players, all waiting anxiously to see if the last shot would drop into the basket.
(A) noisy . . . active (B) watchful . . . attentive
(C) cheering . . . relaxed (D) bored . . . silent
(E) sleepy . . . angry
5. Beginning in 1885, the czars of Russia gave ■ eggs, created by the ■ jeweler Carl Fabergé, as gifts at Easter.
(A) cracked . . . eccentric (B) wonderful . . . talented
(C) amazing . . . disobedient (D) gem-studded . . . court
(E) chicken . . . famous
6. As the dying embers of the fire ■, the bitter cold began to ■ the cabin.
(A) raged . . . surround (B) faded . . . invade
(C) glowed . . . soak (D) roared . . . leave
(E) smoldered . . . light
7. The ■ secret of silk making was ■ guarded by the Chinese for hundreds of years.
(A) important . . . loosely (B) trivial . . . jealously
(C) great . . . casually (D) dark . . . carefully
(E) valuable . . . vigilantly
8. The antique table, with its ■ surface and its ■ leg, will require careful restoration.
(A) new . . . sound (B) polished . . . injured
(C) dull . . . flawless (D) scarred . . . broken
(E) dusty . . . dirty
9. My mother ■ vegetable peels, egg shells, and coffee grounds and buries them in the garden to ■ the soil.
(A) conserves . . . contaminate (B) keeps . . . taint
(C) saves . . . enrich (D) trashes . . . improve
(E) stores . . . grow
10. The team became ■ when their right forward fell and their goalie ■ the ball.
(A) ecstatic . . . dropped (B) upset . . . injured
(C) joyous . . . passed (D) anxious . . . blocked
(E) distressed . . . missed

4 Reading Comprehension Tests

Reading comprehension tests assess your ability to understand and analyze written passages. The information you need to answer the test questions may be either directly stated or implied in the passage. You must use your critical thinking skills to make inferences as you read, analyze and interpret the passage, and then draw conclusions in order to answer the questions. The following strategies will help you answer questions on reading comprehension tests.

HERE'S
HOW

Strategies for Reading Comprehension Questions

- Begin by skimming the questions that follow the passage so you know what to focus on as you read.
- Read the passage carefully and closely. Notice the main ideas, organization, style, and key words.
- Study all possible answers. Avoid choosing one answer the moment you think it is a reasonable choice.
- Use only the information in the passage when you answer the questions. Do not rely on your own knowledge or ideas on this kind of test.

Most reading comprehension questions focus on one or more of the following characteristics of a written passage.

- **Main Idea** At least one question will usually focus on the central idea of the passage. Remember that the main idea of a passage covers all sections of the passage—not just one section or paragraph.
- **Supporting Details** Questions about supporting details test your ability to identify the statements in the passage that back up the main idea.
- **Implied Meanings** In some passages not all information is directly stated. Some questions ask you to infer or interpret in order to answer questions about points that the author has merely implied.
- **Purpose and Tone** Questions on purpose and tone require that you interpret or analyze the author's purpose for writing and his or her attitude toward the subject.

Practice Your Skills

Reading for Comprehension

Read the following passage and write the letter of each correct answer to the questions that follow it.

The emperor Nero didn't fiddle while Rome burned in A.D. 64—fiddles hadn't been invented—but some historians believe he played the bagpipes. It would not be very surprising. Everything about the bagpipes is a bit odd, including the instrument's history.

No one is certain just where and when the bagpipes came into being. Early classical writings and the Bible mention an instrument that loosely resembles the bagpipes, and ancient stoneware and pottery depict musicians playing pipes that look like the instrument. Still, it is not until the late Middle Ages that bagpipes suddenly become positively recognizable in artworks and illustrations throughout Europe. During the reign of the Spanish king Alfonso the Wise (1221–1284), the *Cantigas de Santa Maria*, one of the largest collections of solo songs of the Middle Ages, was written. Among the illustrations are some of musicians playing bagpipes. In the fifteenth century, the bagpipes, which are today associated almost exclusively with Scotland, achieved popularity in that country. The earliest definitive description of bagpipes is in 1619, in the *Syntagma Musicum* of Michael Praetorius, a German composer and theorist.

Such a sketchy history is explainable when one considers that bagpipes began as instruments of the “common” people. They were used roughly and out of doors; they were not collected and preserved. Any that might have been passed down in families would not have lasted long—the organic materials of which they were made would soon have deteriorated. Because bagpipes were in no way involved in life as it was lived at court—or in politics, warfare, or religion—they were of as little interest to early writers as peasants' shoes. Thus there is scanty evidence for historians to examine. However, the bagpipes, or *Tibia Utricularis*, as the Romans called them, are known to be among the oldest continuously played instruments in the world.

1. The best title for this passage is
 - (A) A History of Musical Instruments.
 - (B) Nero Played the Bagpipes.
 - (C) Instruments of the Middle Ages.
 - (D) How to Play the Bagpipes.
 - (E) A Short History of the Bagpipes.

2. The idea that Nero played the bagpipes as Rome burned is
 - (A) supported by eyewitness accounts.
 - (B) supported by some historians.
 - (C) ridiculed by music historians.
 - (D) opposed by written records.
 - (E) opposed by most people.
3. The main purpose of paragraph 2 is to
 - (A) describe the bagpipes.
 - (B) provide contrasting details.
 - (C) assert the idea that bagpipes are difficult to play.
 - (D) support the main idea of the passage.
 - (E) provide fictional examples.
4. The passage indicates that bagpipes were
 - (A) of little interest to peasants.
 - (B) written about infrequently.
 - (C) usually played by kings and emperors.
 - (D) invented in the Middle Ages.
 - (E) taken from Spain to Scotland and then to Germany.
5. This passage would most likely appear in
 - (A) a Scottish travel brochure.
 - (B) a biography of Nero.
 - (C) a book on the history of instruments.
 - (D) a textbook on the history of Europe.
 - (E) the introduction to *Cantigas de Santa Maria*.

THE DOUBLE PASSAGE

You may also be asked to read a pair of passages, called the **double passage**, and answer questions about each passage individually and about the relationship between the two passages. The two passages may present similar or opposing views or may complement each other in other ways. A brief introduction preceding the passages may help you anticipate the relationship between them. Questions about double passages require you to use your critical thinking skills in order to make connections and synthesize information.

All of the questions follow the second passage. The first few questions relate to Passage 1, the next few questions relate to Passage 2, and the final questions relate to both passages. You may find it helpful to read Passage 1 first and then immediately answer the questions related only to it. Then read Passage 2 and answer the remaining questions.

Practice Your Skills

Reading for Double-Passage Comprehension

The following passages are about suffrage—the right to vote—in the United States. The first passage is from Frederick Douglass’s 1866 “An Appeal to Congress for Impartial Suffrage.” The second is from an address to the first Women’s Rights Convention in 1848, delivered by Elizabeth Cady Stanton. Read each passage and answer the questions that follow.

Passage 1

A very limited statement of the argument for impartial suffrage, and for including the negro in the body politic, would require more space than can be reasonably asked here. It is supported by reasons as broad as the nature of man, and as numerous as the wants of society. Man is the only government-making animal in the world. His right to a participation in the production and operation of government is an inference from his nature, as direct and self-evident as is his right to acquire property or education. It is no less a crime against the manhood of a man, to declare that he shall not share in the making and the directing of the government under which he lives, than to say he shall not acquire property and education. The fundamental and unanswerable argument in favor of the enfranchisement of the negro is found in the undisputed fact of his manhood. He is a man, and by every fact and argument by which any man can sustain his right to vote, the negro can sustain his right equally. It is plain that, if the right belongs to any, it belongs to all.

Passage 2

. . . [W]e are assembled to protest against a form of government existing without the consent of the governed—to declare our right to be free as man is free, to be represented in the government which we are taxed to support. . . . And, strange as it may seem to many, we now demand our right to vote according to the declaration of the government under which we live. This right no one pretends to deny. . . . We have no objection to discuss the question of equality, for we feel that the weight of the argument lies wholly with us, but we wish the question of equality kept distinct from the question of rights, for the proof of one does not determine the truth of the other. All white men in this country have the same rights, however they may differ in mind, body, or estate. The right is ours. The question now is: how shall we get possession of what rightfully belongs to us? . . . The right is ours. Have it, we must. Use it, we will.

1. According to the author of Passage 1, which of the following best explains the reason African-American (referred to as “negro” in the passage) men must be allowed to vote?
 - (A) If one man is allowed to vote, all men must be allowed to vote.
 - (B) Society needs more voters.
 - (C) African-American men are property holders.
 - (D) African-American men are as educated as white men.
 - (E) African-American men should be held responsible for the government and its laws.
2. The purpose of Passage 1 is to
 - (A) display Frederick Douglass’s talents as a writer.
 - (B) persuade Congress that all people deserve the right to vote.
 - (C) complain to readers about the sad state of the American government.
 - (D) show why African-American men must be allowed to vote.
 - (E) inform readers about their rights.
3. According to the author of Passage 2, which of the following best describes the purpose of the meeting?
 - (A) to argue for equality
 - (B) to demonstrate the talent of white women for public speaking
 - (C) to persuade men that white women should be allowed to vote
 - (D) to decide whether all women should be allowed to vote
 - (E) to protest against the government and determine a course of action
4. The tone of Passage 2 is
 - (A) lighthearted.
 - (B) emphatic.
 - (C) ironic.
 - (D) sarcastic.
 - (E) melodramatic.
5. Which of the following arguments for extending the vote is not used by either author?
 - (A) People who pay taxes to support a government must be allowed a voice in that government.
 - (B) The vote is a right as fundamental as the right to education.
 - (C) If one man may vote, then all men may vote.
 - (D) Allowing white women to vote will ensure that Democrats are supported.
 - (E) African-American citizens have the same rights and responsibilities as white citizens.

5 Tests of Standard Written English

Objective tests of standard written English assess your knowledge of the language skills used for writing. They contain sentences with underlined words, phrases, and punctuation. The underlined parts contain errors in grammar, usage, mechanics, vocabulary, or spelling. These tests ask you to use your problem-solving skills to find the error in each sentence or to identify the best way to revise a sentence or passage.

ERROR RECOGNITION

The most familiar way to test a student's knowledge of grammar, usage, capitalization, punctuation, word choice, and spelling is through error-recognition questions. A typical test item of this kind is a sentence with five underlined choices. Four of the choices suggest possible errors in the sentence. The fifth choice states that there is no error. Read the following sentence and identify the error, if there is one.

The bay of Fundy, between Nova Scotia and New Brunswick,
A B
has the highest tides in the world. No error
C D E
(The answer is A. The word *bay* should be capitalized as part of the proper name, the Bay of Fundy.)

The following list identifies some of the errors you should look for on a test of standard written English.

- lack of agreement between subject and verb
- lack of agreement between pronoun and antecedent
- incorrect spelling or use of a word
- missing, misplaced, or unnecessary punctuation
- missing or unnecessary capitalization
- misused or misplaced italics or quotation marks

Sometimes you will find a sentence that contains no error. Be careful, however, before you choose *E (No error)* as the answer. It is easy to overlook a mistake, since common errors are the kind generally included on this type of test.

Remember that the parts of a sentence that are not underlined are presumed to be correct. You can use clues in the correct parts of the sentence to help you search for errors in the underlined parts.

● Practice Your Skills

Recognizing Errors in Writing

Write the letter of the underlined word or punctuation mark that is incorrect. If the sentence contains no error, write *E*.

- (1) A large amount^A of modern transportation routes follow^B old Indian^C trails.^D (2) The New York State^A Thruway,^B for example, parrallels^C the path once used by the Iroquois.^D (3) Like the Iroquois who^A preceeded^B them, early explorers traveling west^C often journeyed by canoe up the Mohawk river^D. (4) When the river became^A unnavigable,^B these^C explorers decided that the Indian foot trails were preferrable^D. (5) The Erie Canal^A opened in 1825;^B following the route that the Iroquois had^C been using for centuries^D. (6) Eventually^A railroads were built close^B to the canal,^C and began to^D take business away from it. (7) Roads for horses, wagons,^A and stagecoaches followed this route^B; one road became route^C 5. (8) Those who^A planned the state thruway found that their^B was no better path than^C the old familiar^D one. (9) Waterways, roads, and railroad tracks now follows^A the original^B Iroquois route.^C (10) Only the airways, heedless of the lay of the land, have^A broke^B the pattern set^C so long ago.^D

SENTENCE-CORRECTION QUESTIONS

Sentence-correction questions assess your ability to recognize appropriate phrasing. Instead of locating an error in a sentence, you must use your problem-solving skills to select the most appropriate way to write the sentence.

In this kind of question, a part of the sentence is underlined. The sentence is then followed by five different ways of writing the underlined part. The first way shown, (A), simply repeats the original underlined portion. The other four choices present alternative ways of writing the underlined part. The choices may differ in grammar, usage, capitalization, punctuation, or word choice. Consider all answer choices carefully. If there is an error in the original underlined portion, make sure the answer you choose solves the problem. Be sure that the answer you select does not introduce a new error and does not change the meaning of the original sentence.

• Look at the following example.

• The task of exploring the depths of the Ocean has seen great advances over the past fifty years.

- (A) the Ocean has seen great advances
- (B) the Ocean, has seen great advances
- (C) the Ocean had seen great advances
- (D) the ocean has seen great advances
- (E) the ocean, has seen great advances

• (The answer is (D). *Ocean* is a common noun, so it should not be capitalized. Choice (E) corrects the capitalization problem but introduces an error by adding a comma.)

Practice Your Skills

Correcting Sentences

Write the letter of the most appropriate way of phrasing the underlined part of each sentence.

1. Although an old wives' tale states that the dots on a ladybird's back reveals its age, these dots actually denote a ladybird's species.
 - (A) ladybird's back reveals its age,
 - (B) ladybirds' back reveals its age,
 - (C) ladybirds' back reveals their age,
 - (D) ladybird's back reveal its age,
 - (E) ladybird's back reveal it's age,

2. The older of the three fossils we found along the cliffs dates back hundreds of years.
- (A) The older of the three fossils we found
 - (B) The older of the three fossils we found,
 - (C) The oldest of the three fossils we found
 - (D) The oldest of the three fossils we found,
 - (E) The most old of the three fossils we found
3. As I was buying some groceries, a shoplifter and a security guard flew passed me to the door.
- (A) flew passed me to the door.
 - (B) flew passed me, to the door.
 - (C) flew, passed me, to the door.
 - (D) flew past me, to the door.
 - (E) flew past me to the door.
4. I saw the statues of Queen Mary Queen Margot and Queen Catherine as I strolled through the museum.
- (A) statues of Queen Mary Queen Margot and Queen Catherine
 - (B) Statue of Queen Mary Queen Margot and Queen Catherine
 - (C) statue of Queen Mary, queen Margot and queen Catherine
 - (D) statues of Queen Mary, Queen Margot, and Queen Catherine
 - (E) statues of Queen Mary, Queen Margot, and Queen Catherine;
5. Some of his favorite activities include reading science fiction novels, playing soccer, and to go to the movies.
- (A) reading science fiction novels, playing soccer, and to go to the movies.
 - (B) reading Science fiction novels, playing soccer, and to go to the movies.
 - (C) reading, science fiction novels, playing soccer and go to the movies.
 - (D) reading science fiction novels, playing soccer, and going to the movies.
 - (E) reading Science Fiction novels, playing soccer, and going to the movies.
6. Of Mark and Loi, Loi is the more experienced rock climber.
- (A) Loi is the more experienced rock climber.
 - (B) Loi are the more experienced rock climber.
 - (C) Loi is the most experienced rock climber.
 - (D) Loi is the best rock climber.
 - (E) Loi has the most experience at rock climbing.

7. Here are the collection of coins I mentioned.
- (A) Here are the collection
 - (B) Here is the collection
 - (C) There are the collection
 - (D) There is the collections
 - (E) Here, are the collection,
8. Wang Yani a Chinese artist, began painting when she was only three years old.
- (A) Wang Yani a Chinese artist,
 - (B) Wang Yani, a Chinese artist,
 - (C) Wang yani, a chinese artist,
 - (D) Wang yani, a Chinese artist,
 - (E) Wang Yani a Chinese artist
9. In the 1800s, the german archaeologist Heinrich Schliemann became a scholar and discovered an ancient land.
- (A) german archaeologist Heinrich Schliemann became a scholar and discovered an ancient land.
 - (B) german archaeologist Heinrich Schliemann became a Scholar, and discovered an ancient land.
 - (C) German archaeologist Heinrich Schliemann became a scholar, and discovered an ancient land.
 - (D) german archaeologist Heinrich Schliemann became a scholar and discovered an Ancient Land.
 - (E) German archaeologist Heinrich Schliemann became a scholar and discovered an ancient land.
10. As a child he read the storys told by the Greek poet Homer in the *Odyssey*.
- (A) storys told by the Greek poet Homer in the *Odyssey*.
 - (B) stories told by the Greek poet Homer in the *Odyssey*.
 - (C) storys told by the greek poet Homer in the *Odyssey*.
 - (D) stories told by the greek poet Homer in the *Odyssey*.
 - (E) storys told by the Greek Poet Homer in the *Odyssey*.

REVISION-IN-CONTEXT

Another type of multiple-choice question that appears on some standardized tests is called revision-in-context. These questions are based on a short reading and assess your reading comprehension skills, your writing skills, and your understanding of the conventions of standard written English. The questions ask you to choose the best revision of a sentence, a group of sentences, or the essay as a whole. To select the correct answer, use your critical thinking skills to evaluate the relative merits of each choice. You may also be asked to identify the writer's intention. To do so, you will need to analyze the text carefully to determine the writer's purpose.

MODEL: Correcting Sentences

(1) In Alice Walker's short story "Everyday Use," a conflict arises between two sisters who are very different. (2) The sisters are Dee and Maggie. (3) Dee is the "successful" child who has used her intelligence, looks, and determination to leave the small farm. (4) Maggie is shy, scarred, and slow. (5) Remaining on the farm is Maggie. (6) When Dee returns home for a visit, she has changed her name to Wangero and has changed her mind about the house and life she used to hate.

1. Which of the following is the best way to combine sentences 1 and 2?
 - (A) In Alice Walker's short story "Everyday Use," there are differences between two sisters.
 - (B) In "Everyday Use" a mother observes a conflict between her two different daughters, Dee and Maggie.
 - (C) In "Everyday Use" Dee and Maggie, Mama's two very different daughters, fight.
 - (D) In Alice Walker's short story "Everyday Use," the reader observes the differences and the conflict between two girls.
 - (E) In Alice Walker's short story "Everyday Use," a conflict arises between two sisters, Dee and Maggie.

(The answer is (E). The other choices all leave out information. In addition, choices (B) and (C) refer to the sisters' mother who is not mentioned in the two sentences.)

2. Which of the following is the best revision of sentence 5?
 - (A) Remaining on the farm is she.
 - (B) Staying on the farm, Maggie remains.
 - (C) Maggie is remaining on the farm.
 - (D) Maggie remains on the farm.
 - (E) Staying on the farm is Maggie.

(The correct answer is *(D)*. The sentences in choices *(A)* and *(E)* are inverted and awkward. Choice *(B)* contains unnecessary repetition, and choice *(C)* uses the wrong verb tense.)

3. In relation to the rest of the passage, which of the following best describes the writer's intention in sentence 6?
- (A) to restate the opening sentence
 - (B) to interest the reader in the story
 - (C) to provide examples
 - (D) to summarize the paragraph
 - (E) to offer contradictory evidence

(The correct answer is *(B)*, which can be determined by the process of elimination. Sentence 6 does not restate the opening, provide examples, summarize, nor offer contradictory evidence.)

Practice Your Skills

Correcting Sentences

Carefully read the passage. Write the letter of the correct answer to the questions that follow.

(1) In Zora Neale Hurston's book *Their Eyes Were Watching God*, the main character, Janie Crawford, goes on a journey to find her true self. (2) One beautiful spring day the young girl dreams under a pear tree of real love and real marriage. (3) This passage of Hurston's book is the first moment of change for Janie. (4) The image of Janie under the pear tree gives us the impression of youth through the tree's green leaves and of blossoming womanhood through the flowers on the tree.

(5) It is not long after this that Janie leaves her grandmother's home. (6) She leaves her home in order to marry a man she does not love. (7) The arrangement to marry this man makes her extremely angry, but because she loves her grandmother, she marries Logan Killicks.

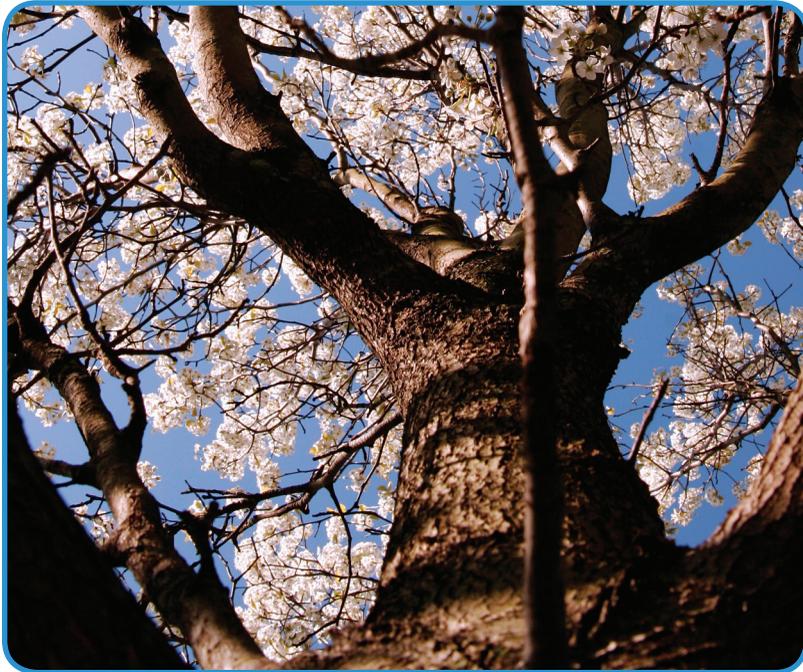
(8) Janie is miserable with this new husband. (9) Her new life is full of doing chores all day long on the farm that Logan owns. (10) Logan treats her fairly enough. (11) However, Janie does not love him or the life he provides her.

(12) It is not long after this that Janie walks out of the farm gate forever, tossing her apron onto a bush on the side of the road.

(13) Janie is a new woman, and she has gone to meet the man of her dreams, Joe Starks. (14) She believes that her “true self” is surely in this new way of life with Joe. (15) He has fancy ways. (16) Joe wants to get rich. (17) He promises Janie that she will be the queen of a town soon.

1. What is the purpose of sentence 1?
 - (A) to provide support for the essay
 - (B) to provide analysis for the essay
 - (C) to set up a thesis for the essay
 - (D) to describe Janie Crawford
 - (E) to signal the importance of the opening paragraph
2. The purpose of sentence 3 is
 - (A) to provide examples of the previous point.
 - (B) to summarize the events under the pear tree.
 - (C) to begin the analysis of the event.
 - (D) to show how Janie is unhappy.
 - (E) to provide a topic sentence for the paragraph.
3. What is the best phrasing of sentences 5 and 6?
 - (A) It is not long after this that Janie leaves her grandmother’s home. Because she wants to marry a man she does not love.
 - (B) It is not long after this that Janie leaves her grandmother’s home, hoping to marry a man she does not love.
 - (C) It is not long after this that Janie leaves her grandmother’s home to marry a man she does not love.
 - (D) It is not long after this that Janie leaves her grandmother’s home; in order to marry a man she does not love.
 - (E) acceptable as is
4. What is the best way to combine sentences 10 and 11?
 - (A) Logan treats her fairly enough. When Janie does not love him or the life he provides her.
 - (B) Although Logan treats her fairly enough, Janie does not love him or the life he provides her.
 - (C) Logan treats her fairly enough because Janie does not love him or the life he provides her.
 - (D) Logan treats her fairly enough, even though Janie does not love him or the life he provides her.
 - (E) Since Logan treats her fairly enough, Janie does not love him or the life he provides her.

5. Sentence 14 is important to the essay because
- (A) it provides support for the idea in the opening sentence of the passage.
 - (B) it offers evidence that Joe loves Janie.
 - (C) it compares the characters of Logan and Joe.
 - (D) it informs the reader about events in the book.
 - (E) it summarizes the preceding paragraph.
6. The best revision of sentences 15, 16, and 17 is
- (A) He has fancy ways, he wants to get rich. Therefore, he promises Janie that she will be the queen of a town soon.
 - (B) He has fancy ways, he wants to get rich, and he promises Janie that she will be the queen of a town soon.
 - (C) He promises Janie that she will be the queen of a town soon in spite of his fancy ways and his wanting to get rich.
 - (D) He has fancy ways, he wants to get rich; he promises Janie that she will be the queen of a town soon.
 - (E) acceptable as is



C. Taking Essay Tests

Part I Critical Thinking and Problem Solving for Academic Success	A. Learning Study Skills	418
Part II Communication and Collaboration	B. Taking Standardized Tests	425
Part III Media and Technology	C. Taking Essay Tests	451

Apply Critical Thinking Skills

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

Doing Your Best on Essay Tests

1 Kinds of Essay Questions

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

NARRATIVE, DESCRIPTIVE, AND PERSUASIVE PROMPTS

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

Narrative Writing Prompt

A friend loaned you a much-loved item. Although you promised nothing would happen to it, something did happen. Tell what happened and how you handled the problem with your friend.

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

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

STORY PLANNING SKETCH	
Item	
What happened to the item	
How you decided to handle it	
The outcome	

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

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

Descriptive Writing Prompt

Think of a place where you like to go when you want to take your mind off of a problem. Write a well-organized detailed description of that place using words that appeal to the senses.

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

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

DESCRIPTION PLANNING SKETCH	
Identification of place	
Vivid sights	
Vivid sounds	
Vivid smells, tastes, and feelings	

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

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

Persuasive Writing Prompt

Your class has received funding from the parents' organization to take a trip somewhere in your state. Write an essay expressing your opinion on which place would make the best destination.

Analyze the Question The key words in this question are “expressing your opinion.” These words tell you that you will be writing a persuasive text to convince people that your opinion is worthwhile.

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

PERSUASIVE PLANNING SKETCH	
Your choice of place	
Reason #1	
Reason #2	
Reason #3	
Why other choices aren't as good	

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

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

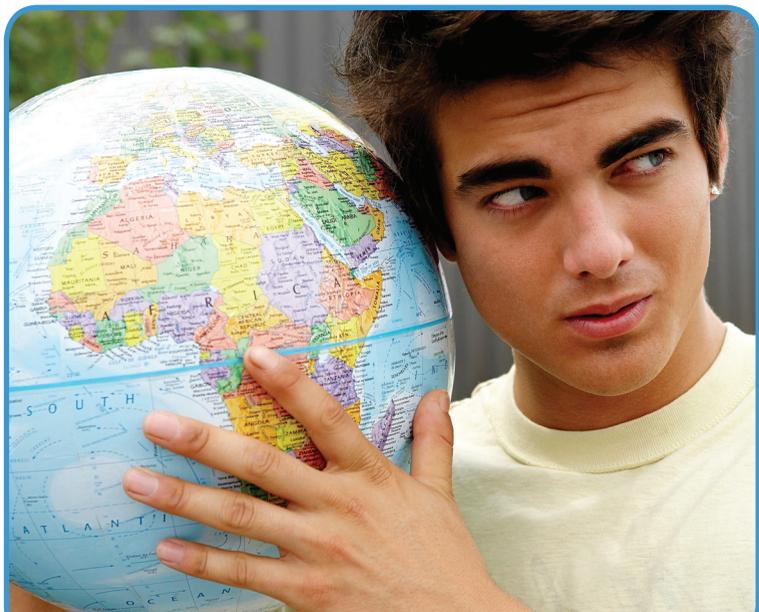
EXPOSITORY WRITING PROMPTS

Probably most of the essay tests you will take will ask you to address an expository writing prompt. Look for the key words in each of the following kinds of expository essay questions. Such key words will tell you precisely what kind of question you are being asked to answer.

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

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

Explain the theory of geographic determinism, the process by which the climate and the geography of the earth determined the distribution of the world's population centers. Write three paragraphs, giving specific examples or illustrations.



Practice Your Skills

Interpreting Essay Test Items

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

Example Trace the life cycle of a frog.

Possible *Trace*—Show the development of a frog by

Answer describing, in order, the stages in its life.

1. In your own words, define *plate tectonics*.
2. How does the appearance of a timber rattlesnake compare with that of a diamondback rattlesnake?
3. Briefly summarize one of the acts in Shakespeare's play *Julius Caesar*.
4. James Thurber wrote, "Humor is emotional chaos remembered in tranquility." Discuss his meaning.
5. Evaluate one of Edgar Allan Poe's short stories.
6. Trace the history of the Mexican flag.
7. Explain how a tornado forms and moves.
8. Briefly analyze the scientific contributions of Marie Curie.
9. In a three-paragraph essay, contrast a desert and a tundra.
10. From your study of literature, explain and illustrate one of the following: simile, metaphor, or personification.

2 Writing an Effective Essay Answer

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

PREWRITING

Begin planning your essay by brainstorming for main ideas and supporting details. Then decide what type of reasoning and organization would be most appropriate to use. For example, you may want to use deductive reasoning to support your thesis. You may decide to arrange your ideas according to their order of importance or to present your ideas in chronological order. To help you organize your answer, create a simple informal

outline or a graphic organizer. Your plan will help you to present your ideas in a logical order, to cover all your main points, and to avoid omitting important details.

Informal Outline

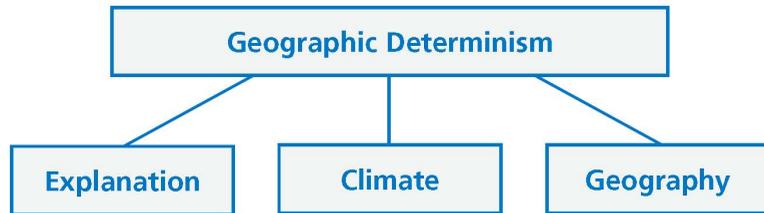
Geographic Determinism

(thesis)

1. explanation of theory
2. climate as a determining factor
3. geography as a determining factor

(conclusion)

Graphic Organizer



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

Essay Question

Explain the theory of geographic determinism, the process by which the climate and the geography of the earth determined the distribution of the world's population centers.

Thesis Statement

The theory of geographic determinism states that population distribution was determined by climate and geography.

DRAFTING

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

HERE'S
HOW

Strategies for Writing an Essay Answer

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

MODEL: Essay Test Answer

The theory of geographic determinism states that population distribution was determined by climate and geography. One proof of this theory is the fact that the world's present population centers are not evenly distributed. Almost half of the world's population lives on less than 10 percent of the total land area. The two main causes of high population density in some areas and low population density in others are climate and geography.

Climate affects where people live. For example, few people live in the far north of North America, because it is cold there for several months of the year. As a result, the growing season is too short to supply adequate food for a large population. Similarly, in parts of the Middle East and northern Africa, the climate is too hot and dry to produce enough food to feed large populations.

Geography also has a significant effect on where people live. For example, mountainous areas in North and South America have sparse populations. Because most farming is difficult in mountainous terrain, people who live in such areas support themselves mainly by animal husbandry. In contrast, broad, fertile river valleys and less mountainous land with abundant natural resources have always attracted large populations. Europe, for example, with its water supply, rich soil, and mineral wealth, is one of the most densely populated areas of the world.

In conclusion, the evidence that shows that climate and geography have affected the distribution of the world's population centers supports the theory of geographic determinism.

Thesis Statement

Conclusion

REVISING

Leave time to revise and edit your essay answer. As you revise, ask yourself the following questions.



Checklist for Revising an Essay Answer

- ✓ Did you follow the instructions completely?
- ✓ Did you interpret the question accurately?
- ✓ Did you begin with a thesis statement?
- ✓ Did you include facts, examples, or other supporting details?
- ✓ Did you organize your ideas and examples logically in paragraphs according to your outline or graphic organizer?
- ✓ Did you use transitions to connect ideas and examples?
- ✓ Did you end with a strong concluding statement that summarizes your main ideas?

EDITING

After you have made any necessary revisions, quickly read your essay to check for mistakes in spelling, usage, or punctuation. To keep your paper as neat as possible, use proofreading symbols to mark any corrections. Check your work for accuracy in the following areas.

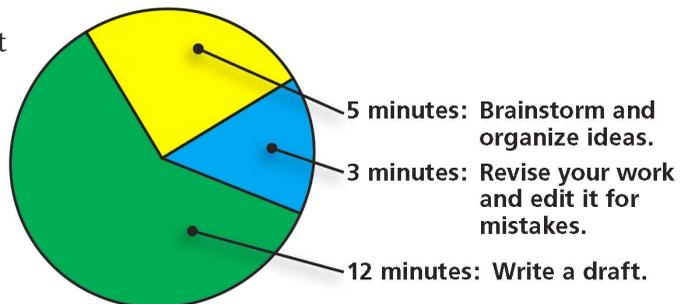


Check your work for

- ✓ agreement between subjects and verbs (pages 752–775)
- ✓ comparative and superlative forms of adjectives and adverbs (pages 778–779)
- ✓ capitalization of proper nouns and proper adjectives (pages 821–830)
- ✓ use of commas (pages 848–864)
- ✓ use of apostrophes (pages 896–907)
- ✓ division of words at the end of a line (pages 917–918)

3 Timed Writing

Throughout your school years, you will be tested on your ability to organize your thoughts quickly and to express them in a limited time. Your teacher may ask you to write a twenty-minute, two-hundred-word essay that will then be judged on how thoroughly you covered the topic and organized your essay. To complete such an assignment, you should consider organizing your time in the following way.



HERE'S
HOW

Strategies for Timed Tests

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

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

Timed Writing Prompts	
Chapter 2	Course Description, page 75
Chapter 3	Persuasive Newspaper Essay, page 121
Chapter 4	Magazine Article, page 149
Chapter 5	A Descriptive Essay, page 173
Chapter 6	Short Story, page 225
Chapter 7	Time Travel Report, page 259
Chapter 8	Persuasive Letter, page 307
Chapter 9	Application Essay, page 343
Chapter 10	Editing an Article, page 365
Chapter 11	Evaluate a Leader, page 413

Practice Your Skills

Completing a Timed-Writing Assignment

You will have 20 minutes to write an essay on the following topic.

Some parents and students are concerned that the same athletes hold all of the positions on the basketball, football, baseball, and volleyball teams. In response to this complaint, the school district has proposed that each student can play only one sport. Evaluate the school district's solution to this problem. If you feel it is unwarranted, propose your own solution.

Follow the **Strategies for Writing an Essay Answer** on page 457. Pay special attention to your use of transitions, since by showing the relationships among your ideas, they play a key role in conveying your meaning and helping your reader follow your thoughts. Set a timer, and write your response. Be sure to revise and edit your essay.

Communication and Collaboration

Part I Critical Thinking and Problem Solving for Academic Success

Part II Communication and Collaboration

Part III Media and Technology

Essential Skills

In the 21st century, you live and work in a dynamic, global community. In Part II of this guide, you will learn effective communication and collaboration skills. These skills are essential for success, both in school and in the workplace.

1 Communication

THE PURPOSE OF COMMUNICATION

In all areas of your life, you communicate for a variety of purposes—to inform, instruct, motivate, and persuade, for example. In school, you might motivate other students to reuse and recycle, or you might persuade them to elect you class president. At work, you might inform your boss about your research findings or instruct your colleagues on how to use new software. Having a clear purpose is essential for communicating your ideas successfully in both speech and writing.

EXPRESSING IDEAS EFFECTIVELY

Regardless of the form you are using to communicate (e-mail, a speech) or the context (a group discussion, a college interview), your goal is to express your thoughts and ideas as effectively as possible. Use words precisely and correctly, and articulate your ideas in a specific, concise manner. Suit your tone to your purpose and audience. Provide valid, relevant support for your ideas, and present information in a logical order. In a speech or presentation, use nonverbal communication skills to help convey your message.

USING MEDIA AND TECHNOLOGY EFFECTIVELY

Multiple forms of media and technology now exist to help you communicate. You can e-mail, text message, or tweet a friend, and apply for a job online. To prepare a speech, you can look up technical terms in an online dictionary and research your subject on the Internet. You can use software to make a power presentation. To use media and technology effectively, make sure they suit the purpose and context of your communication. They should also help you make a positive impact on your audience by enhancing or facilitating your message.

LISTENING EFFECTIVELY

To listen effectively, you need to do much more than understand what words mean. Your goal is to gain knowledge and determine the speaker's purpose, values, and attitudes. Skillful listeners then evaluate and reflect on the speaker's message, views, and intentions. Listening effectively means listening actively—critically, reflectively, and appreciatively—and remembering what you have heard.

COMMUNICATING IN A DIVERSE WORLD

You probably attend school or work with people from diverse social and cultural backgrounds whose lifestyle, religion, and first language may be different from your own. To communicate effectively in these environments, listen actively in order to understand different traditions, values, and perspectives. Be sure to respect these differences when you express your thoughts and ideas.



2 Collaboration

RESPECTING DIVERSITY

In school and in the workplace, you often collaborate with others on diverse teams. Open-mindedness is essential for being an effective team member. Make sure that all team members have an equal opportunity to be heard, and respect and value differences. By doing so, you will help create an environment in which ideas and opinions are freely shared. As a result, team members will benefit from each other's expertise, and you will produce sound, creative solutions.

ACHIEVING A COMMON GOAL

As a member of a team, you need to cooperate. Often, you may need to resolve conflicting opinions in order to achieve a common goal, whether it is completing a particular task or reaching a decision. Remember to maintain a positive attitude and put the group's needs before your own. Appreciate the merits of diverse viewpoints, and help the group work toward a compromise that all members can accept. Flexibility and openness are essential for successful collaboration.

SHARING RESPONSIBILITY

For true collaboration to take place, all team members must do their fair share. Complete your assigned tasks, come to meetings prepared, and remain actively engaged in the team's work. Respect the skills, expertise, and efforts of other team members, and provide constructive feedback as necessary. A sense of shared responsibility will lead to a successful collaborative process.

A. Vocabulary

Part I Critical Thinking and Problem Solving for Academic Success	A. Vocabulary 463
Part II Communication and Collaboration	B. Letters and Applications 480
Part III Media and Technology	C. Speeches, Presentations, and Discussions 501

Apply Communication Skills

Whether you are writing or speaking, reading or listening, you know what a difference a few words can make. They can determine whether a message is conveyed vividly, precisely, and convincingly—or not.

Successful communication depends on using language skillfully and understanding it thoroughly. As a writer and speaker, you want to choose words that best express your ideas and suit your purpose, audience, and the context. As a reader or listener, you must understand the precise meanings of words in order to comprehend an author's or a speaker's ideas and intentions.



In this chapter you will see how English developed into a language that is rich and varied. You will also learn strategies for expanding your storehouse of words. Developing your vocabulary will help you become a more effective communicator and a more skillful reader and listener in school and in the workplace. You will also become a more accomplished collaborator—one who shares ideas constructively and respectfully.

Understanding the Development of the English Language

The English language has a long and rich history and has been influenced by many other languages and cultures. Understanding this history will help you appreciate the texture and complexity of the language.

1 English in the Past

OLD ENGLISH

The roots of English can be traced back to the early part of the fifth century. At that time, Roman armies occupied Britain in order to attend to barbarian threats to Rome. When the Romans withdrew, the island was exposed to invaders, and other groups poured into Britain. Up to this point, all educated Britons had spoken Latin, the language of the Roman Empire.

The most influential of the invading groups were Germanic tribes—the Angles, the Saxons, and the Jutes. Anglo-Saxon, the language they brought with them, is the foundation of English. Although at first it may not seem to resemble English, this parent language contains many of our frequently used words, such as *home*, *friend*, and *brother*. Almost all of our pronouns, prepositions, conjunctions, articles, and auxiliary verbs are carryovers from the Anglo-Saxon language. **Old English** is the name most scholars have given to this period of the English language, which spanned from A.D. 410 to 1066.

MIDDLE ENGLISH

Middle English developed as a result of the Battle of Hastings in A.D. 1066. At that time, William the Conqueror, who came from northwestern France, won a decisive victory over the Anglo-Saxons. His Norman lords and followers, who became the ruling class, spoke only French at government meetings and in the courts. Nevertheless, the conquered English people and their language survived. Eventually French and English began to merge, and a richer, more expressive language was the result.

In 1362, English—with its many French words—became the official language of the courts and later of the schools. Then Geoffrey Chaucer, the greatest poet in England at the time, began to write in English. This helped cement the permanence of the language. Another factor in the language's establishment was the introduction of William Caxton's printing machine in 1476. As a result of this invention, the rules for grammar and the spelling of words became standardized.

The following passage is from Chaucer's *The Canterbury Tales*, written in the fourteenth century.

MODEL: Middle English

A marchant was ther with a forked berd,
 In mottelee, and hye on horse he sat;
 Upon his heed a Flaundryssh bever hat,
 His bootes clasped faire and fetisly.
 His resons he spak ful solempnely,
 Sownyng alwey th' encrees of his wynnyng.
 He wolde the see were kept for any thyng
 Bitwixe Middelburgh and Orewelle.
 Wel koude he in eschaunge sheeldes selle.
 This worthy man ful wel his wit bisette:
 Ther wiste no wight that he was in dette,
 So estatly was he of his governaunce
 With his bargaynes and with his chevys-saunce.
 For sothe he was a worthy man with alle,
 But sooth to seyn, I noot how men hym calle.

—Geoffrey Chaucer, *The Canterbury Tales*

Here is the same passage, as translated over five hundred years later:

MODEL: Modern Translation

There was a merchant with forked beard,
 In motley gown, and high on horse he sat,
 Upon his head a Flemish beaver hat;
 His boots were fastened rather elegantly.
 His notions he spoke outright pompously,
 Stressing the times when he had won, not lost.
 He would the sea were held at any cost
 Across from Middleburgh to Orwell town.
 At money-changing he could make a crown.
 This worthy man kept all his wits well set;
 There was no way that he was in debt,
 So well he governed all his trade affairs
 With bargains and with borrowings and with shares.
 Indeed, he was a worthy man withal,
 But, sad to say, his name I can't recall.

—Geoffrey Chaucer, *The Canterbury Tales*

● Practice Your Skills

Analyzing Language

With a partner, list the differences you discover in the two versions of the passage from *The Canterbury Tales*. Be specific, citing particular words and phrases as needed. Also, describe what similarities you see. Summarize what you discover, and report your findings to the class. Support your findings with specific examples.

2 English in the Present and Future

MODERN ENGLISH

The English spoken during the period from around 1500 to the present is often called **Modern English**. By the time playwrights Christopher Marlowe and William Shakespeare were writing and producing their plays, English had evolved into a language not much different from our own. This transformation was due in part to an influx of Greek and Latin words during the English Renaissance. Also, during this period the first standardized grammar handbooks were printed, as well as the first dictionaries. These resources helped make the language more uniform.

The following is the first scene from the play *Hamlet* by William Shakespeare, as it appeared at the beginning of the 16th century. In this scene, the guards are meeting moments before the ghost of Hamlet's father appears. Compare the language spoken in the scene with Old or Middle English, and notice how much closer this passage is to the English that you are used to speaking.

MODEL: Early Modern English

Enter Barnardo, and Francisco, two centinels

Bar.: Whose there?

Fran.: Nay answere me. Stand and unfolde your selfe.

Bar.: Long live the King.

Fran.: *Barnardo.*

Bar.: Hee.

Fran.: You come most carefully upon your houre.

Bar.: Tis now strooke twelwe, get thee to bed *Francisco.*

Fran.: For this reliefe much thanks, tis bitter cold, And I am sick at hart.

Bar.: Have you had quiet guard?

Fran.: Not a mouse stirring.

Bar.: Well, good night:

If you doe meete *Horatio* and *Marcellus*;

The rivalls of my watch, bid them make hast.

Enter Horatio, and Marcellus

Fran.: I thinke I heare them, stand ho, who is there?

Hor.: Friends to this ground.

Mar.: And Leedgemen to the Dane.

Fran.: Give you good night.

Mar.: O, farwell honest souldier, who hath reliev'd you?

Fran.: *Barnardo* hath my place; give you good night.

—William Shakespeare, *The Tragedie of Hamlet*

Practice Your Skills

Analyzing Language

With a partner, list the ways that Shakespeare's language is different from Old English and the English you speak today. Are there any words you do not know or spellings of words that seem strange to you? Be specific, citing particular words and phrases as needed. Summarize what you discover, and report your findings to the class. Support your findings with specific examples.

AMERICAN ENGLISH

In 1937 the American linguist and critic H. L. Mencken discussed the origins of the word *raccoon* in an essay titled "The Beginnings of American." In a passage entitled "The First Loan Words," Mencken wrote:

The earliest Americanisms were probably words borrowed bodily from the Indian languages—words, in the main, indicating natural objects that had no counterparts in England. Thus, in Captain John Smith's "True Relation," published in 1608, one finds mention of a strange beast described variously as a *rahaugcum* and a *raugroughcum*. Four years later, in William Strachey's "Historie of Trevaile Into Virginia Britannia," it became an *aracoune*, "much like a badger," and by 1624 Smith had made it a *rarrowcun* in his "Virginia." It was not until 1672 that it emerged as the *raccoon* we know today.

The English language underwent a huge change when North America was settled. Separated from Europe, settlers began to develop a new kind of English, drawing on a variety of sources and influences. Settlers encountered people who had lived in North America for thousands of years, and other people from different cultures streamed to the continent. The English language reflected this influence.

ENGLISH IN THE NEW MILLENNIUM

English is the primary language of today's global economy. As trade becomes more and more universal, it is likely that English will continue to be spoken by ever greater numbers of people. Computers help drive the world economy, and their influence can

be seen in the growing number of words that are derived from computer culture and innovation. Twenty years ago, if you mentioned the words *cell phone*, *e-commerce*, and *wiki* in a sentence, very few people would know what you were talking about. How exactly English will change in the new millennium is impossible to know, but one thing is certain: the language will change. English is a wonderfully malleable creation, one that welcomes contributions from cultures all over the globe. As technology continues to erase borders, these contributions may become more frequent and more extensive.

WORD ALERT COMPUTER LANGUAGE

Many common computer terms are very old words.

Boot, as in *boot-up*, comes from the Middle English word *bote*.

Menu, as in *menu-bar*, can be traced to the Latin word *minutus*. *Minutus* became *menut* in Old French.

Disk is from the Latin *discus* and the Greek *diskos*.

Computer is derived from the Latin word *computus*.

Using the Dictionary

Gaining a thorough understanding of words will help you communicate effectively. The best way to learn about words—their meaning, usage, spelling, pronunciation, and history—is to look them up in a dictionary. In this section, you will review the wealth of information found in print and online dictionaries. The source of the examples given here is *The American Heritage Dictionary of the English Language*, Fourth Edition, © 2006, Houghton Mifflin Company.

ENTRY WORD

A word in a dictionary is called an entry word. All the information about each entry word is called a main entry. The following list shows the different kinds of entry words and the way they would be listed in alphabetical order in the dictionary.

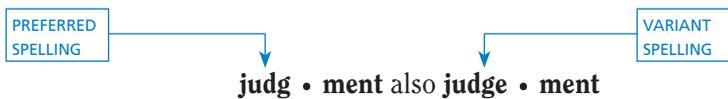
• Hyphenated Word	ill-humored
• Compound Word	ion exchange
• Suffix	-ious
• Abbreviation	IQ
• Prefix	ir-
• Single Word	iris
• Proper Noun	Iron Age

The entry words in a dictionary show how to break words into syllables.

· phe · nom · e · non grad · u · ate dy · nam · ic

PREFERRED AND VARIANT SPELLINGS

The entry word shows the correct spelling of a word. When words can be spelled in more than one way, the most commonly used spelling, called the **preferred spelling**, is listed first. Less common spellings, called variants, follow. In some cases a **variant spelling** may be listed as a separate entry that does not include a full definition. For the complete definition, the entry refers you to the preferred spelling of the word. Always use the preferred spelling of words in your writing.



● Practice Your Skills

Checking Spelling Online

Use an online spelling resource such as dictionary.com to check the spelling of each of the following words. If the word is spelled correctly, write C. If the word is spelled incorrectly, write the correct spelling.

1. clorophyl
2. dichotomy
3. fradulent
4. miscelanneous
5. worrissome

PRONUNCIATION

Following the entry word is the phonetic spelling, which shows you how to pronounce the word.

computerize (kəm pyōō' tə rīz')

To distinguish one vowel sound from another, phonetic spellings include **diacritical marks** above the vowels. You can find a listing of these and other phonetic symbols at the beginning of a dictionary. Most dictionaries also provide a partial pronunciation key at the bottom of every other page. Consult the key to determine how to pronounce a word. For example, to find out how to pronounce the vowel in the second syllable of the

word *computerize*, look for the symbol \bar{o} in the pronunciation key. The key will tell you that the symbol is pronounced like the *oo* in *boot*.

Phonetic spellings also have accent marks to show which syllables are stressed in pronunciation. A heavy accent mark, called a primary stress, shows which syllable in the word receives the most emphasis. Secondary stresses are marked with a lighter accent.

primary stress ————— secondary stress
 kəm py \bar{o} ' tə rīz'

If a word can be pronounced in more than one way, the dictionary will show both pronunciations. The first one shown, however, is preferred. In some dictionaries, only the parts of a word that differ in an alternate pronunciation are given.

alternate pronunciation **da • ta** (dā' tə, dăt'ə, dă'tə)
pro • gram (prō' grām', -grəm)

Phonetic symbols and the placement of accent marks differ from dictionary to dictionary. Check the front of your dictionary to see what symbols are used in pronunciation.

● Practice Your Skills

Practicing Pronunciation

Some of the following tenth-grade words might be new to you. Look them up in a dictionary to learn their meaning and pronunciation. Then in pairs, take turns pronouncing them. Pay special attention to long and short vowel sounds, silent letters, and clusters of consonants. Keep practicing until you have the pronunciation just right.

- | | |
|--------------|-------------|
| 1. bilateral | 4. queue |
| 2. juncture | 5. thearchy |
| 3. nestle | |

PART-OF-SPEECH LABELS

Word entries also contain abbreviations that indicate what parts of speech words can be. Because some words can function as more than one part of speech, some entries will contain several part-of-speech labels.

n. = noun *tr. v.* = transitive verb

pron. = pronoun *intr. v.* = intransitive verb

adj. = adjective *prep.* = preposition

adv. = adverb *conj.* = conjunction

v. = verb *interj.* = interjection

MULTIPLE MEANINGS

Many words have more than one meaning. Most dictionaries list the most common meaning first, although some list the meanings in historical order, showing the oldest meaning first.

Dictionaries use restrictive labels to help explain differences in meaning. These labels restrict a given definition to a particular subject area, dialect, or usage—such as *informal* or *slang*.

The last part of an entry is often a list of synonyms, with an explanation of their different shades of meaning. This list can be very useful when you are writing or preparing a speech. Consult it to learn about the subtle differences among synonyms in order to choose the most appropriate word to express your meaning and intention.

verb — **steal** (stēl) *v.* **stole** (stōl), **sto • len** (stō'lən), **steal•ing**, **steals**

—*tr.* **1.** To take (the property of another) without right or permission. **2.** To present or use (someone else's words or ideas) as one's own. **3.** To get or take secretly or artfully: *steal a look at a diary; steal the puck from an opponent.* **4.** To give or enjoy (a kiss) that is unexpected or unnoticed. **5.** To draw attention unexpectedly in (an entertainment), especially by being the outstanding performer: *The magician's assistant stole the show with her comic antics.*

subject label — **6. Baseball** To advance safely to (another base) during the delivery of a pitch, without the aid of a base hit, walk, passed ball, or wild pitch. —*intr.* **1.** To commit theft. **2.** To move, happen, or elapse stealthily or unobtrusively.

noun — **3. Baseball** To steal a base. *n.* **1.** The act of stealing.

usage label — **2. Slang** A bargain: *That stereo was a real steal.* **3. Baseball** A stolen base. **4. Basketball** An act of gaining possession of the ball from an opponent.

Practice Your Skills

Recognizing Multiple Meanings

Use the previous entry to write the part of speech of the word *steal* as it is used in each sentence. Then write the number of the definition that matches that use of the word.

Example Who stole the last piece of pie?

Answer transitive verb, 3.

1. Do you think the runner on first will try to steal second base?
2. You bought that dress for 20 dollars? It was a steal.
3. The rock star, hoping that no one would recognize him, stole out of the store through a side exit.
4. Debra claimed that James stole her pen while she wasn't looking.
5. All the reviewers agreed that the new actress stole the show from her more experienced costars.

INFLECTED FORMS AND DERIVED WORDS

The dictionary shows endings, or inflections, that change the form of the word but not its part of speech. Verbs, for example, can be inflected with *-ed* or *-ing* to change the principal part of the verb. Adjectives can be inflected with *-er* or *-est* to show comparative and superlative degrees. Nouns have plural forms, but most dictionaries show only those plural forms that are formed irregularly.

Derived words are made by adding endings that change the part of speech of a word. For example, by adding the suffix *-ment* to the verb *resent*, the noun *resentment* is formed. Most dictionaries list derived words at the end of a main entry.

ETYMOLOGIES

A dictionary gives the **etymology**, or history, of a word. The etymology is usually explained in an entry through the use of abbreviations and symbols, or with the word *from*. The abbreviations stand for languages from which the word developed. The symbol <, or the word *from*, stands for such phrases as *derived from*, and the symbol = stands for *equivalent to*. A chart at the beginning of the dictionary lists all the abbreviations and symbols used in showing the etymology of a word. In an etymology, the most recent source of the word is listed first.

Expanding Your Vocabulary

When you come across an unfamiliar word, you can always look up its meaning in a dictionary. However, there are several other methods you can use to determine the meanings of new words and expand your vocabulary in the process.

1 Context Clues

The **context** of a word is the sentence, surrounding words, or the situation in which the word appears. Notice how the following kinds of context clues can help you understand or discover the meanings of unfamiliar words.

Definition or Restatement

In class, we read a *fable*, **a short tale that teaches a lesson.** (*Fable* is defined in the sentence as a short tale that teaches a lesson.)

Example

Mumbai is a *populous* city; **one way the Indian government has tried to ease the overcrowding there is by building a second Mumbai.** (The meaning of *populous* is made clear by the example of a way India has dealt with the overcrowding in Mumbai.)

Comparison

Joseph Briggs has always been *amiable*—**almost as friendly as his older brother Stephen.** (A comparison is drawn between Joseph's *amiable* disposition and Stephen's friendly one.)

Contrast

Mayor Luzinski's popularity **soared to its highest point**, but the city council's **dropped** to its *nadir*. (A contrast is drawn between the highest point of Mayor Luzinski's popularity and the lowest point, the *nadir*, of the city council's.)



Practice Your Skills

Using Context Clues

Write the letter of the word that is closest in meaning to the underlined word. Then identify the type of context clue you used to determine the meaning of the underlined word.

- The leading actor's vapid performance sharply contrasted with the supporting actor's lively one.
 (A) fast (B) sparkling (C) ridiculous
 (D) dull (E) vivid
- Joan has won many awards for her aquatic ability, especially her diving and freestyle swimming.
 (A) hidden (B) wasted (C) water-related
 (D) flight-related (E) average
- A schism, a separation caused by differences of opinion, split the group into two opposing factions.
 (A) division (B) crystal (C) treaty
 (D) scheme (E) nightmare
- Her gray hair was lustrous, like the glow of the moon.
 (A) false (B) important (C) gleaming
 (D) foggy (E) unattractive
- They gibed him over his new haircut, making fun of his appearance in front of his friends.
 (A) amused (B) disliked (C) entertained
 (D) teased (E) protected

Practice Your Skills

Practicing Pronunciation

Use a print or online dictionary to look up the pronunciations of the words in the previous activity. Then, in pairs, take turns pronouncing them. Pay special attention to the sounds that make up the words, such as clusters of consonants, long and short vowels, and silent letters. Keep practicing until you have the pronunciation just right.

2 Prefixes, Suffixes, and Base Words

Words in English often have Latin or Greek prefixes and suffixes. Knowing the meanings of these word parts will help you understand many English words.

A **base word** is a complete word that can stand alone. Prefixes and suffixes can be added to a base word to make new words. A **prefix** is one or more syllables placed in front of a base word to modify the meaning of the base word or to form a new word. A **suffix** is one or more syllables placed after a base word to change its part of speech or meaning. The following examples show how the meanings of word parts contribute to a word's definition.

USING WORD PARTS TO DETERMINE MEANINGS			
Word	Prefix	Base Word	Suffix
abnormality	ab- (away from)	normal (typical)	-ity (state of)
deodorize	de- (remove from)	odor (smell)	-ize (cause to be)
disagreement	dis- (not)	agree (share an opinion)	-ment (act of)
nonfictional	non- (not)	fiction (invented story)	-al (characterized by)
postoperative	post- (after in time)	operate (perform surgery)	-ive (relating to)

Word parts usually provide only clues to definitions, not precise meanings. Here are the definitions of the words above.

- *abnormality*: state of not being typical
- *deodorize*: eliminate a smell
- *disagreement*: failure to agree
- *nonfictional*: factual, realistic
- *postoperative*: occurring or done after a surgical procedure

Knowing the meanings of prefixes and suffixes can help you figure out the definitions of numerous words. It will also help you remember these definitions and thus expand your vocabulary.

COMMON PREFIXES AND SUFFIXES

Prefix	Meaning	Example
anti–	against, opposing	anti + freeze: protection against icing
de–	do opposite of, reduce, remove	de + vitalize: deprive of vigor or effectiveness
extra–	beyond, outside	extra + ordinary: going beyond what is usual
in–	not	in + tolerable: not bearable
mis–	badly, wrongly	mis + inform: give wrong or untrue information
pre–	before	pre + historic: occurring before written history
re–	again, back	re + enter: go in again
Suffix	Meaning	Example
–able, –ible	capable of	break + able: capable of being broken prevent + ible: capable of being prevented
–ate	cause to become	valid + ate: cause to become legal or official
–en	cause to be or to have	sharp + en: cause to be more pointed
–ion	act or process	construct + ion: act or process of building
–ist	one who does something	harp + ist: one who plays the harp
–ity	quality, state	equal + ity: state of being equal
–ize	cause to be, become, form	visual + ize: form a mental image of
–ness	state, condition	neat + ness: state of being neat and orderly
–ous	full of	clamor + ous: full of noise

Practice Your Skills

Combining Prefixes and Base Words

Write the prefix that has the same meaning as the underlined word. Combine the word parts and write the word.

Example badly + pronounce = say incorrectly

Answer mis- + pronounce = mispronounce

1. beyond + terrestrial = outside the earth's atmosphere
2. again + adjust = arrange or put in order again
3. before + determine = decide ahead of time
4. remove + hydrate = take water away from
5. not + compatible = not capable of existing in harmony

Practice Your Skills

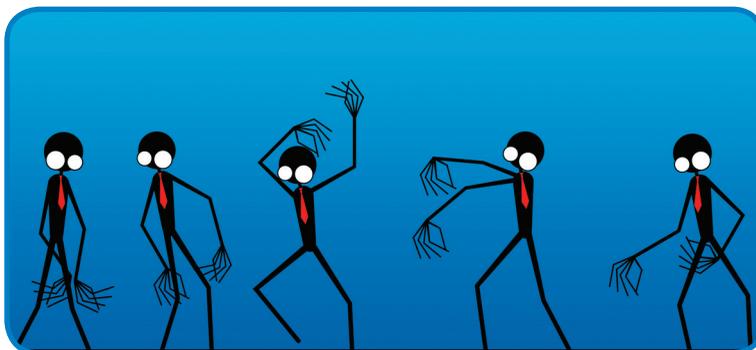
Practicing Pronunciation

Use a print or online dictionary to look up the pronunciations of the words you formed in the previous activity. Then, in pairs, take turns pronouncing them. Listen carefully as you say the words so you are conscious of the sounds that make them up, such as clusters of consonants, long and short vowels, and silent letters. Keep practicing until you have the pronunciation just right.

Connect to Writing: Science Fiction Story

Using New Words

Write a story about visitors from outer space, their mission on Earth, and how humans reacted to them. Use at least four of the words you created in the first activity on this page.



Practice Your Skills

Using Prefixes, Base Words, and Suffixes

Write the letter of the phrase that is closest in meaning to each word in capital letters. Use the word parts to help you determine the meaning.

1. HAUGHTINESS: (A) state of being proud and scornful (B) one who is arrogant (C) result of vanity
2. ACCESSIBLE: (A) cause to be reached (B) action of gaining entry (C) capable of being approached
3. RECONSIDER: (A) state of thinking (B) think carefully about again (C) deny responsibility
4. DEVALUE: (A) reduce the worth of (B) be opposed to wealth (C) fill with something again
5. DIFFERENTIATION: (A) act of finding differences (B) make similar (C) capable of being unliked

3 Synonyms and Antonyms

A **synonym** is a word that has the same or nearly the same meaning as another word. An **antonym** is a word that has the opposite or nearly the opposite meaning of another word.

•	Synonyms	verbose : wordy	diminish : lessen
•	Antonyms	verbose : concise	diminish : increase

To find synonyms of a word, use a book of synonyms or a thesaurus. The words in a book of synonyms usually appear in alphabetical order, as in a dictionary. A thesaurus, which is not alphabetical, provides an index to make it easy to find words. A thesaurus may also list antonyms. One advantage of consulting a thesaurus is that you become aware of the many shades of meaning a word may have. You learn, as well, about the subtle differences between words with similar meanings. Expanding your vocabulary by learning synonyms and antonyms and understanding these shades of meaning will help you choose the most effective words when you write or speak.

Practice Your Skills

Recognizing Synonyms

Decide which word is the best synonym of the word in capital letters.

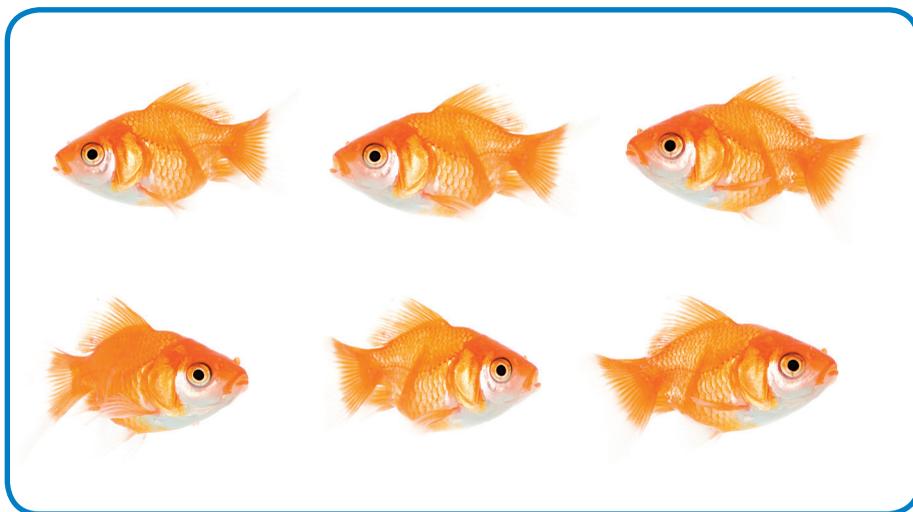
1. THWART: (A) love (B) frustrate (C) defend (D) grow (E) advance
2. PRECLUDE: (A) prevent (B) avoid (C) promise (D) listen (E) imagine
3. MEDITATE: (A) compromise (B) reject (C) agree (D) ponder (E) repair
4. PARADOX: (A) occurrence (B) heaven (C) approval (D) contradiction (E) example
5. SURMISE: (A) guess (B) dawn (C) provide (D) shock (E) govern

Practice Your Skills

Recognizing Antonyms

Write the letter of the word that is most nearly opposite in meaning to the word in capital letters.

1. OPAQUE: (A) heavy (B) decorative (C) transparent (D) empty (E) sensible
2. PLIABLE: (A) rigid (B) honest (C) flexible (D) loose (E) mysterious
3. AMBIGUOUS: (A) friendly (B) generous (C) clear (D) lazy (E) clever
4. DEJECTED: (A) joyous (B) released (C) downcast (D) satisfied (E) reckless
5. BENEVOLENT: (A) determined (B) unkind (C) foolish (D) worthy (E) informal



B. Letters and Applications

Part I Critical Thinking and Problem Solving for Academic Success	A. Vocabulary	463
Part II Communication and Collaboration	B. Letters and Applications	480
Part III Media and Technology	C. Speeches, Presentations, and Discussions	501

Apply 21st Century Communication Skills

In the 21st century, it is faster and easier to communicate and share information than it ever was before. To communicate effectively, always have a clear purpose in mind and use technology wisely.

1 Communicating for a Purpose

Communicating and sharing information can serve a variety of purposes: to inform, instruct, motivate, or persuade, for example. In a letter of complaint, a type of business letter, your purpose might be to persuade a company to replace a damaged item. Your purpose in an application letter might be to inform a college of your interest in applying to its science program for high school students. When you complete a job application, your purpose is to inform the employer about your educational background, skills, and work experience.

Whether you are writing a letter or a résumé or filling out an application, you should always keep your purpose in mind. Your goal is to write in a clear, concise, and focused manner because you want your readers to know exactly what you mean.

2 Using Technology to Communicate

Perhaps some time 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 depending on your purpose, the context, and the impact you want to make. 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. Keep in mind that e-mail is not a private form of communication, and you should never include confidential information in an e-mail. A recipient can forward an e-mail to others without your knowledge, and companies can read their employees' e-mails. 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 have been instructed by a business or an organization to communicate via e-mail.

Business Letters

Business letters often call for some action on the part of the recipient. You may want a question or complaint answered, a product sent to you, or an employer to hire you. Regardless of your purpose, your goal when you write a letter is to make contact in a positive and clear way. Using reader-friendly formatting techniques will help you communicate effectively and create a positive impression.

The information in your letter should be organized and accurately conveyed. Anticipate your reader's questions, and provide complete information and thorough explanation. Be sure, though, to exclude extraneous details. Check that your vocabulary, tone, and style are appropriate for business communication.

To make your letter professional and reader-friendly, use white paper, 8½ by 11 inches in size. Leave margins at least one inch wide. Whenever possible, use a word-processing program to write your letter.

Keep a record of every business letter you write. If you use a computer, save your file and/or a printed copy. If your letter is handwritten, use a photocopier to make a copy.

The model shows the parts and correct format of a business letter. The guidelines that follow the model explain how to write each part of a letter.

MODEL: Business Letter

heading — 2220 Peachtree Drive
Atlanta, GA 30314
November 13, 2015

inside address — Customer Service
P & W Video Productions
1252 N. Harvard
Los Angeles, CA 90029

salutation — Dear Sir or Madam:

body — _____

closing — Yours truly,

signature — *Leroy Washington*
Leroy Washington

PARTS OF A BUSINESS LETTER

Heading	Write your full address, including your ZIP code. Use the correct two-letter postal abbreviation for your state. Write the date beneath your address.
Inside Address	Write the receiver's address two lines below the heading. Include the person's name if you know it, using <i>Mr.</i> , <i>Mrs.</i> , <i>Ms.</i> , <i>Dr.</i> , or another appropriate title. If the person has a business title, such as <i>Sales Manager</i> , write it on the next line. Use the correct two-letter abbreviation for the state.
Salutation	Start the salutation two lines below the inside address. Use <i>Sir</i> or <i>Madam</i> if you do not know the person's name. Otherwise, use the person's last name preceded by <i>Mr.</i> , <i>Ms.</i> , <i>Mrs.</i> , <i>Dr.</i> , or other title. Use a colon after the salutation.
Body	Start the body two lines below the salutation. For longer letters, single-space each paragraph, skipping a line between paragraphs and indenting each new one.
Closing	Start the closing two lines below the body. Align the closing with the left-hand edge of the heading. Use a formal closing such as <i>Sincerely</i> , or <i>Yours truly</i> . Capitalize only the first word. The closing is followed by a comma.
Signature	Type (or print, if your letter is handwritten) your full name four or five lines below the closing. Sign your 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 the envelope.

Use the format for business-sized envelopes shown on the next page.

MODEL: Business Envelope

Leroy Washington
2220 Peachtree Drive
Atlanta, GA 30314

your name
and address



Customer Service
P & W Video Productions
1252 N. Harvard
Los Angeles, CA 90029

recipient'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 OF REQUEST

A common type of business letter is the **letter of request**, in which you ask for information or for a specific item such as a brochure or an application. Make your purpose for writing apparent in the first part of the letter. To make your request clear, include accurate facts and details and specific description. Be sure to include all six parts of the business letter.

MODEL: Letter of Request

2719 Lincoln Avenue
Chicago, IL 60657
May 11, 2015

Director
Tourist Information
State of Wisconsin
Box 7921
Madison, WI 53707

Dear Sir or Madam:

Our club, the Chicago Backpackers, is planning a hiking trip for the first week in July. We are interested in the Tuscobia Trail and would like to have more information about it. Would you please send me a pamphlet describing the trail and the stopping points along the way?

I would also be interested in learning the rules and regulations about backpacking on Wisconsin state lands. Please send this information so we can plan accordingly. Thank you for your assistance.

Sincerely yours,

Salvatore Cabasino

Salvatore Cabasino

Practice Your Skills

Requesting Information

Think of an interest of yours about which you would like more information. Use the media center or the Internet to determine which organization or business could best provide you with information. Then write a letter requesting the information and mail the letter. When you get a response, share it with your classmates.

Capitalization Tip

Follow these rules for capitalizing words in the different parts of your business letters.

Heading and Inside Address

Capitalize all names of people, companies, streets, cities, states, and months. Also capitalize titles such as *Mr.* and *Ms.*

2119 Spring Street
Skokie, IL 60025
April 24, 2015

Mr. Neil Saperstein
Movie Memories, Inc.
521 Maple Grove Road
Lawrence, KS 66044

Salutation

Capitalize the first word, titles, and names.

Dear Dr. Garcia:

Dear Director of Human Resources:

Closing

Capitalize only the first word. In the signature, capitalize your name.

Sincerely yours,

Tim Wong
Tim Wong

ORDER LETTERS

When ordering merchandise from a catalog or a store, be sure to include the order number, price, quantity, color, and size for each item. Be sure the information in your letter is organized and accurately conveyed. If you are enclosing a check or money order, identify that enclosure in your letter. Remember to add any shipping and handling charges to the total cost of the merchandise.

MODEL: Order Letter

1015 Brookside
San Anselmo, CA 94960
January 7, 2015

Pacific Publishing Company
Box 9998
Centralia, WA 98531

Dear Sir or Madam:

Please send me the following books from your 2015 winter catalog:

1 <i>Basic CGI Scripting</i> , #777-B	\$ 3.95
1 <i>Handbook for Web Animators</i> , #787-C	\$10.95
Shipping and handling	<u>\$ 4.00</u>
TOTAL	\$18.90

A money order for \$18.90 is enclosed.

Sincerely,
Maureen O'Connor
Maureen O'Connor

Practice Your Skills

Placing an Order

Use the following information to order merchandise from a catalog. Unscramble the information for the inside address, and write it in the proper order. Use your own name and address and today's date for the heading. Add \$3.00 for shipping and handling. Be sure to present the merchandise information in an organized, reader-friendly format, as in the model above.

Inside Address

Order Department,
Medina, Olympic Sporting Goods,
Ohio, 44256, 3237 Arlington Avenue

Merchandise

1 sweat shirt, #45589, blue,
size small, \$14.95; 1 sweat
pants, #45590, blue, size
medium, \$12.95; 3 pairs
tube socks, #5667, \$2.95 each



LETTERS OF COMPLAINT

Reputable companies stand behind their merchandise and services and are prepared to make amends if a mistake has been made. Express yourself courteously if you are registering a complaint, and recommend a reasonable solution. Make sure your letter includes accurately conveyed information. Provide specific facts, and use a polite, but firm tone. Notice how clearly the following letter describes the problem and offers a remedy.

MODEL: Letter of Complaint

603 Paine Hill Road
Sleepy Eye, MN 56085
January 21, 2015

Customer Service
Northern Electronics
3278 Elson Avenue
St. Paul, MN 55109

Dear Sir or Madam:

On January 5 of this year, I ordered a set of speakers from your catalog (#AA-573). A check for \$122.75 to cover \$115.00 for the merchandise and \$7.75 for shipping and handling was enclosed with the order. I received the speakers on January 19, but a bill was enclosed in the package.

As you can see from the enclosed photocopy of my canceled check, I have paid in full for the merchandise I ordered. Please adjust your records to show my payment and request that your billing department remove my name from the billing list.

Thank you for your cooperation.

Sincerely,
Edward Swanson
Edward Swanson

Practice Your Skills

Making a Complaint

A seam in your down jacket split one month after you bought the coat, causing feathers to spill out. Write an e-mail to the manufacturer to register your complaint. Remember to describe the problem accurately, recommend a solution, and use a polite tone.

APPLICATION LETTERS

Often an application letter is your first contact with someone when you apply for a job or for admission to a school. Try to anticipate what your reader wants to know about you, and provide accurate, specific, organized information about your qualifications. Make a good impression by following the guidelines for writing a business letter. Use the following model as a guide when you are writing to apply for a job.

MODEL: Letter of Application for Employment

145 Gila Terrace
Nogales, AZ 85621
May 15, 2015

Ms. Helen Carter
Desktop Productions
2112 Ronstadt Road
Tucson, AZ 85707

Dear Ms. Carter:

I am writing to apply for the full-time summer intern position advertised in the *Arizona Daily Star*. The enclosed résumé will give you an overview of my background and previous experience. Since my goals include studying to become a commercial artist, I am very interested in finding a job at a graphic studio.

I will be available to start work on June 7, when school will be out for the summer. Until then, I will be available for an interview after four o'clock on weekdays and anytime on Saturday. I look forward to hearing from you.

Sincerely,

Maya Chavez

Maya Chavez

If you are applying for admission to a college, a university, or a special program, your application letter should resemble a letter of request. Be specific about the information you are seeking. For instance, you may want to request a list of courses or information about financial aid. Since schools require you to fill out applications, be sure to request an application form in your letter.

MODEL: Letter of Application to a School

312 Lake Avenue
Lake Forest, IL 60045
May 23, 2015

Director
Cherub Program
Drama Department
Northwestern University
Evanston, IL 60201

Dear Sir or Madam:

I am interested in applying for admission to your summer program for high school students. I have acted in two drama productions at Lake Forest High School and intend to major in theater in college.

Please send me information about the program, including schedules, available classes, costs, and financial aid. I would also like an application form.

Thank you very much.

Sincerely,

Janet Chen

Janet Chen

Practice Your Skills

Applying for Employment

In the following letter, each line preceded by a numeral contains an error. Rewrite the letter, correcting each mistake.

- 1 Tanika Shaw
- 2 463 Powhatan street
- 3 Richmond, VA 23240
- 4 August 19th, 2015
- 4 Mr. Alan Bishop.
- 5 The Charts Record Store
- 5 1396 Fairfax Avinue
- 6 Richmond, VA 23217

- 6 Dear Mr. Bishop,

I am writing to apply for the part-time cashier's position

- 7 advertized in the *Richmond Times*. The enclosed résumé will
- 8 inform you of my educational background and previous
- 8 experience. Since my goal is to prusue a career in retailing. I
- am especially interested in working in a store. I am good with
- numbers, and throughout high school I have earned a B-plus
- average in my math courses.

I can come to your store for an interview after 3:30 P.M.

- 9 during the week and at any time during the day on Saturdays.
- 9 In addition, I am available to start workeing at any time. I look
- forward to hearing from you.

- 10 Yours Truly,
- Mickey Santora*
- Mickey Santora

Creating Documents for Employment

1 Writing a Résumé

A résumé is a written summary of your work experience, education, and interests. The purpose of a résumé is to give a potential employer a brief, positive overview of your qualifications for a job. The following guidelines and model will help you write your own résumé. You should update your résumé on a regular basis to include information about recent educational or work experiences.

HOW TO WRITE A RÉSUMÉ

Form	<ul style="list-style-type: none">• Use one sheet of white 8½ by 11 inch paper.• Use even margins and leave space between sections.
Work Experience	<ul style="list-style-type: none">• List your most recent job first.• Include part-time, summer, and volunteer jobs.• For each job list the dates you worked, your employer's name, your title, and your primary responsibilities.
Education	<ul style="list-style-type: none">• List the name and address of each school you attended and the years you attended.• List any special courses you have taken that would help make you a valuable employee.
Skills, Activities, Awards, and Interests	<ul style="list-style-type: none">• List skills, such as computer literacy or fluency in a foreign language, that relate to the position.• List school or community activities in which you have participated, such as tutoring or volunteer work.• List awards or certificates you have earned.• Include any relevant hobbies or special interests.
References	<ul style="list-style-type: none">• Give the names and addresses of people who have agreed to give you a recommendation.• List one previous employer, one teacher or school administrator, and one adult friend.

JENNIFER CONN
314 South Madison Avenue
Cyrius, ME 04735
(207) 555-8642
E-mail: jenniferconn@isp.com

WORK EXPERIENCE

2009 to present Craftmasters, 240 Moore Road Cyrius,
ME 04735
Position: Freelance carver of miniature
wooden animals
Responsibilities: Supplied store with
carvings on commission

2007–2009 Aroostook Forum, 3 Main Street
Wiggins, ME 04730
Position: Delivery person
Responsibilities: Delivered daily
newspapers to 35 homes

EDUCATION

2008 to present Hamlin High School, 170 High Street,
Cyrius, ME 04735
Special Courses: graphic design, advanced
photography

2006 to 2008 Blaine Middle School, Shays Lane, Cyrius,
ME 04735

SPECIAL SKILLS Speak French; proficient with most word-
processing, spreadsheet, illustration and
photographic editing applications on PC

ACTIVITIES Tenth-grade class treasurer

AWARDS Honorable Mention: Maine Young
Photographers Awards, 2009

SPECIAL INTERESTS Art, photography, graphic design

2 Completing a Job Application

When you apply for a job, you may be asked to fill out a job application form. Some employers have you fill out a paper form; others require you to complete an application online. Application forms vary, but most of them ask for similar kinds of information. You may wish to prepare your information ahead of time so that you will be ready to complete the form when you apply for a job. The following is a list of information you will most likely need to complete an application.



Information Often Requested on Job Applications

- The current date
- Your complete name, address, and telephone number
- Your date and place of birth
- Your Social Security number
- Names and addresses of schools you have attended, dates of attendance, and your year of graduation
- Any special courses you have taken or advanced degrees you hold
- Names and addresses of employers for whom you have worked and the dates you were employed
- Any part-time, summer, and volunteer jobs you have held
- Names and addresses of references (Obtain permission beforehand from each person you intend to list as a reference.)

Use the following guidelines when completing a job application.



Guidelines for Completing a Job Application

- Print or type all information neatly, accurately, and completely.
- Do not leave blanks. If a section does not apply to you, write or type *N/A* ("Not Applicable").
- List schools attended and work experience in order, giving the most recent first.
- If you mail the application form, include a brief cover letter, or application letter, stating the job for which you are applying.

The following model shows a completed job application. Note that the applicant supplied all the information required and wrote neatly and legibly.

MODEL: A Completed Job Application



APPLICATION FOR EMPLOYMENT

Barton's Department Store Please complete entire application to ensure processing.

PERSONAL INFORMATION (Please print)				
Name	Last	First	Middle	Social Security/Social Insurance Number
	Samuels	Paula	Jane	181-78-0945
				Date (M/D/Y) 11/15/15
Other names you are known by		Are you less than 18 years of age? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
N/A		(Barton's is required to comply with federal, state, or provincial law.)		
U.S. Applicant Only: Are you legally eligible for employment in the U.S.? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Have you been convicted of a felony in the last seven (7) years? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
(proof of U.S. citizenship or immigration status will be required if hired for a position in the U.S.)		If Yes, list convictions that are a matter of public record (arrests are not convictions). A conviction will not necessarily disqualify you for employment.		
Present Address	Street	City	State/Province	Zip Code/Postal Code
	414 Broad St.	Garfield	Pennsylvania	19015
Permanent Address	Street	City	State/Province	Zip Code/Postal Code
	same			
Phone Number	Daytime	Evening	Referred By	
		(555) 874-3198		

EMPLOYMENT DESIRED (If you are applying for a retail hourly position, please keep in mind that the availability of hours may vary.)						
Position	Location/Department	Salary Desired	Date You Can Start			
sales associate	women's apparel	\$7.50/hr	immediately			
Specify hours available for each day of the week	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
	Any	4p.m.-8p.m.	4p.m.-8p.m.	4p.m.-8p.m.	4p.m.-8p.m.	4p.m.-8p.m.
Are you able to work overtime?	no					
Have you ever worked for Barton's Department Store?	no		If yes, when?		Which store/department?	
					N/A	

EDUCATION	Name and Address of School	Circle Last Years Completed				Did You Graduate?	Subjects Studied and Degrees Received
		1	2	3	4		
High School	Wilson High School 2110 N. Greenway Garfield, PA	1	2	3	4	Y <input checked="" type="radio"/> N <input type="radio"/>	in first year
College		1	2	3	4	Y <input type="radio"/> N <input type="radio"/>	N/A
Post College		1	2	3	4	Y <input type="radio"/> N <input type="radio"/>	N/A
Trade, Business, or Correspondence School		1	2	3	4	Y <input type="radio"/> N <input type="radio"/>	N/A

List skills relevant to the position applied for can run a cash register; have computer experience

SKILLS For Office/Administrative positions only Typing WPM: 45 10-Key: Yes No

Computer Proficiency: Word for Windows Excel Others:

Have you ever visited a Barton's Department Store? Where? Describe your experience.

I went to the Barton's in Pittsburgh and was impressed by the selection of merchandise and the courtesy of the sales associates.

What do you like about clothing? I like to look nice and feel that I have a good fashion sense. I am good at helping people.

Why would you like to work for Barton's Department Store? It would be a convenient after-school location.

I like working with people.

Describe a specific situation where you have provided excellent customer service in your most recent position. Why was this effective?

At the grocery store, I called all our branches to find a product for a customer. She then recommended our store to her friends.

21ST CENTURY

FORMER EMPLOYERS List below current and last three employers, starting with most recent one first. Please include any non-paid/volunteer experience which is related to the job for which you are applying.

Date (M/D/Y) 11/15/15

1.	From 8/11/15	Current Employer (Name and Address of Employer - Type of Business)	Salary or Hourly Starting \$5.75 Ending \$6.50 If hourly, average # of hours per week 8 hrs.	Position Waitress	Reason For Leaving to gain more work experience
	To 11/12/15	Della's Soup Kitchen 5 Gale Road, Garfield			
Duties Performed serving soup; clearing; setting tables					
Supervisor's Name Della Nathan		Phone Number (555) 330-1234	May We Contact? yes		
2.	From 6/5/15	Previous Employer (Name and Address of Employer - Type of Business)	Salary or Hourly Starting \$5.75 Ending \$5.75 If hourly, average # of hours per week 5 hrs.	Position Cashier	Reason For Leaving lack of hours
	To 8/10/15	Reese's Candy Shop 55 Marsh Street, Garfield			
Duties Performed working the register, opening the store					
Supervisor's Name Dana Reese		Phone Number (555) 774-2350	May We Contact? yes		
3.	From 12/7/14	Previous Employer (Name and Address of Employer - Type of Business)	Salary or Hourly Starting \$4.00 Ending \$4.50 If hourly, average # of hours per week 10 hrs.	Position Cashier	Reason For Leaving insufficient wages
	To 5/1/15	Garfield Grocery 125 Main Street, Garfield			
Duties Performed working the register, straightening shelves, sweeping					
Supervisor's Name Lovey Gaber		Phone Number (555) 525-3725	May We Contact? yes		
4.	From	Previous Employer (Name and Address of Employer - Type of Business)	Salary or Hourly Starting Ending If hourly, average # of hours per week	Position	Reason For Leaving
	To				
Duties Performed					
Supervisor's Name		Phone Number	May We Contact?		

REFERENCES Give below the names of three professional references, whom you have known at least one year.

Name	Address & Phone Number	Business	Years Acquainted How Do You Know This Person?
1. Carl Smith	14 Main Street, Garfield (555) 705-2319	Principal	3, at school
2. Jane Bart	211 Main Street, Garfield (555) 858-2672	Manager	5, friend
3. Michael Reese	45 Dorand Road, Garfield (555) 646-2792	Accountant	7, friend's father

Date 11/15/15

Signature

Paula Samuels

**WE ARE AN EQUAL OPPORTUNITY EMPLOYER
COMMITTED TO HIRING A DIVERSE WORKFORCE.**



Barton's Department Store

● Practice Your Skills

Completing an Application

Form a small group with three to five classmates. Each member of the group should request a job application from a local business or organization or download one from its Web site. In your group, compare the applications. Do they ask for similar types of information? What differences do you note? Each member should then complete his or her application. As a group, review each completed application, and give feedback to the person who filled it out.



3 Writing Procedures, Instructions, and Memos

Procedures and instructions are two other common forms of everyday writing. (You have already come across this kind of writing when you practiced writing how-to paragraphs, specifically when you were asked to describe a process or write a set of instructions on pages 260–261 and 499.) Procedures explain which steps and tasks are required to complete a job. Instructions tell you how to complete all the necessary steps.

A key difference between procedures and instructions is the scope of the task being described. Procedures can take place over a period of time and involve a number of people. Instructions are more focused. They involve smaller tasks that can be performed by one person.

WRITING PROCEDURES

The following set of procedures was passed out on the first day in a 10th-grade geometry class. What questions would you have on the first day of geometry class? This list of procedures tries to anticipate readers' questions. Also, since there's a lot to remember, the steps are each given a number for clarity. This reader-friendly formatting technique is often used in procedures and instructions, as are bullet points.

MODEL: Procedure

Procedures for Success in Geometry

Supplies

Each student must bring the following items to class every day.

1. Textbook
2. Notebook and graph paper
3. Pencil and pen (blue or black)
4. Calculator, ruler, protractor

How Grades Are Determined

1. Homework (counts for 30%)
2. Tests (unit, midterm, and final, count for 30%)
3. Quizzes (20%)
4. Team projects (20%)

How to Do Your Best

1. Submit all homework on time.
2. Show your work.
3. Make corrections after your assignment is returned.
4. Pay attention and participate in class.
5. Work with a partner to memorize definitions and theorems.

WRITING INSTRUCTIONS

Written instructions are very direct. The following instructions tell how to claim a rebate on a cell phone. Once again, the reader-friendly formatting helps the instructions come through clearly, and the instructions try to anticipate and answer questions the customers might have about claiming their rebates. The instructions were proofread carefully to make sure the Web address and the mailing address were accurate.

MODEL: Instructions

YouGoPhone \$50 Mail-In Rebate Instructions

Congratulations on purchasing a YouGoPhone. Follow these directions to claim your \$50 rebate.

1. Visit www.yougophone.com and click on the “Rebate Form” link in the upper left-hand corner. Please supply the information required and then print the rebate form.
2. Mail the printed rebate form, along with a copy of your receipt and the proof of purchase label on the box. Only original labels are acceptable, not photocopies. Send these to:

Rebate YouGoPhone
457 Camino Way
El Monte, CA 91731

3. Your claim must be postmarked no later than October 15, 2015. The rebate will be mailed to you in the form of a gift card within six weeks of receipt.

WRITING MEMOS

A **memo** (short for *memorandum*) is a brief, somewhat informal communication. It is often used for communication among employees. It typically begins with the same four headings (shown in boldface type in the model below).

MODEL: Memo

Date: 8/14/15
To: 10th Graders
From: Amy Weinburg
Subject: Student council vote

As your student council representative, I want to know where you stand on the question of an earlier start to the school day. The vote will happen a week from tomorrow. Please e-mail (aweinburg@studentcouncil.edu) or text me (555/333-9874) with your opinions so I know how you feel about such a change.

Memos are meant to be concise, usually running no longer than a single page, but they often contain complex information. The information should be well organized so that it is conveyed clearly to recipients who cannot spend much time reading the memo.



C. Speeches, Presentations, and Discussions

Part I	Critical Thinking and Problem Solving for Academic Success	A. Vocabulary	463
Part II	Communication and Collaboration	B. Letters and Applications	480
Part III	Media and Technology	C. Speeches, Presentations, and Discussions	501

Apply 21st Century Communication and Collaboration Skills

Effective communication is a reciprocal process in which a speaker expresses ideas clearly and forcefully and the listeners understand and respond to the speaker's message. For collaboration to be effective, people must freely exchange ideas and share responsibility to achieve a common goal.

When you communicate and collaborate, your words can be powerful instruments that can bring about positive changes in people and in the world, as long as your messages are conveyed and received with respect. In the diverse world of the 21st century, you will learn and work with people from various social and cultural backgrounds who will have different perspectives. Whether you are making a presentation, participating in a group discussion, or collaborating with a team to complete a task, respecting varied opinions and values will enrich your understanding and make you a more successful communicator and collaborator.

In this chapter, you will learn effective strategies for speaking, listening, and collaborating that will help you succeed in school and in the workplace.

Developing Public Speaking and Presentation Skills

In school and in the workplace, you may be called upon to give a formal speech. As a student, you may have to make a speech to a group of students, parents, or teachers. As a professional, you may be asked to make a formal presentation to a group of co-workers at a small meeting or a large convention. Learning to express your ideas well and use media and technology effectively will help you deliver a successful speech.

1 Preparing Your Speech

Preparing to speak is similar to preparing to write an essay or a report. In speaking, as in writing, thoughtful, careful preparation will make your final product a success.

CHOOSING A SUBJECT TO SUIT YOUR AUDIENCE AND PURPOSE

The purpose of a speech or presentation may be to inform, instruct, motivate, persuade, or entertain. To deliver a successful speech, you need to match your subject to your listeners and purpose. For example, if you were asked to give a humorous speech at a friend's birthday party, you would certainly not want to give a lecture on the invasion of the Huns. This subject would be completely inappropriate for your purpose and audience. The following strategies will help you choose a subject that suits your audience and purpose.

HERE'S HOW

Strategies for Considering Audience and Purpose

- Determine your purpose. Is it to inform, instruct, motivate, persuade, or entertain?
- Find out the interests of your audience. Then choose a subject that matches your listeners' interests and your purpose. Consider, for example, what subject you might choose if your purpose is to persuade the basketball team to help elect you class president. You might discuss your ideas for raising the profile of sports in your school.
- You want your audience to have confidence in you, so choose a subject that you are very familiar with or can research thoroughly.

You can learn more about specific purposes for written and oral essays on pages 5, 15, 133, 159, and 286.

Practice Your Skills

Determining a Subject That Suits an Audience and Purpose

Write an example of a subject for a speech you might give for each of three purposes—to inform, to persuade, and to entertain. Your audience is a group of classmates.

LIMITING A SUBJECT

After choosing an interesting subject, you should limit it. Limiting the subject enables you to present it fully to a given audience within a defined period of time. As a rule of thumb, it takes about as long to deliver a ten-minute speech as it does to read aloud slowly four pages of a typed, double-spaced written essay. The strategies for limiting a subject for a speech are the same as the strategies you would use to limit a subject for an essay.

You can learn more about choosing and limiting the subject for an essay on pages 14–15, 231–232, and 352–353.

HERE'S
HOW

Strategies for Limiting a Subject

- Limit your subject by choosing one aspect of it. For example, for a ten-minute speech about endangered species, you could limit the subject to the blue whale.
- Identify what your audience already knows about your subject, and consider what your audience may expect to hear. Then limit your subject to suit your listeners' expectations.
- Limit your subject to suit your purpose.

The following examples illustrate three ways to limit the subject of computers according to the purpose of your speech.

LIMITING A SUBJECT	
Purpose of Speech	Example
to inform	Explain how to save your work on the computer.
to persuade	Convince computer users to save their work.
to entertain	Tell how your essay was lost when your computer crashed because you forgot to save your work.

● Practice Your Skills

Limiting a Subject

Choose a purpose and an audience. Then limit each subject to be suitable for a ten-minute speech.

1. natural disasters
2. education
3. the environment
4. the Internet
5. space travel
6. fashion trends

GATHERING AND ORGANIZING INFORMATION

After you have chosen and limited your subject, begin to gather information. List everything you already know about the subject. Then consult useful sources of information, including encyclopedias, books, periodicals, and online materials in the library or media center. You might also consider interviewing people who are knowledgeable about the subject.

Taking Notes Take notes on note cards throughout your research. Note cards are best for recording ideas because the information can be easily organized later as you prepare to make an outline of your speech. Use a separate card to summarize each important idea, and include facts and examples to support the idea. Record accurately any quotations you plan to use. If you conduct an interview, take notes or use an audio recorder and then transfer the information to note cards.

Collecting Audiovisual Aids Audiovisual aids, such as maps, pictures, power presentation slides, CDs, and DVDs, can add to the impact of your speech. Choose aids that suit the purpose and context of your speech. Make sure the aids will help you communicate your message effectively and will not be distracting. Once you decide which of your main points to enhance with the use of audiovisual aids, gather or create these materials as you prepare your speech.



Strategies for Organizing a Speech

- Arrange your note cards by topics and subtopics. Then use the cards to make a detailed outline of your speech. (See pages 389–391.)
- Draft an introduction. To make your introduction interesting, begin with an anecdote, an unusual fact, a question, or an interesting quotation. Include a thesis statement that makes clear the main idea and the purpose of your speech. (See pages 105–107, 137–138, 235–236, 244–245, 288, 327, 388, and 393.)
- Arrange your ideas in a logical order and think of the transitions you will use to connect the ideas. (See pages 5, 20–22, 90–93, 239, and 291.)
- Support your points in the body of your speech with facts, examples, and other types of valid evidence from reliable sources. Use appropriate appeals to support your claims and argument.
- Write a conclusion for your speech that summarizes your important ideas. Try to conclude your speech with a memorable sentence or phrase. (See pages 117 and 250–251.)

Practice Your Skills

Gathering and Organizing Information

Choose and limit a subject for a ten-minute speech in which the purpose is to persuade. Write what you know about the subject on note cards. Next find additional information for ten more note cards by using Internet or library sources. Then organize your cards, outline your speech, and draft an introduction and a conclusion. Prepare any audiovisual aides you will use.

PRACTICING YOUR SPEECH

In most cases you should not write out your speech in order to read it or memorize it. Instead, use your outline to deliver your speech, or convert your outline and note cards into cue cards to use when making your presentation. Cue cards include your main points, key words and phrases, and quotations. Your cue cards will help you to remember your important points and supporting details when you deliver your speech. Use the following strategies when practicing your speech.

HERE'S
HOW

Strategies for Practicing a Speech

- Practice in front of a long mirror so that you will be aware of your gestures, facial expressions, and posture.
- As you practice, look around the room as if you were looking at your audience.
- Practice using your cue cards and any audiovisual aids that are part of your speech.
- Make effective use of volume, pitch, and tone of voice.
- Time your speech. If it is too long, cut some information. If it is too short, add additional information.
- Practice over a period of several days. Your confidence will grow each time you practice, and your nervousness will decrease.

Revise your speech as you practice by experimenting with different wording and ways to make your opening and closing sentences memorable. Add or delete information to make your main points clearer. Experiment, as well, with different ways to use audiovisual aids. You may find it helpful to practice your speech with a friend to get feedback. As you deliver your speech, make a mental note of your listener's responses to help you revise your speech further and improve your delivery.

● Practice Your Skills

Practicing and Revising Your Persuasive Speech

Use your outline to make cue cards for your persuasive speech. Then, using the strategies above, practice your speech before a relative, friend, or classmate. Monitor your listener's responses. Is your listener nodding in agreement or nodding off into dreamland? Explore different ways of keeping your listener's attention.

2 Delivering Your Speech

If you have researched your subject well, planned the content carefully, and rehearsed sufficiently, you will deliver your speech with confidence. The following strategies will help you deliver an effective speech.

HERE'S
HOW

Strategies for Delivering a Speech

- Have ready all the materials you need, such as your outline or cue cards and audiovisual materials or equipment.
- Make sure that your computer presentation equipment is assembled and running properly.
- Wait until your audience is quiet and settled.
- Relax and breathe deeply before you begin your introduction.
- Stand with good posture, your weight evenly divided between both feet. Avoid swaying back and forth.
- Look directly at the members of your audience, not over their heads. Try to make eye contact.
- Speak slowly, clearly, and loudly enough to be heard.
- Use good, clear diction.
- Adjust the volume, pitch, and tone of your voice to enhance the communication of your message.
- Use correct grammar and well-formed sentences.
- Use informal, technical, or standard language appropriate to the purpose, audience, occasion, and subject. Be sure to use respectful language when presenting opposing views.
- Use rhetorical strategies appropriate to the message, whether your purpose is to inform or to persuade.
- Emphasize your main points with appropriate gestures and facial expressions.
- Make sure that everyone in your audience can see your audiovisual aids, such as charts and power presentation slides.
- After finishing your speech, take your seat without making comments to people in the audience.

3 Evaluating an Oral Presentation

The ability to evaluate an oral presentation will help you and your classmates improve your future speeches. The **Oral Presentation Evaluation Form** on the next page may be useful. When evaluating a classmate's speech and completing the form, be honest, but remember to make your comments positive, respectful, and helpful. Your comments should be specific in order to help the speaker understand your suggestions. Use listener feedback to evaluate the effectiveness of your speech and to help you set goals for future speeches.

ORAL PRESENTATION EVALUATION FORM

Subject: _____

Speaker: _____ **Date:** _____

Content

Were the subject and purpose appropriate for the audience?

What was the speaker's point of view?

Was the main point clear?

Were there enough details and examples?

Did all the ideas clearly relate to the subject?

Were the speaker's reasoning and use of evidence sound?

If not, where was the fallacious reasoning and/or distorted or exaggerated evidence?

Was the speaker's rhetoric appropriate and effective?

Was the length appropriate (not too long or too short)?

Organization

Did the speech begin with an interesting introduction?

Did the ideas in the body follow a logical order?

Were transitions used between ideas?

Did the conclusion summarize the main points?

Presentation

Did the speaker choose appropriate words?

Was the speech sufficiently loud and clear?

Was the rate appropriate (not too fast or too slow)?

Did the speaker make eye contact with the audience?

Did the speaker make effective use of pitch and tone of voice?

Did the speaker use gestures and pauses effectively?

Were cue cards or an outline used effectively?

Were audiovisual aids used effectively?

Comments: _____

Practice Your Skills

Delivering and Evaluating a Persuasive Speech

Deliver the persuasive speech you have been preparing to your classmates. Afterward, complete the **Oral Presentation Evaluation Form** for your speech at the same time that your classmates are evaluating it. In addition, complete evaluation forms for your classmates' speeches. Use your listeners' suggestions to improve your future speeches.

Delivering and Evaluating an Informative Speech

You work for SpiderWebsites, an Internet development company. Prepare an informative speech for high school students about the pros and cons of living in a technology age. Be sure to present your points in a logical order and to support them with facts and examples. Consider using audiovisual aids to enhance your message. Present your speech to your classmates. Then write a brief assessment of your performance. Describe your strengths and the areas that need improvement.

Delivering and Evaluating an Entertaining Speech

Imagine that ten years have passed since you graduated from high school, and you have been asked to deliver a speech at the reunion dinner. Prepare an entertaining speech about the first two years of high school. Draw on your personal experiences and those of your classmates. Be sure to include vivid, humorous anecdotes and details. Consider how you could use audiovisual aids to make your speech more entertaining. Practice your speech before a friend or family member, and then present it to your classmates. Have them evaluate whether you used effective techniques to make your speech entertaining.

Developing Your Critical Listening Skills

Skillful listening requires you to pay close attention to what you hear. You must comprehend, evaluate, and remember the information. Good listeners engage in critical, reflective, and appreciative listening. They also engage in empathic listening, or listening with feeling. Skills that you have practiced while preparing and presenting a speech will be invaluable to you as you learn to develop your critical listening skills.

1 Listening Appreciatively to Presentations and Performances

You may have the opportunity to listen to a reading or dramatic performance of a literary work. **Oral interpretation** is the performance or expressive reading of a written work. The oral interpreter employs pauses, changes in volume, variations in tone and pitch, and gestures to emphasize the message and highlight important elements such as rhyme and imagery. As a listener, you must judge how successfully the reader has conveyed the meaning, style, and intentions of the work.

The following guidelines will help you listen appreciatively to oral presentations and performances.

HERE'S
HOW

Strategies for Listening Appreciatively

- Be alert to the expressive power of a pause.
- Observe the use of gestures, voice, and facial expressions to enhance the message.
- Listen for changes in volume, intonation, and pitch used to emphasize important ideas.
- Listen for rhymes, repeated words, and other sound devices.
- Listen for rhetorical strategies and other expressive uses of language.
- Take time to reflect upon the message, and try to experience with empathy the thoughts and feelings being expressed.

You can find many opportunities to practice listening appreciatively. Perhaps your local bookstore hosts readings of prose and poetry by well-known authors and poets. A nearby theater group might be performing a dramatic work that you have read for school. You may also have occasion to attend original artistic performances by your peers. You will get the most out of the experience by developing a listening strategy suited to the speaker's subject and purpose.



Practice Your Skills

Listening to Presentations and Performances

Develop your own strategies for listening to and evaluating the following oral presentations. Identify what you would listen for in each case.

1. two actors reading a scene from a play
2. a poet reading three newly published poems
3. an author reading a short story
4. a classmate delivering Martin Luther King, Jr.'s "I Have a Dream" speech

Practice Your Skills

Presenting an Oral Interpretation

Perform a reading of a scene for your class. Form a small group, and choose a scene from a play, such as August Wilson's *The Piano Lesson*, that you have read for school. Then follow these steps to prepare and present your oral interpretation.

1. Sit in a circle and read through the scene. Discuss the most important ideas in the scene. Using the five *Ws* and *H*, analyze the scene for an understanding of character, purpose, and situation.
2. Prepare a brief introduction to the scene. Then prepare a script of the scene. Highlight the lines that you are to perform. Mark key words that you want to emphasize through gestures, tone, or facial expressions.
3. Rehearse the scene. Try out different readings of your lines until you arrive at the best interpretation. Listen to the other characters as they speak, and respond to them as though you were conducting a real conversation. Use the techniques that you have learned to evaluate your performance and those of your peers.
4. Perform the reading for your classmates. Have them critique your performance, and use their feedback to determine whether you successfully conveyed the meaning of the scene.

2 Listening to Directions

In your daily life, you are frequently given directions to follow. Always listen carefully to directions from beginning to end, without assuming that you already know what to do. Practice the following listening strategies.

HERE'S
HOW

Strategies for Listening to Directions

- Write down the directions while the speaker is presenting them.
- After listening to the directions, ask specific questions to help clarify the instructions.
- When you finish an assignment, review the directions to make sure you have followed them correctly.

Practice Your Skills

Following and Evaluating Directions

1. Listen carefully as your partner gives you instructions for making something or performing a simple task that you can do in the classroom. Complete the task or project, and have your partner assess whether you followed the directions accurately. Reverse roles.
2. Listen attentively as your partner gives you directions to a particular place. Draw a simple map as you listen to the directions, and have your partner check it for accuracy. Reverse roles.



3 Listening for Information

Much of your time as a student is spent listening. When you listen for the purpose of learning, you must be able to understand what you hear so that you can evaluate and apply the information. When listening to learn, you may find the following strategies helpful.

HERE'S HOW

Strategies for Listening for Information

- Sit comfortably but stay alert. Try to focus your attention on what the speaker is saying without being distracted by people and noises.
- Determine the speaker's purpose, whether it is to inform, instruct, motivate, or persuade.
- Listen for verbal clues to identify the speaker's main ideas. Often, for example, a speaker emphasizes important points by using such words and phrases as *first*, *finally*, *also consider*, *most important*, *remember that*, or *in conclusion*.
- Watch for nonverbal clues, such as gestures, pauses, or changes in the speaking pace. Such clues often signal important points.
- Determine the speaker's values and point of view about the subject. For example, is the speaker expressing positive or negative attitudes or arguing for or against an issue?
- Take notes to organize your thoughts and to help you remember details. Your notes provide a basis for further discussion. You may also want to use your notes to outline the speech or write a summary of it. If the speech is a course lecture, notes will help you study for a test on the subject.
- Ask clear and relevant questions to monitor your understanding of ideas.
- Take time to reflect upon what you have heard.

Practice Your Skills

Listening and Taking Notes

As your teacher delivers a lecture, listen carefully and take notes. After the lecture, form a small group with other students and compare notes. Discuss why group members all recorded certain points and why they may also have recorded some different information. Then combine your notes to write a complete outline of the lecture. Compare your outline with the outlines of other groups.

LISTENING CRITICALLY

Critical listeners carefully evaluate the information in a speech. They judge whether the information and ideas are valid. Be on the lookout for the following propaganda techniques, which a speaker may use to mislead or manipulate you.

TECHNIQUE	DEFINITION	FURTHER INFORMATION
Confusing Fact and Opinion	an opinion presented as a fact	To learn more, see page 300.
Bandwagon Appeal	an invitation to do or think the same thing as everyone else	To learn more, see page 300.
Testimonial	a statement, usually given by a famous person, that supports a product, candidate, or policy	To learn more, see pages 300–301.
Unproved Generalization	a generalization based on only one or two facts or examples	To learn more, see pages 283–284.
Glittering Generality	a word or phrase usually associated with virtue and goodness	To learn more, see page 301.

Developing Your Group Discussion Skills

Group discussion is a way of communicating ideas, exchanging opinions, solving problems, and reaching decisions. Group discussions may be informal or formal. In **informal discussions** you can freely express your views and share your experiences. In **formal discussions**, on the other hand, you may have to present information you researched or use evidence to argue an issue. Developing your group discussion skills will help you to present your ideas effectively and to listen thoughtfully to others' ideas.

1 Participating in Group Discussions

You use group discussion skills in many learning contexts. In the writing process, group brainstorming may help you during the prewriting stage, and peer conferencing is an effective technique to help you evaluate your work. You may also use discussion skills in preparing an oral report or in working with other students to prepare for a test. Use the following strategies to help you participate effectively in group discussions.

You can learn more about group discussion skills on pages 513–516.

Strategies for Participating in Group Discussions

- Listen carefully and respond respectfully to others' views.
- Keep an open mind and appreciate diverse perspectives.
- Monitor your understanding by asking clear and relevant questions to make sure you understand information and others' views.
- Clarify, verify, and/or challenge the ideas of others.
- Express your ideas clearly. Present examples or evidence to support your ideas.
- Make your contributions to the discussion constructive and relevant.
- Actively incorporate others into the discussion.
- Give effective verbal and nonverbal feedback to other members.
- Be flexible and help your group draw a conclusion or reach a consensus.

Listening Tip

As a way to check your understanding, try "saying back." When you say back, you repeat in your own words what someone has just said to you. If you have misunderstood, the speaker can clarify.



2 Leading Group Discussions

Sometimes your teacher will lead the discussion to make sure that it does not stray from the agenda. Other times a group appoints its own leader to focus the discussion and keep it on track. Such discussions are called directed discussions. If you are chosen to be the leader, or moderator, of a directed discussion group, use the following strategies to help you conduct the discussion effectively.

HERE'S
HOW

Strategies for Leading a Discussion

- Introduce the topic, question, or problem. With the group's help, state the purpose or goal of the discussion.
- Keep the discussion on track to help the group reach agreement and accomplish its goals.
- Encourage everyone to participate, and establish a tone of respect. Make sure that everyone has an equal opportunity and equal time to speak.
- Keep a record of the group's main points and decisions, or assign this task to a group member.
- At the end of the discussion, summarize the main points, and restate any conclusions or decisions the group has reached.

Practice Your Skills

Conducting a Directed Discussion

Form small groups and have a directed discussion. Begin by choosing a current issue concerning your school, such as the choice of subjects students can take, security measures, the dress code, student privileges, extracurricular activities, or school improvements. Then establish a goal. During the discussion, take turns assuming the responsibilities of the discussion leader.



3 Cooperative Learning

In a **cooperative learning** group, members work together to achieve a goal. Each member of the group is assigned a task to help meet the goal. For this reason, cooperative learning groups are sometimes called **task groups**. For example, members of a cooperative learning group in a biology class may cooperate to prepare an oral presentation on organisms that cause diseases. One member of the group may research viruses, another member may find information on bacteria, a third member may investigate fungi, and a fourth member may research parasites.

After the members complete their tasks, they collect and organize the results of their individual efforts. The group's leader oversees the coordination of the members' work. The success of the project depends on the effective collaboration of group members. Work with your peers to set rules, goals, deadlines, and roles for the discussions.



Strategies for Cooperative Learning

- Use the **Strategies for Participating in Group Discussions** (page 514).
- Participate in planning the project and in assigning tasks.
- When you have been assigned a task, do not let your group down by coming to meetings unprepared.
- Value the contributions of other team members.
- Cooperate with others in the group to resolve conflicts, solve problems, reach conclusions, and make decisions.
- Help your group achieve its goals by taking your fair share of responsibility for the group's success.

Practice Your Skills

Organizing a Cooperative Learning Group

Form a cooperative learning group of three to five members and plan an oral presentation on one of the following subjects or choose a subject of your own. Choose a leader, and follow the Strategies for Cooperative Learning above. Deliver your presentation to the class, remembering to follow the steps for preparing and delivering an oral presentation.

1. ways to become physically fit
2. music of the 1990s
3. innovations in technology

Media and Technology

Part I Critical Thinking and Problem Solving
for Academic Success

Part II Communication and Collaboration

Part III Media and Technology

Essential Skills

You already understand the importance of literacy, or the ability to read and write. In the 21st century, literacy—meaning “knowledge of a particular subject or field”—in the areas of information, media, and technology is also essential. Part III of this guide will help you develop literacy in these three areas. This knowledge will help you succeed in school and in your future jobs.

1 Information Literacy

Today, a tremendous amount of information is available at your fingertips. To acquire information literacy, you must know how to access, manage, evaluate, and use this wealth of information. Learning advanced search strategies will help you locate information efficiently and effectively from a range of relevant print and electronic sources. Evaluating the reliability and validity of sources will help you assess their usefulness. Then you can synthesize information in order to draw conclusions or to solve a problem creatively. Understanding the difference between paraphrasing and plagiarism and knowing how to record bibliographic information will ensure that you use information in an ethical, legal manner. Part III of this guide will help you build your information literacy skills by showing you how to use the Internet to access information.

You can learn more about information literacy on pages 366–385 and 411.

2 Media Literacy

Media messages serve a variety of purposes. They can have a powerful influence on your opinions, values, beliefs, and actions. Part III of this guide will help you develop your media literacy skills by showing you how to use both print and nonprint media to communicate your message. You will learn how to use these media to create effective messages that suit your audience and purpose. You will also learn about the types of tools available for creating media products.

You can learn more about media literacy on pages 58, 108, 142, 162, 213, 242, 285, 299, 318, 360, and 411.

3 Technology Literacy

In the 21st century, knowing how to use technology to research, evaluate, and communicate information is essential. You must also know how to use different forms of technology, such as computers and audio and video recorders, to integrate information and create products. Part III of this guide will show you how to use technology effectively to access information and to publish and present your ideas in different media.

You can learn more about technology literacy on pages 257 and 411.



A. Electronic Publishing

Part I	Critical Thinking and Problem Solving for Academic Success	A. Electronic Publishing	519
Part II	Communication and Collaboration	B. Using the Internet	534
Part III	Media and Technology		

Apply Media and Technology Literacy

Everything you may ever have to say or write requires some medium through which you express it and share it with others. The ability to use available media and technology to their fullest potential will enable you to communicate your ideas effectively and to a widespread audience. For now, most academic and workplace communication still depends on print technology. By using that to its full capability, you will prepare yourself for the inevitable improvements and upgrades that will be a feature of communication in the future.

In this section, you will develop your skills in using available technology in your communication.

Digital Publishing

The computer is a powerful tool that gives you the ability to create everything from newsletters to reports. Many software programs deliver word-processing and graphic arts capabilities that once belonged only to professional printers and designers. Armed with the knowledge of how to operate your software, you simply need to add some sound research and a healthy helping of creativity to create an exciting paper.

WORD PROCESSING

Using a standard word-processing program, such as Microsoft Word®, makes all aspects of the writing process easier. Use a word-processing program to

- create an outline
- save multiple versions of your work
- revise your manuscript
- proof your spelling, grammar, and punctuation
- produce a polished final draft document

USING A SPELL CHECKER

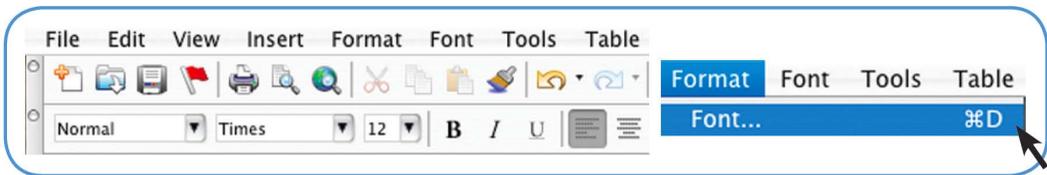
You can use your computer to help you catch spelling errors. One way is to set your Preferences for a wavy red line to appear under words that are misspelled as you type. You can also set your Preferences to correct spelling errors automatically.

A second way to check your spelling is to choose Spelling and Grammar from the Tools menu. Select the text you want to check and let the spell checker run through it looking for errors. While a spell checker can find many errors, it cannot tell you if a correctly spelled word is used correctly. For example, you might have written *The books were over their*. The spell checker will not identify an error here, even though the correct word is *there*, not *their*.

FASCINATING FONTS

Once your written material is revised and proofed, you can experiment with type as a way to enhance the content of your written message and present it in a reader-friendly format. Different styles of type are called **fonts** or **typefaces**. Most word-processing programs feature more than 30 different choices. You'll find them listed in the Format menu under Font.

Or they may be located on the toolbar at the top left of your screen.



Most fonts fall into one of two categories: **serif** typefaces or **sans serif** typefaces. A serif is a small curve or line added to the end of some of the letter strokes. A typeface that includes these small added curves is called a serif typeface. A font without them is referred to as sans serif, or in other words, without serifs.

- Times New Roman is a serif typeface.
- Arial is a sans serif typeface.

In general, sans serif fonts have a sharp look and are better for shorter pieces of writing, such as headings and titles. Serif typefaces work well for body copy.

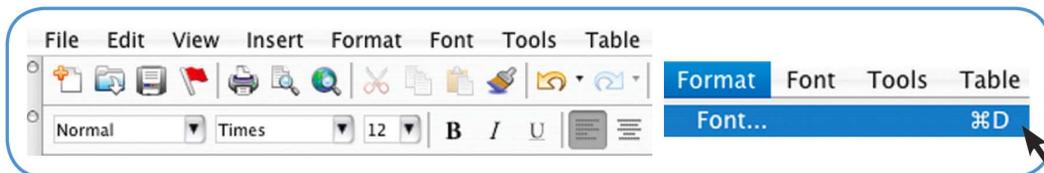
Each typeface, whether serif or sans serif, has a personality of its own and makes a different impression on the reader. Specialized fonts, like the examples in the second paragraph on the next page, are great for unique projects (posters, invitations, and personal correspondence) but less appropriate for writing assignments for school or business.

Since most school writing is considered formal, good font choices include Times New Roman, Arial, Helvetica, or Bookman Antiqua. These type styles are fairly plain. They allow the reader to focus on the meaning of your words instead of being distracted by the way they appear on the page.

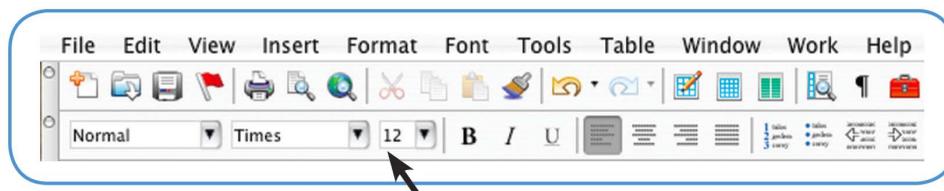
With so many fonts to choose from, you may be tempted to include a dozen or so in your document. Be careful! Text **printed in multiple fonts can be EXTREMELY confusing to read**. Remember that the whole idea of using different typefaces is to enhance and clarify your message, not muddle it!

A SIZABLE CHOICE

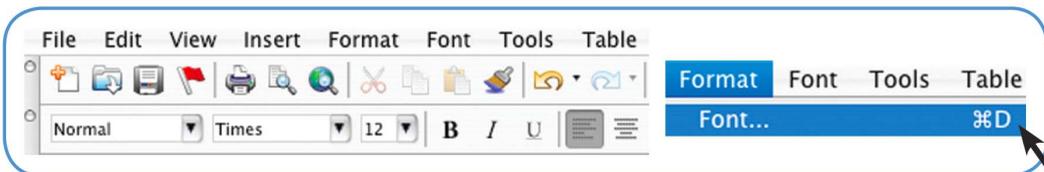
Another way to add emphasis to your writing and make it reader-friendly is to adjust the size of the type. Type size is measured in points. One inch is equal to 72 points. Therefore, 72-point type would have letters that measure one inch high. To change the point size of your type, open the Format menu and click Font.



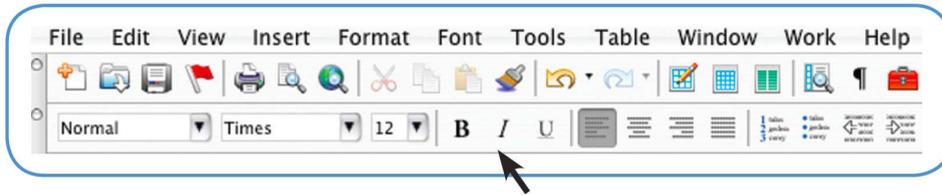
Or use the small number box on the toolbar at the top left side of your screen.



For most school and business writing projects, 10 or 12 points is the best size of type for the main body copy of your text. However, it's very effective to increase the type size for titles, headings, and subheadings to highlight how your information is organized. Another way to add emphasis is to apply a style to the type, such as **bold**, *italics*, or underline. Styles are also found in the Format menu under Font.



Or look for them—abbreviated as **B** for bold, *I* for italics, and U for underline—in the top center section of the toolbar on your screen.



If you have access to a color printer, you may want to consider using **colored type** to set your heading apart from the rest of the body copy. Red, blue, or other dark colors work best. Avoid yellow or other light shades that might fade out and be difficult to read.

Use different type sizes, styles, and colors sparingly and consistently throughout your work. In other words, all the body copy should be in one style of type. All the headings should be in another, and so on. Doing so will give your work a unified, polished appearance.

TEXT FEATURES

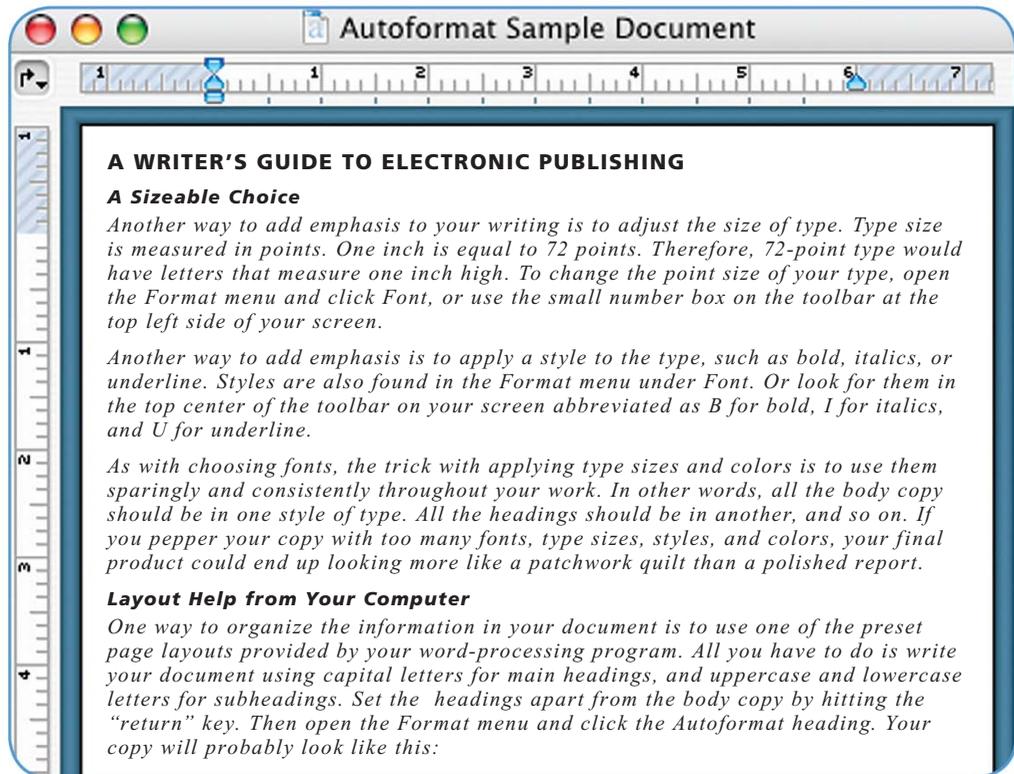
Text features such as **bulleted lists** and **numbered lists** are useful ways to organize information and give it a reader-friendly format. If you create pages of text in which information isn't broken up in any way, your readers may lose focus or have trouble identifying your main points. Instead, use bulleted or numbered lists to highlight important information and present it clearly and simply. To create these lists, open the Format menu and click on Bullets and Numbering. You can also click on the numbered or bulleted list on the toolbar at the top right of your screen.

A sidebar is another useful text feature for presenting information. A **sidebar** is a section of text that is placed alongside the main copy. Often the text in a sidebar appears in a box. Use sidebars to present additional, interesting information that relates to your main topic but doesn't belong in the body of your report or paper.

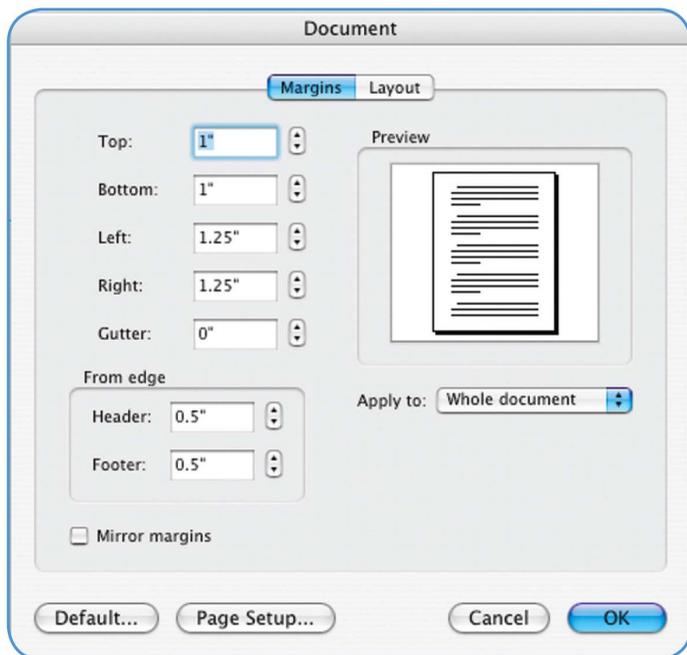
LAYOUT HELP FROM YOUR COMPUTER

One way to organize the information in your document is to use one of the preset page layouts provided by your word-processing program. All you have to do is write your document using capital letters for main headings and uppercase and lowercase letters for subheadings. Set the headings apart from the body copy by hitting the "return" key. Then open the Format menu and click the Autoformat heading. Your copy will probably look like the illustration on the next page.

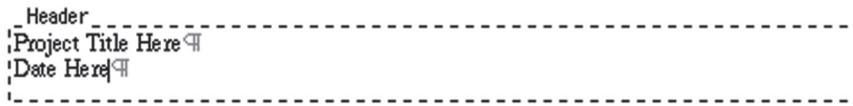
You can probably use this automatic, preset format for most of the writing you do in school. You'll also find other options available in the File menu under Page Setup.



Here you can change the margins and add headers, footers, and page numbers. Headers and footers are descriptive titles that automatically appear at the top or bottom of each page without your having to retype them each time. For example, you may wish to add the title of your project and the date as a header or footer to each page.



To insert a header or a footer, go to View and click on Header and Footer. Note that page numbers may also be inserted by way of the Insert option on your menu bar.



LET'S GET GRAPHIC

The old saying “A picture is worth a thousand words” is particularly true when it comes to spicing up papers and reports. Publishing and presentation software programs give you the ability to include photographs, illustrations, and charts in your work that can express your ideas more clearly and succinctly than words alone.

The key to using graphics effectively is to make sure each one conveys a message of importance. Don't use them just for decoration. Be sure they add something meaningful, or you'll actually detract from your written message.

Drawings Many paint and draw programs such as Macromedia® FreeHand™ and Microsoft PowerPoint® allow you to create an illustration or **import** (bring in from another program) one into your document. Drawings can help illustrate concepts that are difficult to describe, such as mechanical parts or procedures. Cartoons can also add a nice touch. If you use them sparingly, they can lighten up an otherwise dry, technical report.

Clip Art Another kind of drawing is called clip art. These simple, black-and-white or color line pictures are often included in desktop publishing or word-processing programs. Pre-drawn clip art usually is not suitable for illustrations, but it does work well as graphic icons that can help guide your reader through various parts of a long report.

For example, suppose you are writing a report on the top arts programs in the United States. You might choose the following clip art for each of the sections:



When you introduce the section of your report that deals with music, you might use the music icon at the large size pictured above. Then, in the headings of all the following

sections that deal with music, you might use a smaller version of the icon that looks like this:



Using clip art as icons in this manner lets your readers know at a glance which part of the report they are reading.

Charts and Graphs One of the best ways to communicate information about numbers and statistics is by using charts and graphs. Several software programs allow you to create bar graphs, pie charts, and line graphs that can communicate fractions, figures, and comparative measurements much more powerfully than written descriptions.

Photographs With the widespread availability of digital cameras and scanners, adding photos to your project is an easy and effective way to enhance your content. Using a digital camera or a scanner, you can load photos directly into your computer. Another option is to shoot photographs with a regular camera, but when you have them developed, specify that they be returned to you as “pictures on disc,” which you can open on your computer screen.

Photographic images are stored as bits of data in an electronic file. Once you have the photos in your computer, you can use a graphics program to manipulate the images in a variety of ways and create amazing visual effects. You can crop elements out of the photo, add special filters and colors, combine elements of two different pictures into one—the possibilities are endless.

After you have inserted the edited photo into your document, be careful when you print out your final draft. Standard printers often don’t reproduce photographs well. You may want to take your document on disc to a professional printing company and have it printed out on a high-resolution printer to make sure you get the best quality.

Captions and Titles While it’s true that a single photo can say a great deal, some pictures still need a little explanation in order to have the strongest impact on your reader. Whenever you include an illustration or photograph in a document, also include a simple caption or title for each image.

Add captions in a slightly smaller type size than the body copy and preferably in a sans serif typeface. Use the caption to add information that isn’t immediately apparent in the photo. If there are people in the picture, tell readers who they are. If the photo features an odd-looking structure, explain what it is. Be smart with your captions. Don’t tell readers the obvious. Give them a reason to read your caption.

Stand-Alone Graphics Occasionally you may include well-known graphics or logos in a report. These graphics convey powerful messages on their own and don't require captions. Examples of these logos or symbols include:



Nonprint Media—Audio and Video

The world we live in is becoming increasingly more multimedia-savvy. Many businesses rely extensively on multimedia presentations to market their products or convey messages to consumers and employees. Exciting opportunities exist for people who can produce clear, concise messages in audio and visual formats.

PRE-PRODUCTION—PUT IT ON PAPER FIRST

Although the final presentation of your subject material may be an audio recording or a video, your project needs to begin on paper first. When you write down your ideas, you do four things:

- Organize your thoughts.
- Narrow your focus.
- Isolate the main messages.
- Identify possible production problems.

Resist the urge to grab an audio recorder or camcorder and run off to record your project. That's a sure-fire way to create an unorganized mess. Take the time to plan your production.

Concept Outline The first task in the writing process is a short, one-page document that describes the basic idea of the project. Ideally this should be three paragraphs—one paragraph each describing the beginning, the middle, and the end. Do not go forward until you have clearly identified these three important parts of your project.

Brief Next write one to two pages that describe in detail the point of your project: how it will be used, who the intended audience is, what the purpose is, and what you hope to achieve with the presentation. Do you want your audience to be informed about something? Motivated to do something? Emotionally moved in some way?

Treatment The next phase of the writing process fleshes out the ideas you expressed in your outline and brief. The treatment is several pages long. It contains descriptions

of the characters, dialogue, and settings and describes the presentation scene by scene. Include in your treatment descriptions of the mood and the tone of your piece. If your project is a video, set the stage by describing the overall look and feel of the production.

Script Once you've completed the first three steps, you are ready to go to script. Everything that is mentioned in the script will wind up in the audio recording or on the screen. Conversely, anything that is left out of the script will likely be overlooked and omitted from the final production. So write this document carefully.

For an audio recording, the script contains all narration, dialogue, music, and sound effects. For a video, it contains all of these elements plus descriptions of the characters, any sets, props, or costumes, plus all camera shots and movements, special visual effects, and onscreen titles or graphic elements. In short the audio script encompasses everything that is heard, and the video script covers everything that is seen and heard.

Storyboard Last, for video productions, it's also helpful to create storyboards—simple frame-by-frame sketches with explanatory notes jotted underneath—that paint a visual picture of what the video will look like from start to finish.

Pre-Production Tasks The final stages of pre-production include assembling all the elements you will need before you begin producing your audio recording or video. Here's a general checklist.



Pre-Production Checklist

Audio Tasks

- ✓ Arrange for audio recording equipment
- ✓ Cast narrator/actors
- ✓ Find music (secure permission)
- ✓ Arrange for sound effects
- ✓ Set up recording schedule
- ✓ Coordinate all cast and crew
- ✓ Arrange for transportation if needed
- ✓ Rehearse all voice talent

Video Tasks

- ✓ Arrange for video equipment (including lighting and sound recording equipment)
- ✓ Cast narrator/host/actors
- ✓ Find music (secure permission)
- ✓ Arrange for sound/visual effects
- ✓ Set up shooting schedule
- ✓ Coordinate all cast and crew
- ✓ Arrange for transportation if needed
- ✓ Set up shooting locations (secure permission)
- ✓ Arrange for costumes, props, sets
- ✓ Arrange for make-up if needed
- ✓ Rehearse all on-camera talent

Video Production Schedule Tucked into the list of pre-production tasks is “Set up recording/shooting schedule.” For a video, this means much more than just deciding what day and time you will begin shooting.

During the video production phase of your project, the idea is to shoot everything that your script calls for in the final production. Often the most efficient way to do this is what is called “out-of-sequence” filming. This means that, rather than shooting scenes sequentially (that is, in the order that they appear in the script), you shoot them in the order that is most convenient. Later you will edit them together in the correct order in post-production.

For example, your video might begin and end in the main character’s office. Rather than shoot the first office scene, then move the cast and crew to the next location, then later at the end of the day return to the office, it might be easier to shoot both office scenes back-to-back. This will save a great deal of time and effort involved in moving people, lights, and props back and forth.

Lighting may be a factor in the order in which you shoot your scenes. For example, scenes 3, 4, and 7 may take place in the daytime, and scenes 1, 2, 5, and 6 may take place at night.

To accommodate all of these factors, you will need to plan your shooting schedule carefully. The difference between a smooth shoot day and chaos is a well thought-out shooting schedule.

Last, for video or audio recording, it’s also a good idea to assemble your team for a pre-production meeting before you begin. This is your chance to read through the script together, go over time schedules, review responsibilities of each person involved, and answer any questions or discuss potential problems before you begin the production process.

PRODUCTION

At last, it’s production time! There are a number of different formats you can use for audio and video recording. Talk to the AV expert in your school or check with the media center for help in selecting the best format to use. Get tips, as well, for how to use the audio or video equipment to achieve the best results and produce a polished, professional project.

Next, if you are producing a video, think carefully about how you will shoot it. Consider the kinds of camera shots, camera moves, and special effects you will use.

Camera Shots To hold the interest of your audience, use a variety of camera shots and angles. Check your local library or media center for good books on camera techniques that describe when and how to use various shots—from long shots to close-ups, from low angles to overhead shots. As a rule, every time you change camera shots, change your angle slightly as well. This way, when the shots are edited together, you can avoid accidentally putting two nearly identical shots side-by-side, which creates an unnerving jarring motion called a “jump cut.”

Do some research on framing techniques as well to make sure you frame your subjects properly and avoid cutting people’s heads off on the screen.

Camera Moves Learn about ways to move the camera in order to keep your audience interested. Three common, but effective camera moves are panning, tracking, and zooming. **Panning** means moving the camera smoothly from one side of the scene to another. Panning works well in an establishing shot to help orient your audience to the setting where the action takes place.

Tracking means moving the camera from one place to another in a smooth action as well, but in tracking, the camera parallels the action, such as moving alongside a character as he or she walks down the street. It’s called tracking because in professional filmmaking, the camera and the operator are rolled forward or backward on a small set of train tracks alongside the actor or actress.

Zooming means moving the camera forward or back, but zooming actually involves moving the lens, rather than the camera. By touching the zoom button, you can focus in on a small detail that you would like to emphasize, or you can pull back to reveal something in the background.

The important factor in any kind of camera move is to keep the action fluid and, in most cases, slow and steady. Also, use camera movement sparingly. You want to keep your audience eager and interested, not dizzy and sick!

Cuts Another good way to keep your presentation moving is to use frequent cuts. While the actual cuts will be done during post-production, you need to plan for them in production. Professional filmmakers use the word *coverage* for making sure they have ample choices for shots. You can create coverage for your production by planning shots such as those on the following pages.

Here are three kinds of video shots:

establishing shot

This shot sets up where the action of the story will take place. For example, if your story takes place inside an operating room, you might begin with an establishing shot of the outside of the hospital.

reaction shot

It's a good idea to get shots of all on-camera talent even if one person does not have any dialogue but is listening to, or reacting to, another character. This gives you the chance to break away from the character who is speaking to show how his or her words are affecting other people in the scene.

cutaway shot

The cutaway shot is a shot of something that is not included in the original scene, but is somehow related to it. Cutaways are used to connect two subjects. For example, the first shot may be of a person falling off a boat. The second shot could be a cutaway of a shark swimming deep below the water.

Special Effects If you are adventurous, you may want to try some simple special effects. For instance, dry ice can create smoke effects. You can also have your actors freeze; then stop the camera, remove an object from the set, and restart the camera. This technique will make objects seem to disappear as if by magic. Other effects can be achieved by using false backdrops, colored lights, and filters.

Technology Tip

You may already have video editing tools on your computer or your school's computer. Many computers come equipped with free video editing software. These programs are simple to use and can produce very effective videos or slide shows that are coordinated with music and narration and that feature interesting transitional elements like fades and dissolves. (See next page.) These programs also allow you to edit your video in a way that makes for easy uploading to video file-sharing sites. There are also free video editing tools online. Check out the computer you use most often to see what video tools it may have on it, and follow a tutorial to learn how to use the tool.

POST-PRODUCTION—THE MAGIC OF EDITING

Once all of your video recording is complete, it's time to create the final cut—that is, your choice of the shots you wish to keep and the shots you wish to discard. Be choosy and select the footage with only the best composition, lighting, focus, and performances to tell your story.

There are three basic editing techniques:

- in-camera editing** In this process you edit as you shoot. In other words, you need to shoot all your scenes in the correct sequence and in the proper length that you want them to appear. This is the most difficult editing process because it leaves no margin for error.
- insert editing** In insert editing you transfer all your footage to a new video. Then you record over any scenes that you don't want with scenes that you do want in the final version.
- assemble editing** This process involves electronically copying your shots from the original source in your camera onto a new blank source, called the edited master, in the order that you want the shots to appear. This method provides the most creative control.

Consider including effects such as a dissolve from one shot to another instead of an abrupt cut. A *dissolve* is the soft fading of one shot into another. Dissolves are useful when you wish to give the impression that time has passed between two scenes. A long, slow dissolve that comes up from black into a shot, or from a shot down to black, is called a *fade* and is used to open or close a show.

In addition to assembling the program, post-production is the time to add titles to the opening of your program and credits to the end of the show. Computer programs, such as Adobe® Premiere®, can help you do this. Some cameras are also equipped to generate titles. If you don't have any electronic means to produce titles, you can always mount your camera on a high tripod and focus it downward on well-lit pages of text and graphics placed on the floor. Then edit the text frames into the program.

Post-production is also the time to add voiceover narration and music. Voiceovers and background music should be recorded separately and then edited into the program on a separate sound track once the entire show is edited together. Video editing programs for your computer, such as Adobe Premiere™, allow you to mix music and voices with your edited video. After post-production editing, your video production is ready to present to your audience or upload to a video file-sharing site.

Publishing on the Web

You can become a part of the Web community by building and publishing a Web site of your own. In fact, you may already have a Web presence with your account on a social network such as Facebook®, which provides a medium for publishing your thoughts and linking to the sites of those you have designated as your “friends.” Maybe you have even created your own social network through Ning® or communicated with other members of your school on Twitter®. Many businesses now have a presence in one or more social networks, appreciating the opportunity to interact with customers and collaborators.

Traditional Web sites, however, are still the main medium through which most organizations or businesses communicate. Web sites have universal access; the ability to use photos, illustrations, audio, and video; unlimited branching capabilities; and the ability to link with related content.

If you are going to create a Web site, take advantage of all of these features. Your goal should be to make your site interesting enough that visitors will want to stay, explore, and come back to your site again—and that takes thought and planning.

PLANNING YOUR SITE

First you need to capture your thoughts and ideas on paper before you publish anything. Start with a one-page summary that states the purpose of your Web site and the audience you hope to attract. Describe in a paragraph the look and feel you think your site will need in order to accomplish this purpose and hold your audience’s attention.

Make a list of the content you plan to include in your Web site. Don’t forget to consider any graphics, animation, video, or sound you may want to include.

Next go on a Web field trip. Ask your friends and teachers for the URLs of their favorite Web sites. (URL stands for Universal Resource Locator.) Visit these sites, and ask yourself, “Do I like this site? Why or why not?” Determine which sites are visually appealing to you and why. Which sites are easy to navigate and why? Chances are the sites you like best will have clean, easy-to-read layouts, be well written, contain visually stimulating graphic elements, and have intuitive **interfaces** that make it simple to find your way around.

One sure drawback in any Web site is long, uninterrupted blocks of text. Decide how to break up long passages of information into manageable sections. Will there be separate sections for editorial content? news? humor? feedback? Which sections will be updated periodically and how often?

Make a few rough sketches for your site. How do you envision the home page of your site? What will the icons and buttons look like? Then give careful thought to how the pages will connect to each other, starting with the home page. Your plan for connecting the pages is called a **site map**.

Because the Web is an interactive medium, navigation is critical. Decide how users will get from one page to another. Will you put in a navigation bar across the top of the page or down the side? Will there be a top or home page at the beginning of each section?

Once you have planned the content, organized your material into sections, and designed your navigation system, you are ready to begin creating Web pages.

PUTTING IT ALL TOGETHER

Writing for the Web is different from writing for print. The Web is a fast medium. Keep your messages succinct and to the point. Use short, punchy sentences. Break up your copy with clever subheads. Try not to exceed 500 to 600 words in any single article on any one page.

In order to turn text into Web pages, you need to translate the text into a special language that Web browsers can read. This language code is called HTML—HyperText Markup Language. There are three methods available:

- You can use the Save As Web Page feature in the File menu of most word-processing programs.
- You can import your text into a Web-building software program and add the code yourself if you know how.
- You can easily find free software programs online that will do the work for you. Web-building software programs are referred to as WYSIWYG (pronounced “Wiz-E-Wig”), which stands for “What You See Is What You Get.”

Web-building software also allows you to create links to other Web pages using a simple process called **drag and drop**. Be sure to read the directions that come with your software package for complete instructions.

BLOGS

Blogs (short for weblogs) are a type of Web page. In many ways, they are like online diaries or journals, where “bloggers” post the latest events of their lives and their thoughts and feelings on a wide range of subjects. Some blogs have other purposes, such as to promote community among speakers of certain languages or to influence politics. Among the most popular blogs are those devoted to celebrity news and to animal photos with funny captions. The most popular blog software is free and easy enough to use so that anyone with Web space can build one.

B. Using the Internet

Part I Critical Thinking and Problem Solving for Academic Success	A. Electronic Publishing	519
Part II Communication and Collaboration	B. Using the Internet	534
Part III Media and Technology		

Apply Information and Technology Literacy

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

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

How Does the Internet Work?

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

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

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

THE CYBERSPACE CONNECTION

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

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

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

ALPHABET SOUP—MAKING SENSE OF ALL THOSE LETTERS

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

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

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

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

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

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

BASIC INTERNET TERMINOLOGY

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

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

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

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



Communicating on the Internet

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

1 Using E-mail

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

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

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

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

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

The image shows a screenshot of an email composition window. At the top, there is a toolbar with icons for Send, Chat, Attach, Address, Fonts, Colors, and Save As Draft. Below the toolbar are four text input fields: To:, Cc:, Bcc:, and Subject:. At the bottom right, there is a Signature field with a dropdown menu currently set to 'None'. Blue callout boxes with lines pointing to the fields provide the following explanations:

- To:** Type the person's e-mail address here. There is no central listing of e-mail addresses. If you don't have the person's address, the easiest way to get it is to call and ask the person for it. You can address an e-mail to one or several people, depending on the number of addresses you type in this space.
- Cc:** Cc stands for courtesy copy. If you type additional e-mail addresses in this area, you can send a copy of the message to other people.
- Bcc:** Bcc stands for blind courtesy copy. By typing one or more e-mail addresses here, you can send a copy of the message to others without the original recipient knowing that other people have received the same message. Not all e-mail programs have this feature.
- Subject:** This is called the subject line. Write a few brief words that best describe what your e-mail message is about.
- Message Body:** This is where you type your message.

SAY IT WITH STYLE

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

Guidelines for Writing E-mails

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

ATTACH A LITTLE SOMETHING EXTRA

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

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

FOLLOW UP

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

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

YOU'VE GOT MAIL

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

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

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

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

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

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

2 Other Online Communication

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

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

One-to-one chatting, or instant messaging, is probably something you do frequently. With instant messaging, you need to “accept” as a buddy or contact each person you will communicate with. In contrast, anyone in a chat room can talk to you, and the anonymous nature of a chat room can make people less inhibited than they might otherwise be in person. If you sense that one of the participants in your chat room is responding inappropriately, ask your parents or teacher to step in, or simply sign off.

JOIN THE GROUP

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

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

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

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

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

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

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

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

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

Online Collaboration and Web 2.0

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

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

Cyberbullying

More than half of teenagers recently surveyed reported that they have been the victim of online bullying, also called cyberbullying, or known someone who has been.

Cyberbullying is the use of such technology as the Internet and cell phones to deliberately hurt or embarrass someone. Cyberbullies often assume fake identities to trick people. They also knowingly spread lies and often post pictures of someone without his or her permission. Cyberbullies can trick their victims into revealing personal information which is then abused.

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

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

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

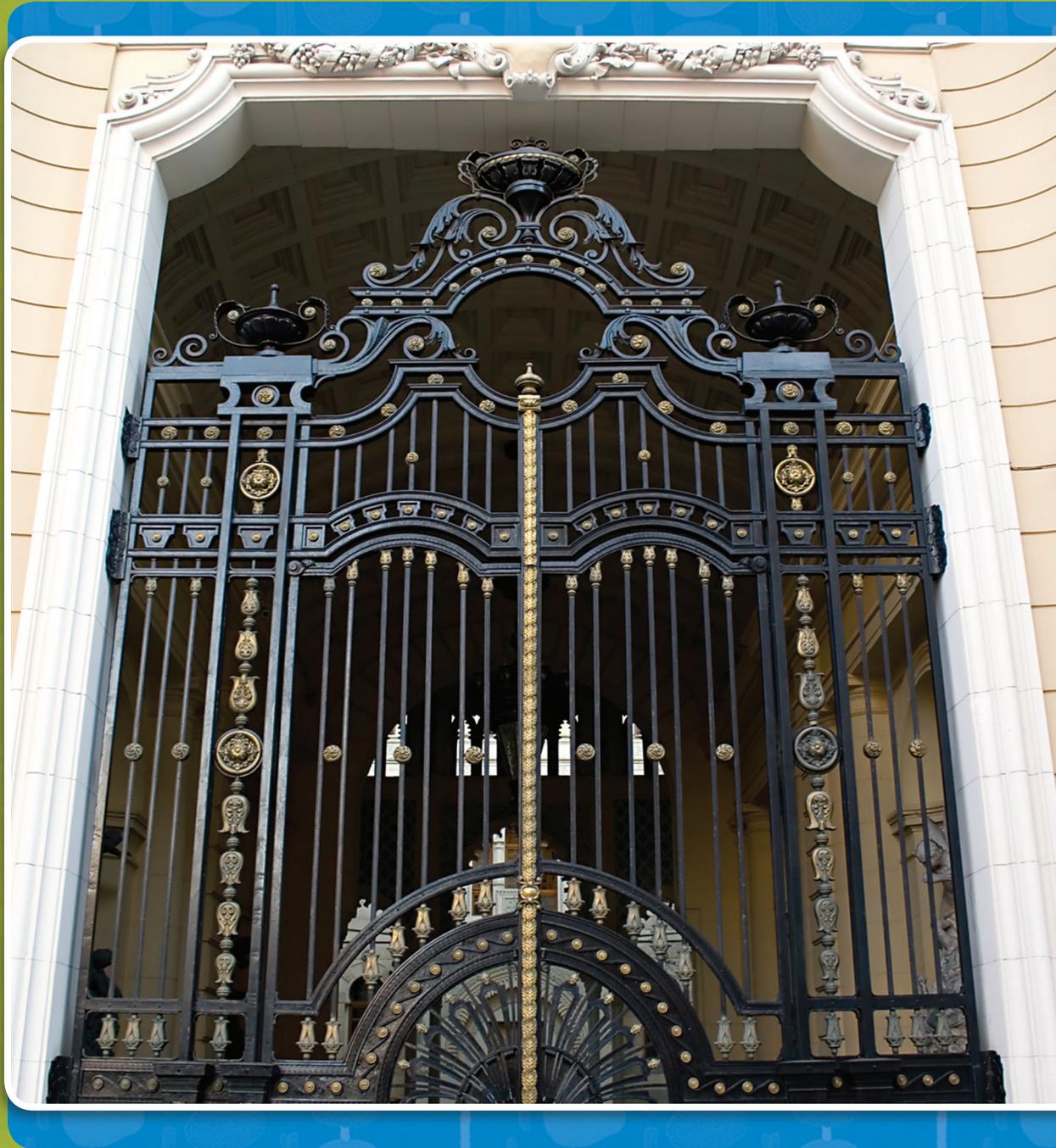
The NCPC developed a slogan to summarize what to do: “Delete cyberbullying. Don’t write it. Don’t forward it.”

Unit 4

Grammar

Chapter 12	The Parts of Speech	546
Chapter 13	The Sentence Base	588
Chapter 14	Phrases	622
Chapter 15	Clauses	652

While it is true that people can perform extraordinary feats without the help of grammar, the rules of grammar hold great power. Knowing how the grammatical elements—nouns, verbs, modifiers, phrases, and clauses—fit together gives you the power to communicate forcefully. Since most people learn grammar by listening to their language and reading it, you probably know a great deal of English grammar already. In this unit, however, you will take additional steps toward mastering it. That way, the next time you perform an extraordinary feat, you will have the extraordinary power to let the world know about it.



There is, indeed, a culture of power, and . . . language is one of its gatekeepers. —Mary Ehrenworth and Vicki Vinton

The Parts of Speech



How can you combine the parts of speech to create vivid and exact sentences?

The Parts of Speech: Pretest 1

The following first draft about a football game is hard to read because it contains several grammar errors and some unnecessary repetition. How would you revise the draft so that it reads correctly? Two revisions have been made as examples.

Bob climbed the stairs onto the bleachers. ^{He}Bob found his friends sitting ⁱⁿover the top row. Each team were on the field. The two teams had began stretching and warming up for the big game of their lives. The referees begin the trek out into the football field. He were talking to the team captains. The announcer asked everyone to stand but sing the national anthem. Then the announcer introduces the starting lineup. After the introductions, Kent and Edie went to the refreshment stand. Kent and Edie got lost on the way back to your seats. They made it back just in time. The referee blew his whistle. The crowd stood. The crowd cheered. Game time!

The Parts of Speech: Pretest 2

Directions

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

(1) Oregon is one of the northwestern states. (2) On the east it is bordered by Idaho. (3) The Cascade Mountains run from north to south in the west-central part of the state. (4) The mountains end gradually in the river valleys further west. (5) The major cities include Portland, Salem, and Eugene. (6) Lumber is the state's foremost product. (7) With the lumber industry come related industries: paper, furniture-making, and many others. (8) Fishing is also a major source of income. (9) Tourism is very important in Oregon as well. (10) Crater Lake National Park is a major attraction for tourists from all parts of the world.

1. A adjective
B adverb
C preposition
D noun

2. A noun
B pronoun
C verb
D adverb

3. A noun
B pronoun
C verb
D adverb

4. A adjective
B adverb
C preposition
D noun

5. A adjective
B adverb
C preposition
D noun

6. A adjective
B adverb
C preposition
D noun

7. A conjunction
B interjection
C preposition
D adjective

8. A adjective
B adverb
C preposition
D noun

9. A noun
B pronoun
C verb
D adverb

10. A conjunction
B interjection
C preposition
D adjective

As you write and speak, you use words in different ways. You might, for example, use the word *plant* as a thing—a *plant* for your mother. You also might use it to describe a piece of furniture—a *plant* stand. You could even use it to explain an action—*plant* a tree. How a word is used in a sentence determines that word's **part of speech**. In the English language there are eight parts of speech.

THE EIGHT PARTS OF SPEECH

noun (names)	adverb (describes, limits)
pronoun (replaces a noun)	preposition (relates)
verb (states action or being)	conjunction (connects)
adjective (describes, limits)	interjection (expresses strong feeling)

When you use the word *plant* as a thing—a plant for your mother—you are using it as a noun.

12 A A **noun** is the name of a person, place, thing, or idea.

- **Edward** has achieved **fame** at our **school** for his academic **achievement**.
- Another **student** on the swim **team** won a **competition** in **Dallas, Texas**.

➤ Concrete and Abstract Nouns

Nouns are often categorized in two main groups: concrete nouns and abstract nouns.

12 A.1 A **concrete noun** names people, places, and things you can usually see or touch. An **abstract noun** names ideas and qualities.

CONCRETE NOUNS

People	boy, teacher, parent, aunt, Mr. Jones, Dr. Holly
Places	school, Earth, Chicago, America, Madison Avenue
Things	ocean, cat, car, column, cash

ABSTRACT NOUNS

Ideas and Qualities	love, hope, grief, sorrow, dream, belief, beauty, happiness
----------------------------	---

You can learn about plural nouns on pages 897 and 940–947 and possessive nouns on pages 67, 896–899, and 930.

● Practice Your Skills

Finding Nouns

Write the nouns in each sentence.

(1) Coral comes from an animal in the ocean that is known as a coral polyp. (2) The polyp can be smaller than a fingernail. (3) The polyp secretes a chemical to form a skeletal “house.” (4) When a polyp dies, a new generation grows on the skeleton. (5) Millions of these skeletons form reefs of coral. (6) The reefs grow in the shallow oceans near the equator. (7) Reefs provide homes to billions of creatures. (8) Living reefs host one of every four species that live in the ocean. (9) At half an inch a year, colonies of coral grow slowly. (10) Commercial fishers, chemical runoff, and the aquarium industry are destroying the beauty of the reefs.

➤ Common and Proper Nouns

Nouns may also be classified as common and proper nouns.

12 A.2 A **common noun** names any person, place, or thing. A **proper noun** names a particular person, place, or thing.

COMMON NOUNS	PROPER NOUNS
friend	Maria Rodriguez
city	Houston
spacecraft	<i>Voyager</i>
holiday	Memorial Day
month	August

Some proper nouns include more than one word. They are still considered one noun. *Maria Rodriguez* is the name of one person, and *Memorial Day* is the name of one holiday.

You can learn about capitalizing proper nouns on pages 821–829.

● Connect to Writing: Movie Review

Using Common and Proper Nouns

The editor of your school paper has asked you to write a review of a recent movie. Write a brief description of the movie and explain why you would or would not recommend it to high school students. Use both common and proper nouns in your review.

Practice Your Skills

Finding Common and Proper Nouns

Write the nouns in each sentence. Label each one **C** for common noun or **P** for proper noun. (A date is considered a proper noun.)

- (1) Franz Joseph Haydn was born in Rohrau, Austria. (2) “Papa” Haydn was one of the greatest composers of the classical period. (3) Mozart and Beethoven were influenced by Haydn’s development of the sonata form. (4) Young Haydn studied in Vienna, a city in Austria. (5) In 1762, Haydn entered the service of Prince Nikolaus, who helped Haydn develop as a composer. (6) The prince gave Haydn a huge musical staff. (7) Haydn’s schedule included daily performances of chamber music and four weekly performances. (8) For these occasions Haydn composed new works. (9) Haydn’s fame spread, first to Vienna and then throughout Europe. (10) His most famous choral work is entitled *The Creation*.

Connect to Writing: Editing

Capitalizing Proper Nouns

Write each sentence and capitalize the proper nouns.

- mozart and haydn were friends in vienna.
- haydn also taught beethoven.
- On new year’s day in 1791, haydn arrived in england.
- haydn wrote twelve symphonies for london, which are called *the london symphonies*.
- One of Haydn’s compositions is titled *the seasons*.

➤ Compound Nouns

12 A.3 **Compound nouns** are nouns that include more than one word. As with any noun, a compound noun names a person, place, or thing.

Compound nouns can consist of one word, two words, or words that are hyphenated. Always check a dictionary to find out which form to use.

COMPOUND NOUNS

One Word	turtleneck, officeholder, onlooker
Two Words	first aid, coffee roll, sleeping bag
Hyphenated Words	ambassador-at-large, baby-sitter, sister-in-law

You can learn how to form the plural of compound nouns on page 944.

➤ Collective Nouns

12 A.4 A **collective noun** names a group of people or things.

COMMON COLLECTIVE NOUNS

band	congregation	flock	orchestra
class	crew	gang	swarm
colony	crowd	herd	team
committee	family	league	tribe

When You Write

When you use a collective noun for a subject, the verb must agree. Even though collective nouns represent a group of people or things, most are singular unless an *s* is added.

Singular Our French class sponsors five exchange students.

Plural The language classes sponsor twenty exchange students in all.

● Practice Your Skills

Finding Compound and Collective Nouns

Make two columns on your paper. Label the first column compound nouns. Label the second column collective nouns. Then, in the proper column, write each noun.

1. The students look forward to the annual awards assembly.
2. This year's assembly will take place during study hall.
3. The football team will be honored for winning the state championship.
4. The band will play a special song.
5. Shelia will receive an award for saving a man who had a heart attack.
6. The audience will be on its best behavior.
7. The officeholders of the senior class will say a final good-bye to their classmates.
8. Onlookers will include parents, family, and friends.
9. The staff will honor the seniors with a reception in the cafeteria.
10. A group of parents will provide ice cream for the crowd.

Connect to Writing: Editing**Spelling Compound Nouns**

Write each sentence, checking to see that each compound noun is in the proper form. Use a dictionary if necessary.

1. My brother in law went to see a movie.
2. He had to get a baby sitter for my niece, who is only four.
3. A four year old can get into trouble easily.
4. The last time that she had a sitter, my niece cut up all my brother in law's turtlenecks.
5. At least she did not need first aid.

Check Point: Mixed Practice

Write the nouns in each sentence below.

1. Huge snowdrifts caused Jim Maxwell to arrive late at the auction on a cold day in December.
2. He arrived as a group of horses were being loaded into a truck headed for a slaughterhouse.
3. As Jim watched, he noticed Cassidy, a horse that had worked nine years on a farm.
4. The horse was in bad shape; his ribs stuck out, and mud covered his coat.
5. Jim paid the dealer a few dollars and returned to his family.
6. Because the children showed Cassidy so much affection, he soon fattened up and looked like a new animal.
7. With great sadness Jim had to sell him ten months later to a neighbor, Dr. Mason Adams.
8. Cassidy, however, did not like the idea of new quarters at all.
9. That night, he jumped a fence, ran across a field, wandered through gardens and yards, and returned to Jim.
10. After higher fences did not stop Cassidy, Jim bought him back.

12 B A **pronoun** is a word that takes the place of one or more nouns.

Pronouns make it possible to eliminate awkward repetition in writing. The second sentence in the following examples flows more smoothly and is easier to understand because pronouns were used.

- Mary told Paul that Mary received an A on Mary's math test.
- Mary told Paul that **she** received an A on **her** math test.

➤ Personal Pronouns

Personal pronouns are the most common kind of pronoun. They are divided into three groups, depending on whether they are first-person, second-person, or third-person pronouns.

PERSONAL PRONOUNS	
First Person	(the person speaking)
Singular	I, me, my, mine
Plural	we, us, our, ours
Second Person	(the person spoken to)
Singular	you, your, yours
Plural	you, your, yours
Third Person	(the person or thing spoken about)
Singular	he, him, his, she, her, hers, it, its
Plural	they, them, their, theirs

- **You** can meet **them** at **my** house.
- **We** should take **your** umbrella with **us**.

When You Write

Good writers make certain that each personal pronoun has an **antecedent**. An antecedent is the noun that the pronoun refers to or replaces. Using pronouns and antecedents correctly helps to clarify meaning.

Andrea and Lynn said **they** enjoyed the fair.

The **fair** made more money than **it** has in recent years.

Check a recent composition. Do the pronouns have proper antecedents?

You can learn about pronouns and their antecedents on pages 740–744.

➤ Reflexive and Intensive Pronouns

12 B.1 **Reflexive pronouns** and **intensive pronouns** refer to or emphasize another noun or pronoun.

Reflexive pronouns refer back to the subject. Intensive pronouns emphasize the subject.

- Jason makes **himself** a snack before the game. (*reflexive*)
- I **myself** do not like to cook. (*intensive*)
- Some fans could see **themselves** on the monitor. (*reflexive*)
- We **ourselves** did not have a good view. (*intensive*)

REFLEXIVE AND INTENSIVE PRONOUNS

Singular	myself, yourself, himself, herself, itself
Plural	ourselves, yourselves, themselves

● Practice Your Skills

Finding Pronouns

Write the pronouns and label them **P** for personal, **R** for reflexive, and **I** for intensive.

1. The school is holding its football tryouts at three-thirty.
2. “Ari said he would try out for the team,” Rob stated.
3. Ari’s friends themselves would go to the tryouts to cheer him on.

4. Janice told Bonnie, “We should have brought our raincoats with us.”
5. “Lani said she couldn’t meet us,” Lily told Rob.
6. Ari found himself with his own private cheering section at the tryouts.
7. Coach Mayer said he was looking forward to a good season if the players would do their part.
8. “Your passing is fine, but I think you should work on your running game,” Coach told his players.
9. Rob and Bonnie worked themselves hard in the cheering section.
10. Ari himself decided to work harder too.

➤ Indefinite Pronouns

12 B.2 **Indefinite pronouns** often refer to unnamed people or things. They usually do not have definite antecedents as personal pronouns do.

- **Everyone** likes a good book.
- At the library meeting, **nothing** important happened.
- After class **no one** was ready for homework.

COMMON INDEFINITE PRONOUNS

Singular	another, anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, somebody, someone, something
Plural	both, few, many, others, several
Singular/Plural	all, any, more, most, none, some

➤ Demonstrative Pronouns

12 B.3 **Demonstrative pronouns** are used to point out specific people, places, or things.

- **This** is my favorite book.
- Can you also carry **these**?
- We bought **those** at the discount store.

DEMONSTRATIVE PRONOUNS

this that these those

The pronouns *this* and *these* refer to something nearby. *That* and *those* refer to something in the distance.

➤ Interrogative Pronouns

12 B.4 **Interrogative pronouns** are used to ask questions.

- **What** did you find out about the author?
- **Who** is waiting for your response?
- **Whose** are these?

INTERROGATIVE PRONOUNS

what which who whom whose

➤ Reciprocal Pronouns

12 B.5 The **reciprocal pronouns** *each other* and *one another* show that the action is two-way.

You can use the reciprocal pronoun *each other* to simplify sentences or combine short, repetitive sentences.

- Lucy studied with Lynn last night. Lynn studied with Lucy last night.
- Lucy and Lynn studied with **each other** last night.

You can use the reciprocal pronoun *one another* to refer to two or more people.

- The actors congratulated **one another** after receiving a five-star review.
- The director and actors worked with **one another** to make the show a success.

You can learn about another type of pronoun, the relative pronoun, on pages 660–663.

Practice Your Skills

Finding Pronouns

Write each pronoun. Label it *per.* for personal, *ind.* for indefinite, *dem.* for demonstrative, *rec.* for reciprocal, or *int.* for interrogative.

1. Few can resist a good mystery.
2. That is my favorite story about Sherlock Holmes.
3. Ashton lent my copy to someone.
4. Who could put it down?
5. Some would call it a detective story.
6. What does Ashton think?
7. Everybody has a different opinion.
8. Several agreed it is a detective story.
9. One of the police captains said several of his officers use stories about Holmes as a detective manual.
10. Most would agree the stories are fiction.
11. Whom do you believe?
12. The officers worked with one another to solve the mystery.

Practice Your Skills

Using Pronouns

Write each sentence, adding the kind of pronoun indicated in parentheses.

1. ___ was Mariah Vance? (interrogative)
2. ___ was the family that employed her? (interrogative)
3. ___ knew that she was once Lincoln's housekeeper. (indefinite)
4. ___ was revealed to Adah Sutton. (demonstrative)
5. Ms. Vance shared stories that ___ had heard. (indefinite)
6. Ms. Sutton wrote ___ down in shorthand in the early 1900s. (demonstrative)
7. She thought that ___ would be interested. (indefinite)
8. ___, however, was interested in publishing the manuscript until recently. (indefinite)

Connect to Writing: Revising

Using Indefinite Pronouns

Some indefinite pronouns are exact opposites: *everyone* and *no one* for example. Choose three of the preceding sentences that have indefinite pronouns and rewrite them with different indefinite pronouns to change the meaning of each sentence.

✓ Check Point: Mixed Practice

Write the nouns and pronouns in each sentence.

(1) During the Great Depression, Charles Darrow lost his job. (2) With time on his hands, he began to invent things like puzzles. (3) One day he got an idea for a game about Atlantic City, the place where he and his wife had spent their vacations. (4) First he drew the outline of the board on the tablecloth. (5) Then he built little houses and hotels from scraps of wood. (6) Colored buttons became tokens, and pieces of cardboard became the deeds to properties. (7) Next Charles bought play money and a pair of dice. (8) Everyone loved the game and wanted one. (9) When he could not keep up with the orders, Darrow tried to sell his game to a large company. (10) What do you think happened? (11) They came up with fifty-two reasons why no one would play it. (12) Darrow himself then arranged for the printer to make five thousand copies of the game. (13) This game, Monopoly, is now the most popular game in the world.



12 C A **verb** expresses action or being and is the main part of the predicate of a sentence.

- **Action** The shadow of the clouds **moves** across the snow.
- The snow **sparkles** beneath the sun's rays.
- **Being** The snow **is** pearly white.
- Footprints **are** visible in the snow.

Verbs are an important part of speech because you cannot write a complete sentence without a verb. This section will explain the different kinds of verbs and will show you how to use them effectively in your writing. Most of the verbs that you will use when you speak or write are called **action verbs**.

➤ Action Verbs

12 C.1 An **action verb** tells what action the subject of a sentence is performing.

The action verbs in the following sentences each show a physical action.

- Martha **marched** with her dogs across the snowy road.
- Charlie **mailed** the package to Alaska yesterday.
- Toby **loaded** supplies on the sled.

Action verbs can also show mental action or ownership.

- I **remembered** the day of the race well.
- Jerry **had** his winter gear with him.
- Chen **forgot** the package.

When You Write

The verb is the most powerful word in a sentence. If you choose your verbs carefully, you can make your sentences come alive and give your listeners or readers an exact mental image. Notice the difference in the following sentences.

The young boy **came** into the room.

The young boy **ambled** into the room.

The young boy **bolted** into the room.

Check a recent composition and replace ordinary verbs with more descriptive verbs.

● Practice Your Skills

Finding Action Verbs

Write the action verb in each sentence.

1. Hardy dogs run in the Iditarod.
2. Musher and dogs endure razor-sharp ice fields, waist-deep snow, and knee-deep creeks.
3. The race takes about nine days.
4. It lasts as long as two weeks for the slowest mushers.
5. The race commemorates the 1925 run from Nome to Nenana, Alaska.
6. Musher and dog teams delivered serum for a diphtheria epidemic.
7. Twenty dog teams relayed the medicine 6,874 miles in 5 days.
8. Today's race starts early in the day on Fourth Avenue in Anchorage, Alaska.
9. Onlookers line the trail.
10. Musher from all around the world enter the race.

● *Connect to Writing:* Revising

Using Specific Verbs

The verb *said* is often overused. Substitute four more specific verbs for the verb *said* in the sentence below to change the sentence's meaning. Use a dictionary or thesaurus to help you. Write each sentence.

"It's time to begin the celebration," said the winner of the race.

Transitive and Intransitive Verbs

12 C.2 An action verb that takes an object is a **transitive verb**.

To find an object, say the subject and the verb and then ask the question *What?* or *Whom?* A word that answers either question is the object.

Transitive I **saw** the ducks in the middle of the road.
(I saw *What?* or *Whom?* *Ducks* is the object; therefore, *saw* is a transitive verb.)

12 C.3 An action verb that does not have an object is usually an **intransitive verb**.

Intransitive The ducks **waddled** safely across the road.
(The ducks waddled *What?* or *Whom?* There is no object; *waddled* is an intransitive verb.)

Some verbs may be transitive in one sentence and intransitive in another sentence.

Transitive The rabbit **nibbled** the carrot. (*Carrot* is the object.)
Intransitive The rabbit **nibbled** around the lettuce leaves. (There is no object.)

Practice Your Skills

Finding Transitive and Intransitive Verbs

Write the action verb in each sentence. Then label each one **T** for transitive or **I** for intransitive.

1. Coyotes howl along with the music at outdoor concerts in Los Angeles.
2. Beavers build dams in the Potomac River near Washington, D.C.
3. For a while, a fox lived in New York's Yankee Stadium.
4. Most raccoons tip garbage cans over.
5. The cans' contents provide food for the raccoons.
6. Some types of falcons live on the tops of skyscrapers.
7. Many animals make their homes on the center strips of highways.
8. In some cities police on horses patrol streets.
9. Pigeons existed everywhere for centuries.
10. They often live in cities.

Verb Phrases

12 C.4 A **verb phrase** is a main verb plus one or more helping verbs.

Following is a list of common helping verbs.

COMMON HELPING VERBS

be	am, is, are, was, were, am, be, being, been
have	has, have, had
do	do, does, did
Others	may, might, must, can, could, shall, should, will, would

- The small black dog **has disappeared**.
- It **was wearing** a blue collar.
- It **might respond** to a whistle.

Notice in the following examples that a verb phrase may be interrupted by other words.

- The little dog **should** never **have gone** near the lake.
- It **was** always **looking** for new adventures.
- It **wasn't looking** for an alligator, though.

The word *not* and its contraction *n't* often interrupt verb phrases. Neither is part of the verb.

- Cats **do** not **fetch** very well.
- They **don't like** loud noises.

When You Write

When you are doing a piece of formal writing, such as a research paper, you should spell out the word *not*. Use the contraction *n't* only in speaking and in informal writing situations.

You can learn more about contractions on page 903.

Practice Your Skills

Finding Verb Phrases

Write the verb phrase in each sentence.

1. Today, many people are viewing their pets as members of their family.
2. Veterinary schools are teaching their students about pet owners' problems too.
3. In the past pets were kept for protection from pests and strangers.
4. Now, a cat or a dog is often treated like a child by its owners.
5. Almost 79 percent of pet owners may give their pets holiday presents.
6. Some companies do allow dogs in the workplace.
7. Day-care enterprises for dogs and cats are springing up.
8. People can turn to animals for companionship.
9. Dogs do help people in many ways.
10. Guide dogs can enter many places not accessible to other dogs.
11. Usually large dogs are not allowed in the cabin of an airplane.
12. American pet owners might spend as much as twenty billion dollars a year on their pets.

Connect to Writing: Revising

Using Verb Phrases

Match each helping verb on the left to the correct main verb on the right to create verb phrases. Then write a sentence about a cat for each verb phrase.

might have	protect
are	protected
did	protecting

➔ Linking Verbs

12 C.5 A **linking verb** links the subject with another word in the sentence. The other word either names or describes the subject.

Chico **was** the winner of the election.

(*Was* links *winner* and the subject, *Chico*. *Winner* renames the subject.)

You **will be** happy with the results.

(*Will be* links *happy* with the subject, *you*. *Happy* describes the subject.)

Forms of the verb *be* are the most common linking verbs. In fact, any verb phrase ending in *be* or *been* can be a linking verb.

COMMON FORMS OF *BE*

be	shall be	have been
being	will be	has been
is	can be	had been
am	could be	will have been
are	should be	should have been
was	would be	may have been
were	may be	might have been
been	might be	must have been

• Meg Hedren **could be** next year's class president.

• (*President renames the subject, Meg Hedren.*)

• The campaign **has been** long and difficult.

• (*Long and difficult describe the subject, campaign.*)

The forms of the verb *be* are not always linking verbs. To be a linking verb, a verb must link the subject with another word that renames or describes the subject. In the following examples, the verbs simply make statements.

• She **was** there.

• Her candidate **is** on the stage.

Additional Linking Verbs

The verbs in the following list may also be used as linking verbs. All these verbs can be used with helping verbs as well.

ADDITIONAL LINKING VERBS

appear	grow	seem	stay
become	look	smell	taste
feel	remain	sound	turn

- Carmen **will become** the treasurer.
(*Treasurer* renames the subject, *Carmen*.)
- The speaker on the stage **appeared** nervous.
(*Nervous* describes the subject, *speaker*.)

● Practice Your Skills

Finding Linking Verbs

Write the verb or verb phrase in each sentence. Then write the words that the verb links.

1. Thomas Jefferson was president from 1801 until 1809.
2. Jefferson had been a representative in the Virginia House of Burgesses.
3. He is famous for the Declaration of Independence.
4. Some of Jefferson's ideas were radical for his time.
5. He was a successful statesman.
6. He remained minister to France from 1784 until 1789.
7. His life could have been peaceful and ordinary.
8. Instead, Jefferson became the third president of the United States.
9. He must have been very intelligent.

● *Connect to Writing:* Drafting

Using Linking Verbs

Draft four sentences of your own about a famous person. Use the following linking verbs.

1. will be
2. looks
3. may be
4. has been

● *Connect to Speaking and Writing:* Vocabulary Review

Using the Vocabulary of Grammar

With a partner, talk about the differences between transitive and intransitive verbs and action and linking verbs. Then write short definitions of the grammar terms *transitive verb*, *intransitive verb*, *action verb*, and *linking verb*.

Linking Verb or Action Verb?

Most of the additional linking verbs can also be action verbs if they show action. They are linking verbs if they link the subject with another word that renames or describes the subject.

• Linking Verb	The scientist looked skeptical.
• Action Verb	She looked all over the lab for her pen.
• Linking Verb	The lab grew quiet in the afternoon.
• Action Verb	Steve grew bean plants for his experiment.

Practice Your Skills

Distinguishing Between Linking Verbs and Action Verbs

Write the verb or verb phrase in each sentence. Then label each one **L** for linking or **A** for action.

1. Many tiny insects appear sinister under a microscope.
2. Huge monsters suddenly appear under the magnifying lens.
3. Some bugs grow no larger than the size of a period.
4. At times bugs do not seem very helpful.
5. Leeches became useful in the field of medicine during the Middle Ages.
6. Even today, leeches remain useful in certain types of medicine.
7. Some people grow squeamish at the sight of a spider.
8. Mosquitoes remain a pesky problem.
9. Moths look for light.
10. Butterflies seem more colorful than moths.

Connect to Writing: Revising

Using Linking Verbs and Action Verbs

Use the following verbs first as an action verb and then as a linking verb in your own original sentences about insects.

1. feel
2. turn
3. sound
4. stay
5. grow

✓ Check Point: Mixed Practice

Write the verb or verb phrase in each sentence. Label each verb **L** for linking or **A** for action.

(1) For many people Clyde Beatty has remained the greatest animal trainer of all time. (2) Without protection, he would enter a cage of twelve to twenty-four animals. (3) His only weapon was a pistol with blanks in it. (4) During his long career, Beatty faced thousands of lions and tigers. (5) Once in a while, these animals would become uncontrollable. (6) Several times, five-hundred-pound beasts clawed him. (7) In one act he handled forty big cats at once. (8) This feat was unusually dangerous. (9) Beatty could not keep all the animals in his range of vision. (10) He performed this act only one time.

—Clyde Beatty is pictured below.



● Connect to Writing: E-mail Message

Using Verbs

Your best friend is anxious to go out with your cousin. Your cousin, however, is reluctant to accept a date until she knows more about your best friend. Write an e-mail message to your cousin in which you describe your best friend's personality. Include a description of the types of things your friend likes to do. Then identify the action verbs and the linking verbs.

12 D An **adjective** is a word that modifies a noun or pronoun.

Adjectives can be compared to the colors an artist uses to make a drawing come alive. Because they can totally transform ordinary, dull nouns or pronouns, adjectives can add a vividness and richness to your writing. For instance, notice how the adjectives in **bold** type below make the car easy to visualize in your mind.

⋮ The **old, green** sedan has a **rusty** bumper and **bald** tires.
⋮

To find an adjective, first find each noun and pronoun in a sentence. Then ask yourself, *What kind? Which one(s)? How many? or How much?* about each one. The answers will be adjectives.

ADJECTIVES

What Kind?	fresh smell	loud horn
	tall grass	strong wind
Which One(s)?	these windows	red carpets
	that woman	sleek dress
How Many?	twenty seats	one car
	six men	fifty cents
How Much?	great amount	much help
	small dose	little aid

Most adjectives come before the nouns or the pronouns they modify. A few adjectives come after the nouns or pronouns they modify, and some adjectives follow linking verbs. Notice that more than one adjective can modify the same noun or pronoun.

⋮ **Before a Noun**

The **frisky, playful** kitten woke us.

⋮ **After a Noun**

The kitten, **frisky and playful**, woke us.

⋮ **After a Linking Verb**

The kitten is **frisky and playful**.

PUNCTUATION WITH TWO ADJECTIVES

Sometimes you will write two adjectives before the noun they describe. If the adjectives are not connected by a conjunction—such as *and* or *or*—you might need to put a comma between them.

To decide whether a comma belongs, read the adjectives and add the word *and* between them.

- If the adjectives sound right, put a comma in to replace the *and*.
- If the adjectives do not sound right with the word *and* between them, do not add a comma.

•	Comma Needed	The soft, furry kitten turned somersaults in every room.
•		<i>(The soft and furry kitten reads well.)</i>
•	No Comma Needed	It was a cute brown kitten.
•		<i>(A cute and brown kitten does not read well.)</i>

You can learn more about predicate adjectives on pages 608–609. You can learn more about commas with adjectives on pages 662 and 849.

➤ Proper Adjectives and Compound Adjectives

Two special kinds of adjectives also answer the adjective questions.

12 D.1 A **proper adjective** is formed from a proper noun and begins with a capital letter. A **compound adjective**, like a compound noun, takes different forms. The words in a compound adjective may be combined into one word or may be joined by a hyphen.

PROPER AND COMPOUND ADJECTIVES

Proper Adjectives	Swiss watches	Italian bread
Compound Adjectives	turtleneck sweater	third-class mail

You can learn more about proper adjectives on page 830.

When You Write

Writers create better descriptions for readers by using a variety of adjectives.

Adjective	Eva's costume is pretty .
Proper Adjective	Eva's costume is South American .
Adjective	The silent crowd watched Eva dance.
Compound Adjective	The spellbound crowd watched Eva dance.

Check a recent composition and replace ordinary adjectives with more lively modifiers.

➤ Articles

12 D.2 *A, an, and the* form a special group of adjectives called **articles**.

A comes before words that begin with a consonant sound, and *an* comes before words that begin with a vowel sound.

- A doughnut was on **a** dish in the middle of the table.
- **An** orange was left on **an** ivory plate.

You will not be asked to list articles in the exercises in this book.

● Practice Your Skills

Finding Adjectives

Write the adjective or adjectives in each sentence. Beside each adjective, write the noun or pronoun each adjective modifies.

- (1) The modern doughnut has been called a delicious accident. (2) Soldiers during World War I have been credited with the discovery of the popular doughnut. (3) Rain, cold and heavy, had fallen for many days in a village in France. (4) The morale of the men was low. (5) Two top-notch representatives of the Salvation Army looked for a quick remedy. (6) According to the story, they mixed a pot of dough and rolled the lumpy mixture with a large bottle. (7) Then they cut round pieces of dough with a can. (8) The small pieces of dough were then fried on a crude, homemade stove. (9) The unusual results, warm and tasty, did the trick for the soldiers. (10) Temporarily, the men did not feel homesick.

Connect to Writing: Editing

Writing Adjectives and Articles Correctly

Read the sentences below. Watch for mistakes in capitalizing proper adjectives and in using articles. Write the sentences correctly.

(1) Modern doughnuts were probably first made in an french hamlet in 1917. (2) Nearly a thousand american soldiers were stationed in a tiny village. (3) The modern doughnut was born when the tasty discovery eventually made a atlantic crossing to the United States. (4) Today, doughnuts come in a assortment of flavors, sizes, and shapes. (5) A boston cream doughnut is an particular favorite of many people. (6) A cream-filled doughnut does not have an hole cut in the round pastry. (7) The round pastry can also be filled with an fruit-flavored jelly.



➤ Other Parts of Speech Used as Adjectives

The same word may be used as an adjective in one sentence and a noun in another sentence.

Adjective	Porch furniture is on sale now. (<i>Porch</i> tells what kind of furniture.)
Noun	We built a porch on our house. (<i>Porch</i> is the name of a thing.)
Adjective	Name tags were given to the people at the convention. (<i>Name</i> tells what kind of tags.)
Noun	Patios and Porches was the name of the sponsor. (<i>Name</i> is a thing.)

Name can also be used as a verb.

Verb	They will name the winner at the banquet.
-------------	--

Some words can also be used as pronouns or adjectives. The following words are adjectives when they come before a noun and modify it. They are pronouns when they stand alone.

WORDS USED AS ADJECTIVES OR PRONOUNS

Demonstrative	Interrogative	Indefinite		
this	what	all	either	neither
these	which	another	few	other
that	whose	any	many	several
those		both	more	some
		each	most	

• **Adjective**

↓
These boots are too large for me.

• **Pronoun**

↓
These are too large for me.

• **Adjective**

↓
What answer did he give you?

• **Pronoun**

↓
What did he give you?

The possessive pronouns *my*, *your*, *his*, *her*, *its*, *our*, and *their* are sometimes called pronominal adjectives because they answer the adjective question *Which one(s)?* Throughout this book, however, these words will be considered pronouns.



Practice Your Skills

Determining Word Use

Write the underlined word in each sentence. Then label each word **A** for adjective, **N** for noun, or **P** for pronoun.

(1) Most people agree that Winslow Homer was an interesting American artist. (2) He changed the way Americans saw watercolors by developing Impressionist techniques. (3) Many of his paintings feature the New England seashore, such as *Breezing Up (A Fair Wind)*, painted

in 1876, shown on the previous page. (4) Those who knew him well thought him to be an eccentric person. (5) His watercolor paintings are vivid and lyrical.

(6) Most of his work can be interpreted on many levels. (7) It is this complexity that makes his work so interesting and attractive. (8) His many nature paintings seem as if they are about to come to life. (9) He was one of those reclusive painters, and he was shy. (10) This first painting of his was purchased secretly by his brother when no one else would buy it. (11) One of Homer's famous paintings was featured on a postage stamp. (12) A retrospective of his work has been in museums in Boston, New York, and Washington, D.C.

Connect to Writing: Drafting

Using Adjectives as Different Parts of Speech

Write two sentences for each word listed below, using the word as an adjective the first time and as a noun or pronoun the second time.

1. plant
2. which
3. all
4. these
5. wool

Connect to Writing: Instructions

Using Adjectives

You have been invited to a Mardi Gras party that requires a costume. Choose an idea for your costume and think about the kinds of things you might need. Brainstorm answers to the following questions before writing your instructions:

- What kind of costume would you like to wear?
- What color of fabric would you like to use?
- What should the mask look like?
- Will you be able to easily assemble, glue, or sew the parts together?
- How will you decorate the costume?
- Do you need any props?

Be sure to use colorful adjectives in your instructions.

12 E An **adverb** is a word that modifies a verb, an adjective, or another adverb.

To find an adverb, ask yourself *Where?* *When?* *How?* or *To what extent?* Words answering these questions will be adverbs. Another way to find adverbs is to look for words ending in *-ly*. Some adverbs, however, do not end in *-ly*.

COMMON ADVERBS

afterward	far	not (n't)	soon
again	fast	now	still
almost	hard	nowhere	straight
alone	here	often	then
already	just	outside	there
also	later	perhaps	today
always	long	quite	tomorrow
away	low	rather	too
before	more	seldom	very
down	near	so	well
even	never	sometimes	yesterday
ever	next	somewhat	yet

➤ Adverbs That Modify Verbs

Most adverbs modify verbs. An adverb that modifies a verb modifies the whole verb phrase. To find an adverb, ask the questions *Where?* *When?* or *How?*

Where?	We looked everywhere for Paul.
When?	He is always speaking before groups.
How?	This one was carefully listening to him.

Practice Your Skills

Finding Adverbs

Write the adverb in each sentence. Then, next to each adverb, write the word or words it modifies.

1. That candidate unexpectedly won.
2. The campaign manager carefully planned the New Hampshire primary.
3. Many people strongly disagreed with the candidate's views on tax reform.
4. Both candidates debated well.
5. The voters waited eagerly for the election results.
6. The incumbent conceded graciously.
7. The candidates did not resort to mudslinging during the campaign.
8. The President's arrival at the inaugural ball was perfectly timed.
9. The guests happily cheered when the President and First Lady danced.
10. The new President should always put our nation's well-being at the top of his agenda.

Connect to Writing: Revising

Using Adverbs to Modify Verbs

Add adverbs to modify the verbs that are underlined in the following sentences. Write the new sentence.

1. Walk over the ice on the sidewalk.
2. The snow fell during the night.
3. You should prepare for sudden snowfalls this winter.
4. Many people were shoveling their sidewalks.
5. The children listened to the radio for school cancellation announcements.

➤ Adverbs That Modify Adjectives and Other Adverbs

An adverb can modify an adjective or another adverb. Such adverbs, shown in bold print in the following examples, answer the question *To what extent?*

• **Modifying an Adjective**

The weather this winter has been **extremely** cold.

• **Modifying an Adverb**

My grandparents visit **quite** often.

Adverbs that modify adjectives and other adverbs are sometimes called **intensifiers**; they add information about the intensity of the adjective or adverb they modify. To find an intensifier, first identify all the adjectives and adverbs in the sentence. Then ask yourself, *To what extent?* about each one. Such adverbs usually come before the word they modify.

● Practice Your Skills

Finding Adverbs

Write the adverb or adverbs in each sentence. Then, beside each one, write the word or words that it modifies.

- (1) Joe Campana's poorly maintained house was rapidly decaying.
- (2) City officials almost condemned the building and ordered it demolished.
- (3) Unfortunately Joe did not have the money for a new house. (4) Then something happened that Joe thought was absolutely incredible. (5) Volunteers offered help and quickly built Joe a new home. (6) Joe was very thankful.
- (7) "Nothing like this has ever happened to me," the old man said. (8) It was a rather impressive effort on the part of the volunteers. (9) Large corporations generously donated appliances and furniture to the project. (10) Joe told the volunteers he would never forget the wonderful gift.

✓ Check Point: Mixed Practice

Write and label all the adjectives and adverbs in the following paragraph.

- (1) Rice University and Alabama were extremely well matched in the Cotton Bowl in 1954. (2) In the fourth quarter, Dicky Moegle of the Rice team was clear.
- (3) With great speed he raced for a ninety-five-yard touchdown. (4) As Moegle passed the Alabama bench, Tommy Lewis suddenly jumped up. (5) The fullback, anxious and eager, flung himself forcefully at Moegle. (6) Moegle crashed to the ground. (7) Lewis instantly realized what he had done. (8) His face turned very red with embarrassment. (9) Timidly he crawled back to the bench. (10) The 75,000 fans in the stands were silent with disbelief. (11) The referee, believing Moegle would have ultimately reached his goal without interference, declared a touchdown for Rice. (12) Rice later won 28–6, and Moegle eventually set a new record for the Cotton Bowl. (13) He rushed 265 yards.

The other three parts of speech are prepositions, conjunctions, and interjections.

12 F A **preposition** shows relationships between words. A **conjunction** connects words, and an **interjection** shows strong feeling.

➤ Prepositions

12 F.1 A **preposition** is a word that shows the relationship between a noun or pronoun and another word in the sentence.

If your brother asked you to get a book for him from the living room, you would save time if he told you whether he wanted the book on the couch, the one under the couch, or the one beside the couch. *On*, *under*, and *beside* are prepositions. Each shows a different relationship between the book and the couch.

Following is a list of common prepositions.

COMMON PREPOSITIONS

aboard	before	down	off	till
about	behind	during	on	to
above	below	except	onto	toward
across	beneath	for	opposite	under
after	beside	from	out	underneath
against	besides	in	outside	until
along	between	inside	over	up
among	beyond	into	past	upon
around	but (except)	like	since	with
as	by	near	through	within
at	despite	of	throughout	without

Following is a list of common compound prepositions.

COMMON COMPOUND PREPOSITIONS

according to	by means of	instead of
ahead of	in addition to	in view of
apart from	in back of	next to
as of	in front of	on account of
aside from	in place of	out of
because of	in spite of	prior to

Prepositional Phrases

12 F.2 A **prepositional phrase** begins with a preposition and ends with a noun or a pronoun.

A prepositional phrase ends with a noun or pronoun called the **object of the preposition**. A prepositional phrase may also contain modifiers.

- **In the early evening**, we hiked **to the park**.
- He would not go **near the lake or the ruins**.
- (The words *lake* and *ruins* form a compound object of the preposition *near*.)

When You Write

One way that writers create sentence variety is to vary how the sentences begin. If every sentence begins with the subject, the writing becomes monotonous. Writers sometimes begin sentences with prepositional phrases.

A pot with a lone flower stood by the gate to the zoo.

By the gate to the zoo stood a pot with a lone flower.

She picked the trail to the right for their walk.

For their walk she picked the trail to the right.

Select a recent composition from your portfolio. Revise three sentences by moving the prepositional phrases to the beginning.

You can learn more about prepositional phrases on pages 624–628.

Preposition or Adverb?

Some prepositions can also be adverbs. They are prepositions when they are part of a prepositional phrase. They are adverbs when they stand alone.

•	Preposition	Put the thermos <i>inside</i> the backpack.
•	Adverb	Put the thermos inside .

Practice Your Skills

Finding Prepositional Phrases

Write each prepositional phrase in the following paragraph.

(1) The greatest mountain range, called the Dolphin Rise, lies under the sea! (2) It extends from the Arctic to the Antarctic. (3) At certain points the tops of the mountains rise out of the water. (4) Some of these points are the Azores and Canary Islands. (5) In some places the deepest valleys between these mountains descend five miles below the surface of the ocean. (6) If Mount McKinley, the highest mountain in North America, were dropped into such a spot, it would be completely covered with water.

➤ Conjunctions

12 F.3 A **conjunction** connects words or groups of words.

In English there are three kinds of conjunctions. **Coordinating conjunctions** are single connecting words; **correlative conjunctions** are pairs of connecting words. The third type, **subordinating conjunctions**, is covered on pages 63 and 657.

CONJUNCTIONS			
Coordinating		Correlative	
and	or	both/and	not only/but also
but	so	either/or	whether/or
for	yet	neither/nor	
nor			

- A bike **or** skates will do. (connects nouns)
- Let's sit **and** rest for a short while. (connects verbs)
- That road is **not only** dusty **but also** bumpy. (connects adjectives)
- I remembered my helmet, **but** I forgot my snack. (connects sentences)

Notice that a comma comes before a coordinating conjunction that connects two sentences.

When You Write

Writers often vary the length of their sentences. Sometimes this variety is achieved by using conjunctions to link sentences that contain similar ideas. Varying the lengths of sentences helps to keep the reader's attention.

Short Sentences

I fell from my bike. I landed in the dusty road. I skinned my knee.

Varying Lengths

I fell from my bike. I landed in the dusty road **and** skinned my knee.

Look back at a composition you worked on recently. Use a conjunction to combine related short sentences.

Practice Your Skills

Finding Conjunctions

Write the coordinating or correlative conjunctions in each sentence.

1. Both exercise and a healthy diet help people live longer.
2. Each day I jog two miles or do exercises.
3. I do not like sweets, nor do I like fatty foods.
4. Some people exercise regularly, but they eat poorly.
5. Walking and swimming are good forms of exercise.
6. Neither potato chips nor chocolate is good for you.
7. Some people exercise, yet they complain about it.
8. Jamie likes either to dance or to run as a way to exercise.
9. The five-kilometer race was not only good exercise but also a good way to raise money for charity.
10. I wanted extra exercise today, so I rode my bike to school.

Connect to Writing: Revising

Using Conjunctions to Combine Sentences

Combine each pair of sentences into one sentence, using coordinating or correlative conjunctions.

1. Dinner was delicious and filling. Dessert was delicious and filling.
2. The fire warmed us. The fire dried our wet clothes.
3. Our run was fun. The rain cut our run short.
4. The roads became slippery. The roads became extremely dangerous.
5. Melvin did not like the sound of the wind. Roger did not like the sound of the wind.

Connect to Writing: Postcard Message

Using Conjunctions

You have decided to write a postcard to your best friend about your visit to the countryside. Since you do not have much room on the back of the postcard, be sure to combine sentences by using conjunctions whenever possible.

➤ Interjections

12 F.4 An **interjection** is a word that expresses strong feeling or emotion.

Surprise, disbelief, joy, disappointment—these and other emotions or feelings are often expressed by interjections. An interjection is separated from the rest of the sentence by an exclamation point or a comma.

- **Ouch!** That hurts.
- **Well!** That's finally over.
- **Oh,** I can't believe it!
- **Great!** I like that idea.

When You Write and Speak

When you use interjections, oftentimes the punctuation that comes after them will determine the volume of your voice, as well as the intensity of emotion involved. Generally speaking, an exclamation point indicates stronger emotions and a louder volume on the part of the speaker.

Practice Your Skills

Finding Interjections

Write the interjections from the following sentences.

1. “Wow!” said Susie. “I can’t believe we got tickets to the concert.”
2. “Oh, it was fun to wait in line,” said a grinning Steve.
3. “Well, I know I am going to have a great time at the show,” added Rhonda.
4. “Hey, did you tell Mark about the show?” asked Susie.
5. “Oops! I guess I forgot,” said Steve sheepishly.
6. “No! Please tell me that he won’t have to work,” begged Rhonda.
7. “Yeah, that would be terrible,” Susie agreed.
8. “Quick! Here he comes,” said Rhonda. “Ask him, Steve.”
9. “Um, Mark,” asked Steve, “do you have to work tonight?”
10. “No, I’m off,” said Mark. “I hope you have some good ideas.”

Check Point: Mixed Practice

Write the prepositional phrases, conjunctions, and interjections found in the paragraph below. Label each one.

(1) Quick! Make a choice. (2) Which one would you prefer to be: a painter, sculptor, musician, poet, or philosopher? (3) Leonardo da Vinci was not only all of these but also an inventor, a biologist, an astronomer, a geologist, and a mathematician. (4) Da Vinci was born near Florence, Italy, in 1452. (5) In his early forties, he painted *The Last Supper*. (6) Within a short period of time, he also painted the *Mona Lisa*, the most famous painting in the world. (7) During his lifetime he was a recognized artist, yet his notebooks also contain sketches of fantastic inventions. (8) There are drawings of an airplane, a helicopter, and a submarine. (9) Yes! Leonardo da Vinci was centuries ahead of his time.

Connect to Speaking and Writing: Vocabulary Review

Reviewing the Vocabulary of Grammar

With a partner, review the grammar terms introduced in this chapter. (Hint: Important terms are in purple type.) Then quiz each other until you know the definitions of all the terms.

Chapter Review

Assess Your Learning

Determining Parts of Speech

Write each underlined word. Then, beside each word, write its part of speech using the following abbreviations.

Noun = *n.*

Pronoun = *pro.*

Verb = *v.*

Adverb = *adv.*

Adjective = *adj.*

Preposition = *prep.*

Conjunction = *conj.*

(1) Dolley Madison, the wife of the fourth United States president, is one of history's many interesting women. (2) The first name of this unusual woman is often misspelled. (3) The official name on her birth certificate is spelled with an e. (4) Throughout her life, many incorrectly wrote her name. (5) Dolley Madison was the foremost woman in the nation's capital in the opening years of the 1800s. (6) Thomas Jefferson chose James Madison as his secretary of state. (7) The dynamic wife of James Madison became the unofficial first lady during Jefferson's eight years as president. (8) Later this charming and talented woman became the official first lady during her husband's eight years in office. (9) Most historians give Dolley Madison credit for the style and tone of the nation's capital in those years. (10) Dolley Madison's attractive face later appeared on a United States stamp.

Determining Parts of Speech

Write each underlined word. Then, beside each word, write its part of speech using the following abbreviations.

Noun = *n.*

Pronoun = *pro.*

Verb = *v.*

Adverb = *adv.*

Adjective = *adj.*

Preposition = *prep.*

Conjunction = *conj.*

In 1823, Captain John Cleves Symmes appeared before Congress. He wanted money for a ship and a few extremely brave scientists to make a trip to the North Pole. You see, Symmes believed the earth was hollow. There's more. Not only his research but also his documents seemed to prove that the earth was open at the poles. He was convinced that the inside of the earth was "a warm, rich land, stocked generously with thrifty vegetables and animals—if not men."

■ Understanding Parts of Speech

Write sentences that use the following words as the different parts of speech. Underline each word and label its use in the sentence using the following abbreviations.

Noun = *n.*

Pronoun = *pro.*

Verb = *v.*

Adverb = *adv.*

Adjective = *adj.*

Preposition = *prep.*

Conjunction = *conj.*

1. flower ___ noun, verb, adjective
2. beyond ___ adverb, preposition
3. neither ___ pronoun, adjective, conjunction
4. those ___ pronoun, adjective
5. light ___ noun, verb, adjective



The Parts of Speech: Posttest

Directions

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

(1) Ragtime is one of the ancestors of jazz. (2) It was popular from the 1890s until the end of the First World War. (3) In ragtime music, melodies are syncopated. (4) The style derived from street bands in New Orleans, St. Louis, and Memphis. (5) It was related to a popular dance at the turn of the century called the “cakewalk.” (6) Scott Joplin is probably the best-known of ragtime composers. (7) Maple Leaf Rag is still played regularly today. (8) Hey, wasn’t that one of our school band’s songs? (9) Scott Joplin actually wrote a ragtime opera called *A Guest of Honor*. (10) Have you heard of Jelly Roll Morton?

1. A adjective
B adverb
C preposition
D noun

2. A adjective
B adverb
C preposition
D noun

3. A adjective
B adverb
C preposition
D noun

4. A noun
B pronoun
C conjunction
D adverb

5. A noun
B pronoun
C verb
D adverb

6. A conjunction
B interjection
C preposition
D adverb

7. A adjective
B adverb
C preposition
D noun

8. A conjunction
B interjection
C preposition
D adjective

9. A noun
B pronoun
C verb
D adverb

10. A conjunction
B interjection
C pronoun
D adjective

Writer's Corner

Snapshot

- 12 A** A **noun** is the name of a person, place, thing, or idea. (pages 548–552)
- 12 B** A **pronoun** is a word that takes the place of one or more nouns. (pages 553–558)
- 12 C** A **verb** expresses action or being and is the main part of the predicate of a sentence. (pages 559–567)
- 12 D** An **adjective** is a word that modifies a noun or pronoun. (pages 568–573)
- 12 E** An **adverb** is a word that modifies a verb, an adjective, or another verb. (pages 574–576)
- 12 F** A **preposition** shows relationships between words. A **conjunction** connects words, and an **interjection** shows strong feeling. (pages 577–582)

Power Rules

 Use **subject forms of pronouns** in subject position. Use the **object form** when the pronoun is a direct object, indirect object, or object of a preposition. (pages 721–729)

Before Editing

Grace and *him* are training for the race.

Carlos outran *I* in the last race.

The crowd is cheering for *we*.

After Editing

Grace and *he* are training for the race.

Carlos outran *me* in the last race.

The crowd is cheering for *us*.

 Use the word **have** or the contraction **'ve** with *could*, *might*, or *should* instead of the word *of*. (pages 10, 716, and 804)

Before Editing

We *could of* made more posters.

Cam *might of* eaten the last donut.

After Editing

We *could have* made more posters.

Cam *might have* eaten the last donut.

Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I capitalize proper nouns? Did I use precise and colorful nouns to help my readers visualize the action? (See pages 548–552 and 821–829.)
- ✓ Did I use the correct pronoun to replace or refer to a noun? (See pages 553–558.)
- ✓ Did I use action verbs to make my writing more lively? (See pages 559–567.)
- ✓ Did I use adjectives and adverbs to make my sentences more vivid and exact? (See pages 568–576.)
- ✓ Did I use prepositions and prepositional phrases to show relationships? (See pages 577–579.)
- ✓ Did I use conjunctions correctly to connect words or groups of words? (See pages 579–581.)
- ✓ Did I use interjections when appropriate to express strong feelings or emotions? (See pages 581–582.)

Use the Power

Nouns and verbs are the building blocks of sentences. Using descriptive nouns and powerful verbs will go a long way to making your writing memorable. Adding adjectives and adverbs will help create vivid imagery.



Plain

The dog played with the boy.

Descriptive

The mischievous dachshund playfully tugged poor Billy's socks off.

Revise a recent composition by replacing plain nouns with more descriptive nouns and dull verbs with verbs that tell a story.

The Sentence Base



How can you use sentences to paint powerful images and tell interesting stories?

The Sentence Base: Pretest 1

The following draft paragraph is hard to read because it contains some sentence errors. Revise the paragraph to make it easier to read. The first error has been corrected as an example.

Tea has long been sought for its medicinal effects. ^{As} well as its taste. In China, India, and England it has a long history of being an important part of a person's daily diet. Rich in antioxidants, some is thought to help prevent cancer, lower blood pressure, ease anxiety, and induce sleep. More popular than coffee in England. Even in hot places like India. Is drank throughout the day. In recent years, red tea and white tea will have been more widely available in the United States. From black tea and green tea to white tea and red tea, cafes and grocery stores do offer tea drinkers a wide variety of herbal teas and flavored teas. There are a number of ways to prepare tea including icing it or serving it with steamed milk. In India, by combining black tea, steamed milk, sugar, and spices Chai tea is made.

The Sentence Base: Pretest 2

Directions

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

(1) Here is a good fitness program. (2) Always stretch at the beginning of a workout. (3) You should warm up for the first ten or fifteen minutes. (4) This increases the temperature of your muscles. (5) In winter you will need more of a warm-up. (6) A steady jog is a good warm-up or cool-down. (7) Respiration and heart efficiency are the goals of a good exercise program. (8) You should reach and maintain a target heart rate for at least twenty minutes. (9) Some good activities include a jog or a swim. (10) You might also try dance.

- | | |
|---|--|
| <p>1. A simple subject
B simple predicate
C complete subject
D complete predicate</p> | <p>6. A compound subject
B compound predicate
C compound direct object
D compound predicate nominative</p> |
| <p>2. A simple subject
B simple predicate
C complete subject
D complete predicate</p> | <p>7. A compound subject
B compound predicate
C compound direct object
D complete subject</p> |
| <p>3. A simple subject
B simple predicate
C complete subject
D complete predicate</p> | <p>8. A compound subject
B compound verb
C compound direct object
D complete predicate</p> |
| <p>4. A simple subject
B simple predicate
C complete subject
D complete predicate</p> | <p>9. A compound subject
B compound predicate
C compound direct object
D complete predicate</p> |
| <p>5. A simple subject
B simple predicate
C complete subject
D complete predicate</p> | <p>10. A complete subject
B complete predicate
C direct object
D predicate nominative</p> |

13 A A **sentence** is a group of words that expresses a complete thought.

Recognizing complete thoughts as sentences is the first step in communicating your ideas clearly.

The groups of words below do not express complete thoughts. They are called **sentence fragments**.

- The tea in the cup.
- Brewed some tea last night.
- Drinking my tea.
- After the tea was gone.
- Best I ever had.
- Tonight I will.

Fragments become sentences when each idea is expressed completely.

- The tea in the cup **is very bitter**.
- **Jamie** brewed some tea last night.
- Drinking my tea **made me feel better**.
- After the tea was gone, **everyone went home**.
- **It was the best tea** I ever had.
- Tonight I will **buy a box of it**.

When You Speak and Write

When you speak, you convey your ideas not only with your words but also with your facial expressions, body language, and tone of voice. When you write, you cannot depend on these additional means of communication, and so you must express your ideas clearly.

You can learn more about sentence fragments on pages 9, 602–603, and 892.

Practice Your Skills

Recognizing Sentences and Fragments

Label each group of words **S** if it is a sentence or **F** if it is a fragment.

1. Since many people drink tea.
2. Tea has a soothing effect.
3. Comforting though it is.
4. It feels good to inhale the steam.
5. Teas made from tea leaves, *Camellia sinensis*.
6. After a long day.
7. Tea is also rich in fluoride.
8. Just as coffee contains caffeine.
9. The tea leaves during the brewing process.
10. After people eat dinner.

Connect to Writing: Revising

Writing Complete Sentences

Add information to expand each fragment above into a sentence. When you write your sentences, remember to begin each sentence with a capital letter and end it with a punctuation mark.

Connect to Writing: Summary

Using Complete Sentences

You are working as a field biologist in India for the National Geographic Society. You find yourself caught in a tropical storm, and then a tiger appears a few yards from where you have taken shelter. Write a summary of the experience for the lead biologist on your team. Before writing your summary, brainstorm for the following details:

- What was your first response when you saw the tiger?
- If the tiger saw you, did it respond?
- Did either you or the tiger make any sounds?

Be sure to use complete sentences to capture the experience fully.

Subjects and Predicates

Lesson 2

13 B A sentence is made up of a **subject** and **predicate**.

13 B.1 A **subject** names the person, place, thing, or idea the sentence is about.

13 B.2 A **predicate** tells something about the subject.

To express a complete thought, a sentence must have a subject and a predicate.

	Subject	Predicate
Person	My sister Rhoda	works at an art gallery.
Place	The art gallery	will be open every Sunday.
Thing	The Impressionist painting	belongs to Carlos.
Idea	His interpretation of the painting	is unique.

➤ Complete and Simple Subjects

13 B.3 The **complete subject** is the group of words that names the person, place, thing, or idea the sentence is about.

Every sentence has a subject. To find a subject, ask yourself *Whom?* or *What?* the sentence is about.

- Many famous paintings from the past** are displayed in the gallery.
(*Many famous paintings from the past* tells what the sentence is about.)
- Mrs. Mason of the art department** has become the gallery's new owner.
(*Mrs. Mason of the art department* tells whom this sentence is about.)

In both of the preceding examples, one word—more than the others—answers the question *Whom?* or *What?* This main word in the complete subject is called the **simple subject**. When finding a simple subject, keep in mind that a subject is never part of a prepositional phrase.

You can learn more about prepositional phrases on pages 577–579.

13 B.4 The **simple subject** is the main word in the complete subject.

In the following examples, the simple subjects are underlined.

- **Many famous paintings from the past** are displayed in the gallery.
(*Paintings* is the main word that tells what the sentence is about.)
- **Mrs. Mason of the art department** has become the gallery's new owner.
(*Mrs. Mason* is the main word that tells whom the sentence is about.)

Even though *Mrs. Mason* is two words, it is considered the simple subject because it is the name of one person.

Sometimes the complete subject and the simple subject are the same.

- **She** adjusted the painting correctly.
- **Vincent van Gogh** led an unusual life.

Throughout the rest of this book, the simple subject will be called the *subject*.

● Practice Your Skills

Finding Complete and Simple Subjects

Write the complete subject in each sentence. Then underline the simple subject.

- (1) Vincent van Gogh was a very prolific artist. (2) Young Vincent worked in an art gallery. (3) He chose art as his vocation around 1880. (4) *The Potato Eaters* was painted in 1885. (5) This painting underscores his interest in peasant life. (6) The Paris period was important to van Gogh's artistic development. (7) The artist completed many self-portraits, still lifes, and cityscapes in Paris. (8) Postimpressionist painting is the name given to van Gogh's style toward the end of his career. (9) None of his works became famous until after his death.

Natural and Inverted Order

In English, usually the subject comes before the verb in a sentence. This is called the **natural order**. In **inverted order**, the subject follows the verb.

13 B.5 A sentence is said to be in **inverted order** when the subject-verb order is changed.

It can be hard to find the subject in a sentence with inverted order. Try this: first find the verb. Then ask yourself, *Who or what is doing the action?* or *About whom or what is a statement being made?*

.....
: Across the stage **paced** the **actor**. (*Paced* is the verb. Who paced? *Actor* is the
: subject—even though it follows the verb.)
:

Finding the subject and the verb in an inverted sentence is easy if you turn the sentence around to its natural order. Each subject is underlined once and each verb is underlined twice in the following examples.

.....
: **Inverted Order** At the back of the stage is a trapdoor.
: **Natural Order** A trapdoor is at the back of the stage.
:

Questions are usually in inverted order. The subject often comes between parts of a verb phrase. To find the subject in a question, turn it around so that it makes a statement.

.....
: **Question** Has Lani auditioned for the play?
: **Statement** Lani has auditioned for the play.
:

When You Speak

When you ask a question, your voice usually rises at the end of the sentence. This emphasizes that you are asking a question and not making a statement. The rising tone of voice signals a question in speech just as a question mark signals a question in writing.

Sentences beginning with *there* or *here* are also in inverted order. When a sentence begins with *there* or *here*, the subject will come after the verb. To find the subject, drop the word *there* or *here* and put the other words in the sentence in natural order.

.....
: **Inverted Order** There are two leads in this play.
: **Natural Order** Two leads are in this play.
:

You can learn about subject-verb agreement in sentences that are in inverted order on pages 762–763.

Understood subjects occur in sentences that give a command or make a request. Most often the subject *you* is not stated. It is *understood* to be there.

• Lend me your script.
 • (If you ask who should lend, the answer is an understood *you*—the person
 • requested or commanded to do something.)
 •

Notice that *you* is the understood subject of each of the following sentences.

• (you) Answer the stage manager.
 • (you) Strike the set after rehearsal.
 • Dana, (you) please return my script to the director.
 •

Although the person receiving the request in the last example is called directly by name, *you* is still the understood subject.

Practice Your Skills

Finding Subjects

Write the subjects in the following sentences. If the subject is an understood *you*, write *You*.

1. Find your seats quickly.
2. During open auditions there are very few empty seats in the auditorium.
3. Have you heard the director's name?
4. Down the aisle runs the eager actress.
5. Here comes the new director.
6. Did you sign the audition slip?
7. Rick, please turn on the stage lights.
8. Where did you find your monologue?
9. There are more than one hundred students at this audition.
10. Answer the director now!

Connect to Writing: Revising

Changing Inverted Sentences to Natural Order

Choose any five of the preceding sentences that are in inverted order, and rewrite them in natural order.

➤ Complete and Simple Predicates

13 B.6 The **complete predicate** is a group of words that tells something about the subject.

In addition to a subject, every sentence needs a predicate. To find a predicate, first find the subject. Then ask yourself, *What is the subject doing?* or *What is being said about the subject?* In the following sentences, the complete predicates are in **bold** type.

- Mozart **composed many different types of music.**
- (The subject is *Mozart*. *Composed many different types of music* tells what Mozart did.)
- The music **is nearly perfect.**
- (The subject is *music*. *Is nearly perfect* tells something about the subject.)

Complete predicates usually have one main word or phrase that tells what the subject is doing or tells something about the subject. This main word or phrase is called the **simple predicate**, or **verb**.

13 B.7 A **simple predicate**, or **verb**, is the main word or phrase in the complete predicate.

In the following examples, the verbs are underlined twice.

- Mozart composed many different types of music.
- People perform his music even today.

Verb Phrases

A main verb can be used with one or more helping verbs to form a **verb phrase**. In the following examples, the verb phrases are underlined twice and the helping verbs are in **bold** type.

- We **will be** spending this evening at the opera.
- The performers' names **must have been** announced already.

Following is a list of common helping verbs.

COMMON HELPING VERBS	
be	am, is, are, was, were, be, being, been
have	has, have, had
do	do, does, did
Others	may, might, must, can, could, shall, should, will, would

Notice in the following examples that a verb phrase may be interrupted by other words.

- Sheila **has** never **performed** a solo before an audience in her life.
- **Will** Tom **meet** us backstage?
- I **did** not **need** a new oboe reed.

You can learn more about helping verbs on page 562.

Linking Verbs

Verbs that tell what a subject is doing are usually easy to find because they show action. **Linking verbs** that tell something about the subject may be harder to find. Just remember that a linking verb links a subject with another word in the sentence that either renames or describes the subject. Following is a list of common linking verbs.

COMMON LINKING VERBS			
is	am	are	was
were	be	being	been

In the following examples, the linking verbs are underlined twice.

- George will be the new **conductor**.
- The musicians have been **anxious**.

You can learn more about linking verbs and find a more complete list on pages 563–566.

When You Speak and Write

Using vivid verbs when you speak or write can make your ideas more interesting. Because the predicate conveys action in a sentence, choosing strong verbs can help your audience visualize what is happening.

Less Vivid The tempo of the music **affected** the audience.

More Vivid The tempo of the music **soothed** the audience.

Revise a composition you are working on by replacing ordinary verbs with more vivid verbs.

Practice Your Skills

Finding Complete Predicates and Verbs

Write the complete predicate in each sentence. Then underline each verb.

(1) Wolfgang Amadeus Mozart was born in Salzburg, Austria. (2) *The Marriage of Figaro* gave him his greatest operatic success. (3) The 1786 opera was composed for the Vienna Opera. (4) Mozart wrote many sacred and secular works. (5) He excelled in every form of music composition. (6) Many of his contemporaries misunderstood Mozart. (7) Mozart's music influenced Haydn and Beethoven. (8) Mozart died of kidney failure on December 5, 1791. (9) Much of his work is brilliant. (10) Classical musicians play his works even today.

Practice Your Skills

Finding Verbs

Write the verb in each sentence. Remember that words that interrupt a verb phrase are not part of the verb.

1. We have practiced the piano for two hours every night this week.
2. Can you do the arpeggio?
3. Ken should have joined the orchestra with us.
4. Someone must have taken your clarinet case by mistake.
5. Have you ever tried warm-ups?
6. You could be practicing every day in the soundproof practice room.
7. No one has ever attempted two solos in one performance.
8. Where did you put your reeds?
9. The new conductor did not appear until right before curtain time.
10. The auditorium can hold five hundred people at a time.

Connect to Writing: Revising

Using Vivid Verbs

Write each sentence, replacing each verb with a more vivid verb.

1. The music went into the auditorium.
2. The conductor went to the center of the stage.
3. The drums sounded loudly.
4. The soloist appeared at the corner of the stage.
5. The loud trumpet music filled the air.

➤ Compound Subjects and Verbs

13 B.8 A **compound subject** is two or more subjects in one sentence that have the same verb and are joined by a conjunction.

In the following examples, each subject is underlined once, and each verb is underlined twice.

- Bill or Mike will buy a ring today.
- Many rings, bracelets, and necklaces are made of gold.

A sentence may also have more than one verb, called a compound verb.

13 B.9 A **compound verb** is two or more verbs in one sentence that have the same subject and are joined by a conjunction.

- Marty has purchased the ring **but** will take it home tomorrow.
- Susan stopped at the jeweler's window, looked inside, **and** then opened the door.

A sentence may include a compound subject **and** a compound verb.

- My sister and I collected old jewelry **and** sold it at flea markets.

The conjunctions *and* and *or* can connect compound subjects. *And*, *or*, and *but* can connect compound verbs. *Either/or*, *neither/nor*, *not only/but also*, *both/and*, and *whether/or* may also be used with either compound subjects or compound verbs.

You can learn more about conjunctions on pages 579–580.

Practice Your Skills

Finding Compound Subjects and Verbs

Write the subjects and verbs in each sentence.

1. Wedding bands and engagement rings encompass a lifetime of memories.
2. Most are either silver or gold.
3. Stephen and Judy used a silver ring but replaced it with a gold one.
4. Would you prefer a traditional ring or something unusual?
5. John and Mary found a meteor and made their rings from it.
6. Keith and Lindsay put their rings on chains and wore them around their necks.
7. Old family heirlooms and loose gemstones have been used in rings.
8. Some people attend auctions and buy antique rings.
9. Sue and her husband accidentally threw their rings away but found them at the dump.
10. Ken not only designed his ring but also supplied the stones for it.
11. Luke's ring was purchased in Amsterdam and shipped to Houston, Texas.
12. Luke, Jeanette, and Tess analyzed the stones and selected their favorites.
13. The stonecutters cut and polish diamonds before a crowd of onlookers.

Connect to Writing: Revising

Combining Subjects and Verbs

Combine the following pairs of sentences to create compound subjects or compound verbs.

1. Ashley went to the store. Ashley bought a necklace.
2. Bill washed the floor in the music store. Bill waxed the floor.
3. Sarah ate at the food court. Dave ate at the food court.
4. Christopher went to the bookstore. Christopher bought a mystery novel and a calendar.
5. Gabrielle looked at the computer games. Michael looked at the computer games.
6. Riley chose a microscope. Riley purchased lunch.

Check Point: Mixed Practice

Write the subject and verb in each sentence. If the subject is an understood *you*, write *You*.

1. You and a friend are dining in a restaurant.
2. A man at the next table chokes on a piece of food.
3. Without prompt help, that person could die in four minutes.
4. What should you do?
5. Get behind the man and place your arms around him above his waist.
6. The man's head and torso will automatically lean forward.
7. Tightly grasp your own wrist and press your fist into his abdomen forcefully.
8. You should not worry about damage to his ribs.
9. These actions should be repeated several times and should finally force the piece of food out.
10. This maneuver was successfully developed by Dr. H. J. Heimlich.

Power Your Writing: Let It flow

 Varying the length and structure of your sentences will make your paragraphs flow invitingly. Notice how the beginning four sentences from “A Worn Path” (page 175) by Eudora Welty vary in length.

It was December—a bright frozen day in the early morning. Far out in the country there was an old Negro woman with her head tied in a red rag, coming along a path through the pinewoods. **Her name was Phoenix Jackson.** She was very old and small and she walked slowly in the dark pine shadows, moving a little from side to side in her steps, with the balanced heaviness and lightness of a pendulum in a grandfather clock.

The shortest sentence (highlighted) prepares readers for the description of Phoenix Jackson that follows and contrasts nicely with the longer sentences before and after it.

Revise a current piece of your own writing with an eye for fluency. Look for ways to create sentences of varying lengths. Combine some short sentences or divide long sentences into shorter ones.

13 C A **sentence fragment** is a group of words that does not express a complete thought.

At the beginning of this chapter, you learned that a sentence expresses a complete thought, and that a sentence fragment does not. No sentence can express a complete thought unless it has both a subject and a verb. A sentence fragment lacks either a subject or a verb. An important step in the writing process is to check for sentence fragments. Check for incomplete thoughts and incorrect punctuation—two common causes of fragments.

Incomplete Thoughts

No Subject

Howling at the moon.

Are intelligent.

Have resources for survival.

No Verb

Wolves in Alaska.

Tracks in the snow.

The fur of a wolf.

Incorrect Punctuation

Parts of a Compound Verb

Have you heard the howls of the wolves? **And seen the tracks they left in the snow?**

Items in a Series

Wolves have everything they need for survival. **Warm fur, intelligence, large territories, and powerful jaws.**

You can learn about additional kinds of fragments on pages 642–643 and 670–671.

➤ Ways to Correct Sentence Fragments

A fragment can be corrected in either of two ways: **add words** to complete the sentence or **attach it** to a related sentence.

Sentence and Fragment	Have you heard the howls of the wolves? And seen the tracks they left in the snow?
Separate Sentences	Have you heard the howls of the wolves? Have you seen the tracks they left in the snow?
Attached	Have you heard the howls of the wolves and seen the tracks they left in the snow?
Sentence and Fragment	Wolves have everything they need for survival. Warm fur, intelligence, large territories, and powerful jaws.
Separate Sentences	Wolves have everything they need for survival. They have warm fur, intelligence, large territories, and powerful jaws.
Attached	Wolves have everything they need for survival: warm fur, intelligence, large territories, and powerful jaws.

When You Write and Speak

In conversation, people often speak in fragments to one another. Likewise, when a writer uses dialogue, he or she might use fragments to make the conversation between characters sound more natural.

● Practice Your Skills

Recognizing Sentences and Fragments

Label each group of words **S** if it is a sentence or **F** if it is a fragment. Rewrite the fragments as sentences. Add words, capital letters, and punctuation where needed.

1. But are facing extinction.
2. A wolf in a pack.
3. The wolves will be extinct in a few years.
4. A keen sense of smell, excellent hearing, and the will to survive.
5. Are running quickly through the mountain ranges of Denali National Park.
6. And dragged the moose down on its knees.
7. Ground squirrels, deer, or moose.
8. Have survived for centuries.

13 D Subjects and verbs often need another word to complete the meaning of a sentence. This word is called a completer, or **complement**.

- Spiders spin **webs**.
- The horse's eyes were **blue**.
- The prize thrilled **him**.
- The soccer team felt **tired**.

There are four major kinds of complements. **Direct objects** and **indirect objects** follow action verbs. **Predicate nominatives** and **predicate adjectives** follow linking verbs. A subject, a verb, and a complement make up the **sentence base**.

➤ Direct Objects

13 D.1 A **direct object** is a noun or pronoun that receives the action of the verb directly.

A **direct object** completes the meaning of an action verb. To find a direct object, first find the subject and the action verb. Then ask the question *What?* or *Whom?* The answer to either of these questions will be a direct object.

- I will take ^{d.o.}**Dan** to the lake.
(I will take whom? *Dan* is the direct object.)
- The bear caught a ^{d.o.}**fish** and ate ^{d.o.}**it**.
(The bear caught what? *Fish* is the direct object of *caught*. The bear ate what? *It* is the direct object of *ate*.)

Two or more direct objects following the same verb are called a **compound direct object**.

- Dan watched the ^{d.o.}**fish** and the ^{d.o.}**birds**.
(Dan watched what? *Fish* and *birds* are both direct objects.)

A complement is never part of a prepositional phrase.

Did the birds eat **any** of those crumbs?
(The birds did eat what? *Any* is the direct object. *Crumbs* cannot be the direct object since it is part of the prepositional phrase *of those crumbs*.)

You can learn more about action verbs and transitive verbs on pages 559–567.

Practice Your Skills

Finding Direct Objects

Write the direct objects from the sentences below.

1. Sea otters love all kinds of shellfish.
2. Lying on their backs, they hold unopened shells on their chests and smash them with a rock.
3. Termites do not like the sun.
4. They often make paper umbrellas and shade their heads.
5. Chimpanzees chew the ends of sticks and make brushes.
6. With the brushes they dig termites and other insects out of the ground.
7. An elephant holds a stick in its trunk and scratches its back.
8. The Egyptian vulture takes a rock in its beak and opens an ostrich egg with it.
9. Bowerbirds often build fancy nests for themselves.
10. They will use shells, leaves, and even clothespins.

➤ Indirect Objects

13 D.2 An **indirect object** answers the questions *To or for whom?* or *To or for what?* after an action verb with a direct object.

An **indirect object** can be included in a sentence only if it already contains a direct object. To find an indirect object, first find the direct object. Then ask, *To or for whom?* or *To or for what?* about each direct object. The answer to either of these questions will be an indirect object. Notice in the following examples that an indirect object comes before a direct object.

Jennifer wrote **Mr. Leary** a **report**.
(*Report* is the direct object. Jennifer wrote a report for whom? *Mr. Leary* is the indirect object.)

Jerry gave his ^{indirect object} **report** a ^{direct object} **title**.

(*Title* is the direct object. Jerry gave a title to what? *Report* is the indirect object.)

Mrs. Reynolds assigned ^{indirect object} **Jeff** and ^{indirect object} **me** a special ^{direct object} **project**.

(*Project* is the direct object. Mrs. Reynolds assigned a project to whom? The compound indirect object is *Jeff* and *me*.)

An indirect object cannot be part of a prepositional phrase.

Give ^{indirect object} **Dad** the ^{direct object} **report** on the computer.

(*Dad* is the indirect object. It comes before the direct object *report* and is not part of the prepositional phrase.)

Give the report on the computer to Dad.

(*Dad* is not the indirect object because it follows the direct object and is part of the prepositional phrase *to Dad*.)

You can learn about objective case pronouns on pages 720 and 725–726.

Connect to Writing: Diary Entry

Using Direct and Indirect Objects

You have fallen asleep for twenty years, just as Rip Van Winkle did in Washington Irving's story. When you awake, you cannot believe how things have changed. Write a diary entry that explains the changes that have taken place in the past twenty years. Use at least three direct objects and three indirect objects in your writing.

Practice Your Skills

Finding Direct and Indirect Objects

Write each direct object and each indirect object. Then label each one *D* for direct object or *I* for indirect object.

1. Mr. Leary assigned Mary a report on George Washington.
2. Mary promised Mr. Leary the report on Tuesday.
3. George Washington dedicated his life to our country.
4. In return, our country offered him the presidency.
5. Almost one million people visit Mount Vernon each year.

6. George Washington left his nephew Mount Vernon.
7. Washington kept seven rifles, several pistols, swords, and a small cannon in his library.
8. He fired salutes at passing boats on the Potomac.
9. Washington and his wife entertained visitors often.
10. Many people mourned his death in 1799.

➤ Predicate Nominatives

The types of complements that follow linking verbs are called **subject complements**. One of these subject complements is the **predicate nominative**.

13 D.3 A **predicate nominative** is a noun or pronoun that follows a linking verb and identifies, renames, or explains the subject.

To find a predicate nominative, first find the subject and the linking verb. Then find the noun or pronoun that follows the verb and that identifies, renames, or explains the subject. This word will be the predicate nominative.

Retrievers are the most popular **dogs**.
(Dogs = retrievers. The predicate nominative is dogs.)

Two or more predicate nominatives following the same verb are a **compound predicate nominative**.

The winners of the dog show were a **poodle** and a **beagle**.
(Poodle and beagle = winners. The compound predicate nominative is poodle and beagle.)

A predicate nominative, like other complements, cannot be part of a prepositional phrase.

Charlie is **one** of the best dogs.
(One = Charlie. Dogs is part of the prepositional phrase of the best dogs.)

You can learn more about linking verbs on pages 563–567 and 597–598 and about nominative case pronouns on pages 720–722.

Practice Your Skills

Finding Predicate Nominatives

Write the predicate nominatives from the sentences below.

1. Labrador retrievers are intelligent dogs and excellent hunters.
2. However, they are also champion eaters.
3. Of course, any kind of food can be a meal for them.
4. Anything from shoes to fishing reels might be a snack.
5. This behavior is a problem for their owners.
6. Their owners must be patient people.
7. The solution to the problem remains a mystery to vets.
8. Many labradors have been steady customers at the veterinarian's office.
9. Labrador retrievers, though, can be wonderful companions.
10. They remain good pets for families with children.

➤ Predicate Adjectives

13 D.4 A **predicate adjective** is an adjective that follows a linking verb and modifies the subject.

A **predicate adjective** is another kind of subject complement. To find a predicate adjective, first find the subject and the linking verb. Then find the adjective that follows the verb and describes the subject. This word will be a predicate adjective.

- The surfer was very **confident**.
 • (*Confident* describes the surfer—*the confident surfer*. *Confident* is the predicate adjective.)
- The waves were **tall** and **powerful**.
 • (*Tall* and *powerful* describe the waves—*the tall, powerful waves*. *Tall* and *powerful* are the two parts of a compound predicate adjective.)

Do not confuse a regular adjective with a predicate adjective. A predicate adjective follows the linking verb and describes the subject.

- **Regular Adjective** Maui is a **beautiful** island.
- **Predicate Adjective** Maui is always **beautiful**.

Practice Your Skills

Finding Predicate Adjectives

Write each predicate adjective in the following sentences.

1. The waves at Maui are large.
2. Normal waves seem small.
3. Surfing can be fun and dangerous.
4. Surfers always appear enthusiastic.
5. For an inexperienced surfer, a mistake could be disastrous.
6. No two waves are exactly alike.
7. The clear blue waters of Maui are irresistible.
8. The weather has been unusually stormy.
9. Waves grow higher and stronger around the reef.
10. Surfers feel wary around sharks.

Practice Your Skills

Finding Subject Complements

Write each complement. Label each one predicate nominative or predicate adjective.

1. Many people are unaware of basic geography facts.
2. The Hawaiian pineapple was first a native of South America.
3. The South Pole is colder than the North Pole.
4. The rainiest spot on Earth is Mount Waialeale in Hawaii.
5. Tahiti is fragrant with tropical flowers.
6. Texas was once an independent republic.
7. England can be cold and damp.
8. South America is home to penguins.
9. Rain forests appear significant to the world's climate and ecology.
10. Deserts are surprisingly diverse.



✓ Check Point: Mixed Practice

Write the complement or complements in each sentence. Then label each one, using the following abbreviations.

direct object = *d.o.*

indirect object = *i.o.*

predicate nominative = *p.n.*

predicate adjective = *p.a.*

(1) Thomas Edison was not popular at his high school in Port Huron, Michigan, in 1854. (2) He was sick much of the time. (3) After a time his mother ended his formal education. (4) From then on she taught him lessons at home. (5) At age ten Tom read a complete science book. (6) Immediately afterward he built himself a chemical laboratory in the basement of his home. (7) At twelve Edison started his own business. (8) On a train route between Port Huron and Detroit, he sold passengers newspapers. (9) The work was hard and tiresome. (10) Surprisingly, Tom still found time for other ventures. (11) He published his own one-page newspaper and sold each copy for three cents. (12) He learned Morse code and took a job in a telegraph office. (13) The pay was twenty-five dollars per month.

● Connect to Writing: Friendly Letter

Using Complements

You are writing a friendly letter to your pen pal who lives in a foreign country. In your letter describe the area where you live. Include descriptions of things that someone in a foreign country might find unusual or interesting. Be prepared to identify all the complements in your letter. Brainstorm answers to the following questions before you begin to write.

- What would you see if you were to drive outside your city or town?
- Is land in your area flat, hilly, or mountainous?
- What color is the soil where you live?
- What kinds of plants grow naturally in your area?

● Connect to Speaking and Listening: Peer Interaction

Reviewing Content

With a partner, list the grammar terms introduced in this chapter. (Hint: Important terms appear in purple.) Quiz each other until you know the definitions of all the new words and concepts.

Sentence Patterns

Surprisingly, all written sentences follow a few basic sentence patterns. Sentences can vary greatly because each element in a given pattern can be expanded differently. Following are the most common sentence patterns. Knowing them will help you plan your writing effectively.

Pattern 1: S-V (subject-verb)

Icebergs drifted.

The large icebergs with their huge crags drifted into the shipping lanes.

Pattern 2: S-V-O (subject-verb-object)

Grubs destroy grass.

Fat grubs often destroy the grass in our lawn.

Pattern 3: S-V-I-O (subject-verb-indirect object-direct object)

Grandmother sent me jewelry.

My grandmother in Colorado recently sent me silver jewelry with turquoise stones.

Pattern 4: S-V-N (subject-verb-predicate nominative)

Porpoises are performers.

The friendly porpoises in Marineland are popular performers.

Pattern 5: S-V-A (subject-verb-predicate adjective)

Dragonflies are harmless.

The fierce-looking dragonflies are actually harmless to people.

Practice Your Skills

Write the sentence pattern that each sentence follows, using the abbreviations on this and the preceding pages.

1. The quarterback's abilities were obvious to everyone.
2. The animal with the longest life span is the giant tortoise.
3. Roger Tory Peterson wrote many books about nature.
4. The baseball team practices daily in the early afternoon.
5. The teacher promised Jerry some extra help after school.
6. Mr. Murphy assigned us a new chapter.
7. The capital of Puerto Rico is San Juan.
8. Mauna Loa in Hawaii is the world's most active volcano.
9. Mary L. Petermann is an outstanding American scientist.
10. A griffin resembles a cross between an eagle and a lion.
11. Dolphins are really whales.
12. The guests wished the couple a long and prosperous life.
13. Southern colonial homes are famous for their stately columns.
14. Jim gladly accepted the prize of one hundred dollars.
15. The Adams family gave their country two presidents.
16. Australia is the home of many unusual creatures.
17. You can have the last slice of the roast.
18. The brain is the most complex group of cells on Earth.
19. David lent his brother his new catcher's mitt.
20. The ears of the African elephant are the largest in the world.

Sentence Diagramming

➤ Diagramming the Sentence Base

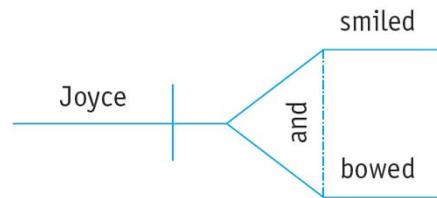
A **sentence diagram** shows at a quick glance how a sentence is put together because it depicts the relationships among all parts of the sentence. Sentence diagrams, therefore, help you easily see how you can change sentences to add more variety to your writing.

Subjects and Verbs The subject and the verb of a sentence are written on a straight baseline and are separated by a short vertical line. Although capital letters are included, punctuation is omitted. In the second and third examples, compound subjects and verbs are written on parallel lines. The conjunction or conjunctions connecting them are written on a broken line between them.

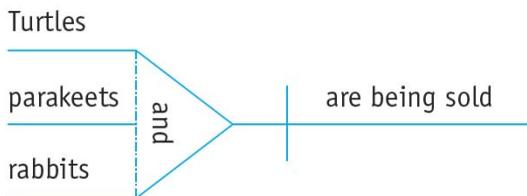
Traffic had stopped.



Joyce smiled and bowed.



Turtles, parakeets, and rabbits are being sold.



Inverted Order and Understood Subjects A sentence in inverted order is diagrammed as if it were in its natural order. When a sentence has an understood subject, the *you* is diagrammed in the subject position—in parentheses.

Did you sing?

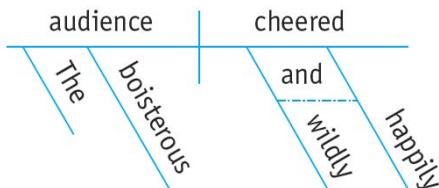


Listen!



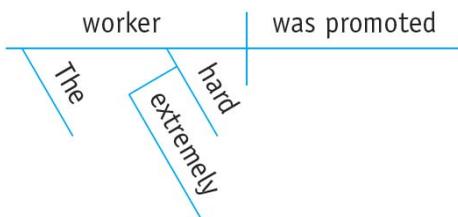
Adjectives and Adverbs In a sentence diagram, adjectives and adverbs are connected to the words they modify by a slanted line. When two adjectives or adverbs are connected by a conjunction, the conjunction appears on a broken line.

The boisterous audience cheered wildly and happily.

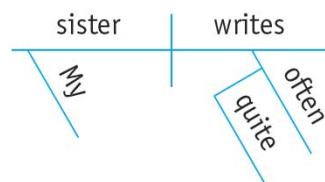


Words That Modify Adjectives or Adverbs Possessive pronouns, such as *my* or *our*, and adverbs are also connected to the words they modify, but they are written on a line parallel to that word.

The extremely hard worker was promoted.



My sister writes quite often.

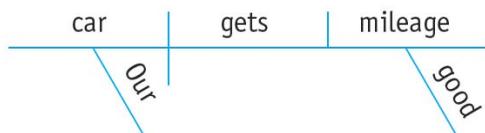


➤ Complements

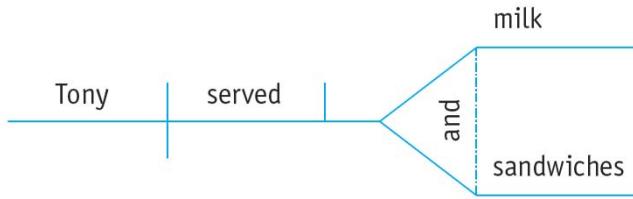
All complements except the indirect object are diagrammed on the baseline—along with the subject and verb—because they are part of the sentence base.

Direct Objects A direct object is separated from the verb by a short vertical line. Notice in the first example on page 615 that the conjunction connecting the parts of a compound direct object is written on a broken line between them.

Our car gets good mileage.

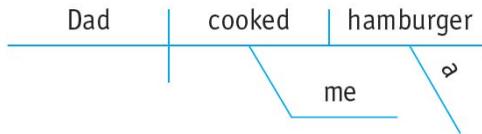


Tony served milk and sandwiches.

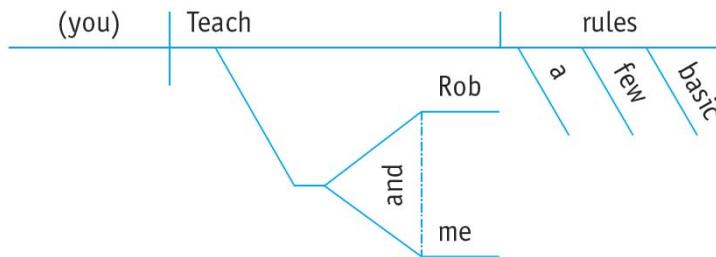


Indirect Objects An indirect object is diagrammed on a horizontal line that is connected to the verb. In the second example, the conjunction connecting the parts of the compound indirect object is written on a broken line between them.

Dad cooked me a hamburger.

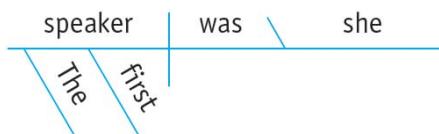


Teach Rob and me a few basic rules.

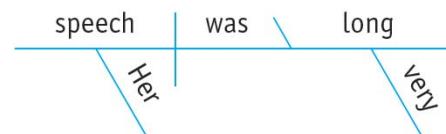


Subject Complements A predicate nominative and a predicate adjective are both diagrammed on the baseline after the verb. They are separated from the verb by a slanted line pointing back to the subject. The conjunction that joins a compound subject complement is placed on a broken line between the compound parts.

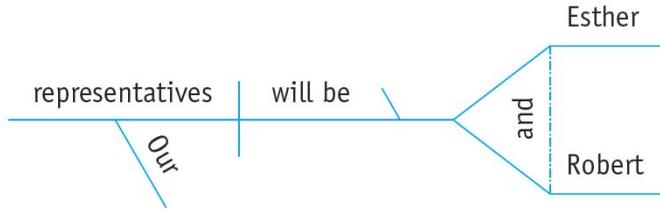
The first speaker was she.



Her speech was very long.



Our representatives will be Esther and Robert.



Practice Your Skills

Diagramming Sentences

Diagram the following sentences or copy them. If you copy them, draw one line under each subject and two lines under each verb. Then label each complement, using the following abbreviations.

direct object = *d.o.*

predicate nominative = *p.n.*

indirect object = *i.o.*

predicate adjective = *p.a.*

1. Do you have a pet?
2. Some pets are strange and unusual.
3. Look here!
4. Some people keep cockroaches or tarantulas.
5. Snakes and ferrets have also become pets.
6. White House visitors quite often give presidents gifts.
7. Occasionally these gifts are small puppies or other animals.
8. President Theodore Roosevelt must have had the most pets.
9. Two unusual pets were a one-legged chicken and a six-toed cat.
10. The Humane Society recently gave me a very ordinary rabbit.

Assess Your Learning

■ Identifying Subjects and Verbs

Write each subject and verb. If the subject is an understood *you*, write *You* in parentheses.

(1) Have you ever read about the history of Mississippi? (2) Listen to this. (3) At one time France, Spain, and England have flown their flags over areas of Mississippi. (4) Originally this land was the home of almost thirty thousand Natchez, Choctaw, and Chickasaw. (5) This area became an American territory in 1798. (6) Farmers liked Mississippi's rich soil and soon settled there. (7) There were huge cotton plantations even in Mississippi's early history. (8) Peanuts, soybeans, and sugar were other crops grown in Mississippi. (9) Today people in Mississippi still farm but are also involved in such industries as timber, furniture, and natural gas. (10) Who are some famous people from Mississippi? (11) Perhaps the most famous person is Elvis Presley. (12) There were also three great writers, Eudora Welty, Tennessee Williams, and William Faulkner. (13) Of course, the most famous attraction must be the Mississippi River itself. (14) This river has been called a liquid highway. (15) It borders ten states and carries tons of goods to market every year.

■ Identifying Complements

Write each complement. Then label each one, using the following abbreviations:

direct object = *d.o.*

predicate nominative = *p.n.*

indirect object = *i.o.*

predicate adjective = *p.a.*

(1) The year 1975 was very important. (2) In 1975, Margaret Thatcher became famous as the first woman leader of the British Conservative Party. (3) The Library of Congress celebrated its 175th birthday. (4) The New York Drama Critics gave *A Chorus Line* an award. (5) This play became the best musical play of 1975. (6) Andrei Sakharov was the winner of the Nobel Peace Prize. (7) Steven Spielberg scared the public with a new film, *Jaws*. (8) The postage for a first-class letter became more expensive. (9) The increase in price was 30 percent. (10) The United States began its bicentennial celebrations and ceremonies at the Old North Church in Boston.

■ Using the Sentence Base

Write five sentences that follow the directions below. (The sentences may come in any order.) Write about one of the following topics or a topic of your choice: the best things that have happened to you so far this year, the best year of your life, or things that you predict will happen later in your life.

Write a sentence that . . .

1. includes a direct object.
2. includes an indirect object.
3. includes a predicate nominative.
4. includes a predicate adjective.
5. includes a compound complement.

Underline each subject once, each verb twice, and label each complement.



The Sentence Base: Posttest

Directions

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

(1) Nearly 40 percent of Canada is forest land. (2) Logging was uncontrolled in Canada for centuries. (3) The Canadian Pacific Railway linked the country's coasts. (4) The Trans-Canada Highway has opened up the country to travelers. (5) Wooden snowshoes were once the best mode of travel. (6) Today people take trains, cars, or airplanes. (7) The vastness and isolation of Canada no longer impede its progress. (8) Railroads allowed for the development of farming and led to the settlement of remote communities. (9) Important areas of wheat production are Saskatchewan and Alberta. (10) Vancouver became a major port.

- | | |
|---|--|
| 1. A simple subject
B simple predicate
C complete subject
D complete predicate | 6. A compound subject
B compound predicate
C compound direct object
D complete predicate |
| 2. A simple subject
B simple predicate
C complete subject
D complete predicate | 7. A compound subject
B compound predicate
C complete subject
D complete predicate |
| 3. A simple subject
B simple predicate
C complete subject
D complete predicate | 8. A compound subject
B compound verb
C compound direct object
D complete predicate |
| 4. A simple subject
B simple predicate
C complete subject
D complete predicate | 9. A compound subject
B compound predicate
C compound direct object
D compound predicate nominative |
| 5. A simple subject
B simple predicate
C complete subject
D complete predicate | 10. A simple subject
B simple predicate
C direct object
D predicate nominative |

Writer's Corner

Snapshot

- 13 A** To express a complete thought, a **sentence** must have a subject and a predicate. (pages 590–591)
- 13 B** A **subject** names the person, place, thing, or idea the sentence is about. (pages 592–595) The **predicate** tells about the subject. (pages 592 and 596–598)
- 13 C** A **sentence fragment** is a group of words that does not express a complete thought. (pages 602–603)
- 13 D** Subjects and verbs often need a **complement** to complete the meaning of a sentence. Together, a subject, a verb, and a complement are called the **sentence base**. (pages 604–610)

Power Rules



Be sure that **the subject and verb agree**. (pages 752–775)

Before Editing

My guests is late.

Deepak and Sonja sings with a band.

After Editing

My guests are late.

Deepak and Sonja sing with a band.



Fix **sentence fragments** by adding a subject or a verb or by combining them with a related sentence. (pages 602–603)

Before Editing

Posted. A warning to swimmers.

Fuming. Margie waited at the perfume counter.

After Editing

Someone posted a warning to swimmers.

Fuming, Margie waited at the perfume counter.



Check for **run-on sentences** and separate them by adding a conjunction and/or punctuation. (pages 672–674)

Before Editing

Carlos passed his driving exam, *he only had to take the road test twice.*

After Editing

Carlos passed his driving exam. *He only had to take the road test twice.*

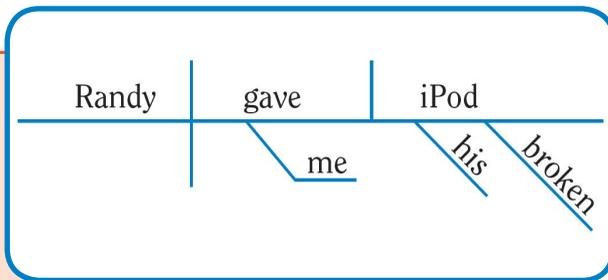
Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I write sentences that express complete thoughts? (See pages 590–591.)
- ✓ Did I correct any sentence fragments? (See pages 602–603.)
- ✓ Did I put the subject in the correct place in questions and sentences starting with *there* or *here*? (See pages 592–595.)
- ✓ Did I make my writing more interesting by varying the pattern of my sentences and by using inverted sentences? (See pages 593–594 and 611–612.)
- ✓ Did I use direct objects and indirect objects to complete the meaning of action verbs? (See pages 604–606.)
- ✓ Did I use predicate adjectives and predicate nominatives to complete the meaning of linking verbs? (See pages 607–608.)

Use the Power

Discuss with a classmate what you have learned about the sentence base in this chapter. Summarize the most important points, including the five sentence patterns.



Study the diagram above. It shows the correct way to diagram this sentence:

Randy gave me his broken iPod.

Now diagram this nonsense sentence.

Roofus goomed me his sloomy binkter.

Create two nonsense or imaginative sentences for your partner to diagram. (Use one of the sentence patterns listed on pages 611 and 612.) Go over each other's diagrams and share them with your teacher and classmates.

Edit a composition you are working on for fluency. Does it contain a variety of sentence types and sentences of varying lengths?

Phrases



How can you use phrases to add variety and clarity to your writing?

Phrases: Pretest 1

The following draft paragraph about photography is hard to read because it contains several errors in the use of phrases. Revise the paragraph so that it reads smoothly. The first error has been corrected as an example.

Hunting animals with his camera, my uncle enjoys a different hobby. He has learned many things. By photographing insects and animals. His son who is studying to be a photographer enjoys to help his dad. To scout interesting locations and carry the equipment is his job. They have learned many unusual facts. For example, in a single leap a flea is capable of jumping thirteen inches. Most snakes can go a year. Without eating. To photograph animals, it takes a great deal of patience. Waiting for the perfect shot. They often sit for hours. Having his pictures published, the reward is worth the wait.

Phrases: Pretest 2

Directions

Write the letter of the term that correctly identifies the underlined phrase in each sentence.

(1) Wicked ogres with magical powers are common to many folktales. (2) “Come into my parlor,” croak the evil creatures. (3) The stories’ climaxes often feature the beast ready to eat some hapless person. (4) Having a good heart saves many a character from an unfortunate demise. (5) Using their wits, the good people usually escape from the wicked beast. (6) Another motif involves transforming oneself. (7) “The Frog Prince” features examples of magical transformations. (8) The handsome prince, now a lowly frog, is under a spell. (9) To save him, some gentle soul must kiss the frog. (10) “Beauty and the Beast,” another example of this genre, is well known around the world.

- | | |
|---|---|
| 1. A prepositional
B participial
C gerund
D infinitive | 6. A participial
B infinitive
C appositive
D gerund |
| 2. A prepositional
B participial
C appositive
D gerund | 7. A prepositional
B participial
C gerund
D infinitive |
| 3. A prepositional
B participial
C gerund
D infinitive | 8. A prepositional
B participial
C appositive
D gerund |
| 4. A infinitive
B participial
C appositive
D gerund | 9. A prepositional
B participial
C gerund
D infinitive |
| 5. A prepositional
B participial
C gerund
D infinitive | 10. A prepositional
B infinitive
C appositive
D gerund |

Prepositional Phrases

Lesson 1

You know that a **phrase** is a group of words without a subject or verb that functions as a single part of speech. Like other types of phrases, prepositional phrases can add variety and precision to your writing.

14 A **Prepositional phrases** begin with a preposition and end with a noun or pronoun called the **object of the preposition**.

All prepositional phrases begin with a preposition. You should be familiar with the following list of common prepositions. Notice that some prepositions are made up of more than one word. These are called **compound prepositions**.

COMMON PREPOSITIONS

about	because of	during	of	toward
above	before	except	off	under
according to	behind	for	on	underneath
across	below	from	on account of	until
after	beneath	in	out of	up
against	beside	in front of	over	upon
along	between	inside	past	up to
among	beyond	into	since	with
around	by	like	through	within
at	down	near	to	without

You can learn more about prepositions and prepositional phrases on pages 577–579.

Below are a few examples of prepositional phrases used in sentences.

- The Michael Jordan Award **from the athletic club** will be presented **to Richard Lee**.
- **According to the announcement**, the ceremony will begin **by seven o'clock**.
- Look **for our basketball coach** either **on the stage** or **in the front row**.
- One **of the journalism teachers** is making a videotape **about our coach**.
- **Of all the coaches** we've had, Mr. Connolly is the best.
- **Because of his outstanding service**, Mr. Connolly received an award.

Practice Your Skills

Finding Prepositions

Write the ten prepositional phrases in the following paragraph.

- (1) One major sport with a decidedly American background is basketball. (2) It was invented in December 1891 by James Naismith. (3) He was an instructor at the YMCA training school in Springfield, Massachusetts. (4) Because his students continually complained about boring gym classes, he created a game with peach baskets and a soccer ball. (5) In a few years, basketball was being played throughout the country. (6) After World War I, it became a major international sport.

➤ Adjectival Phrases

14 A.1 An **adjectival phrase** is a prepositional phrase used to modify a noun or pronoun.

<p>Single Adjective</p>	Did you see the shuttle launch?
<p>Adjectival Phrase</p>	Did you see the launch of the shuttle ?

A single adjective and an adjectival phrase answer the same questions: *Which one(s)?* and *What kind?*

<p>Which One(s)?</p>	Did you read the article about the space shuttle ?
<p>What Kind?</p>	The launch was one chance in a million .

An adjectival phrase usually modifies the noun or the pronoun directly in front of it. Occasionally, that word will be the object of the preposition of another phrase.

<p>The new part for the shuttle has been painted a strange shade of green.</p>
<p>Some of the tickets to the launch have been lost.</p>

Two adjectival phrases can modify the same noun or pronoun.

<p>The parts of the rocket beside the booster are new.</p>

When You Write

Use adjectives and adjectival phrases to add clarity and imagery to your writing. You can also use phrases to join short choppy sentences. Both techniques will make your writing more interesting and smoother to read.

The space shuttle lifted off. There was smoke. There were sparks. There was noise. Smoke, sparks, and noise accompanied the lift off **of the space shuttle**.

Revise a recent composition by using phrases to combine sentences.

Practice Your Skills

Recognizing Adjectival Phrases as Modifiers

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

1. The article in the newspaper about the NASA space shuttle was interesting.
2. The scientists at NASA needed new parts for the space shuttle.
3. A lack of funds prevented the manufacture of new parts.
4. A space museum in Alabama had an exhibit of the space shuttle with actual parts.
5. The cost of new parts for the shuttle would have been between five million and ten million dollars.
6. The estimated cost of the museum's shuttle parts was \$300,000.
7. NASA wanted the museum's forward assemblies from the solid rocket boosters.
8. The rocket boosters at 149 feet in length are the largest solid propellant motors ever flown.
9. The savings to the project manager at NASA were substantial.
10. The people from the museum helped gladly.

Connect to Writing: Revising

Adding Adjectival Phrases

Revise the following sentences to make them more descriptive by adding adjectival phrases.

1. The documentary was interesting.
2. A single launch can use much fuel.
3. A special compartment contains food.
4. The astronauts eat each day.
5. The woman is an astronaut.

➤ Adverbial Phrases

14 A.2 An **adverbial phrase** is a prepositional phrase used to modify a verb, an adjective, or an adverb.

Single Adverb	The shuttle soared upward .
Adverbial Phrase	The shuttle soared into the sky .

A single adverb and an adverbial phrase answer the same questions: *Where?* *When?* *How?* *To what extent?* and *To what degree?* Adverbial phrases also answer the question *Why?*

Where?	The cruise ship took us to China .
When?	During the last century , China changed.
How?	I drank the hot tea with great pleasure .
Why?	Because of the floods , the villagers built a dam.

An adverbial phrase does not always come next to the word it modifies, and when it modifies a verb, it modifies the whole verb phrase. In the following example more than one adverbial phrase modifies the same verb.

At noon the villagers will arrive for the celebration .

Although most adverbial phrases modify verbs, some modify adjectives and adverbs.

Modifying an Adjective	The people were happy with the leaders .
Modifying an Adverb	The Great Wall extends far across China .



PUNCTUATION WITH ADVERBIAL PHRASES

If a short adverbial phrase comes at the beginning of a sentence, usually no comma is needed. You should, however, place a comma after an adverbial phrase of four or more words, after several introductory phrases, or after a phrase that ends with a date.

No Comma	With their help we finished early.
Comma	According to the latest news release, China has many modern cities.

Practice Your Skills

Recognizing Adverbial Phrases as Modifiers

Write each adverbial phrase. Beside each phrase, write the word or words the adverbial phrase modifies.

1. China has existed for many centuries.
2. Spaghetti was invented by the Chinese.
3. During our history class, we learned about Marco Polo and China.
4. For many years most Chinese have been farmers.
5. Throughout the centuries the Chinese have supported their population by farming.
6. In spite of population predictions, the farmers will be feeding more people with less farmland.
7. China's current building boom is similar to the 1950s and 1960s United States building boom.
8. In September 1998, a "fundamental farmland" protection law was passed.
9. Farmland no longer can be converted for development.
10. Despite the stiff penalty, the government expects additional problems.

Practice Your Skills

Punctuating Adverbial Phrases

Rewrite the following sentences, placing commas after the introductory phrases, if needed. If a comma is not necessary, write **C** for correct.

1. Within the week your debate notes must be given to Mr. Johnson.
2. During our history class Anthony appeared nervous as the debate monitor.
3. Throughout the research assignment he complained that he didn't like the topic.
4. Before class Tom found his notecards.
5. After history class we put our books away.

Appositives and Appositive Phrases

Lesson 2

14 B An **appositive** is a noun or pronoun that identifies or explains another noun or pronoun next to it in a sentence.

An appositive usually follows the word it identifies or explains.

Raymond wrote his history report on the sixteenth president, **Lincoln**.
Lincoln's home state, **Illinois**, is very proud of him.

14 B.1 An **appositive phrase** is an appositive and its modifiers.

Notice in the third example below that an appositive phrase can include a prepositional phrase.

During his presidency the Civil War, **a bitter four-year conflict**, ended.
Lincoln wrote the Gettysburg Address, **a famous speech**.
The war, **the bloodiest in U.S. history**, was extremely divisive.

PUNCTUATION WITH APPOSITIVES AND APPOSITIVE PHRASES

If the information in an appositive is essential to the meaning of the sentence, no commas are needed. The information is usually essential if it names a specific person, place, or thing. A comma is needed before and after an appositive or an appositive phrase if the information is not essential to the meaning of the sentence.

Essential	The stage actor John Wilkes Booth shot Lincoln. (No commas are used because <i>John Wilkes Booth</i> is needed to identify the actor.)
Nonessential	John Wilkes Booth, the stage actor , shot Lincoln. (Commas are used because the appositive phrase could be removed without changing the meaning of the sentence.)

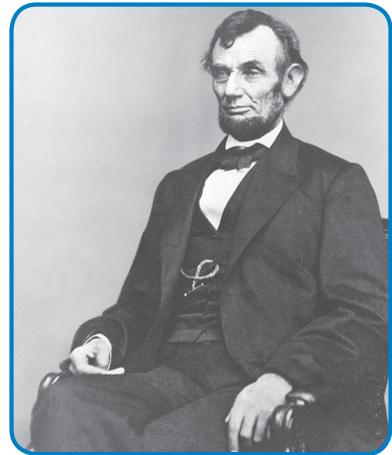
Essential and nonessential phrases are sometimes called **restrictive** and **nonrestrictive phrases**.

Practice Your Skills

Finding Appositives and Appositive Phrases

Write the appositive or appositive phrase in each sentence. Then, beside each one, write the word or words it identifies or explains.

1. Abraham Lincoln's birthday, February 12, falls on a Tuesday this year.
2. The sixteenth president of the United States, Abraham Lincoln, belonged to the Republican Party.
3. Thomas Lincoln, his father, was a carpenter.
4. Little is known about his mother, Nancy Hanks Lincoln.
5. Lincoln's first home, a log cabin in Kentucky, was located in Larue County.
6. Abraham Lincoln married Mary Todd, a fellow Kentuckian, on November 4, 1842.
7. As the underdog in the 1858 senatorial campaign, Lincoln debated his opponent, Stephen Douglas.
8. Douglas, a Democrat, lost the debates but won the senate seat.
9. Lincoln, a virtual unknown, was able to win the presidency in 1860.
10. Lincoln was assassinated by John Wilkes Booth, a radical, in April of 1865.



Connect to Writing: Persuasive Letter

Using Appositives and Appositive Phrases

Your school paper is conducting a poll to select the most influential person in history. Write a letter that will persuade the staff of the paper to choose a historical figure you think is very significant. Write a paragraph describing your selection and explain why that person should be voted most influential. Brainstorm with the following questions before writing:

- What historical events are the most significant?
- Who were the key people behind these events?

Include at least three appositives or appositive phrases.

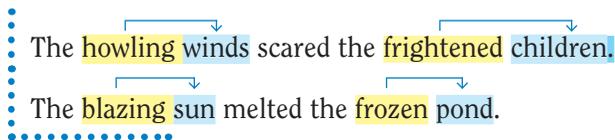
14 C A **verbal** is a verb form that is used as some other part of speech. The three kinds of verbals are **participles**, **gerunds**, and **infinitives**.

A verbal can be used alone, or it can be combined with modifiers or complements to form a **verbal phrase**. Verbals are important writing tools, adding variety to sentences and conciseness when combining simple sentences.

➤ Participles

14 C.1 A **participle** is a verb form that is used as an adjective to modify a noun or pronoun.

When people talk about *crying* babies or *exhausted* moms, they are using participles. To find a participle, ask the adjective questions: *Which one?* or *What kind?* The participles in the examples below are in yellow. The word each participle modifies is in blue.



There are two kinds of participles: present participles and past participles.

14 C.2 **Present participles** end in *-ing*.

14 C.3 **Past participles** often end in *-ed*, but they can also have irregular endings such as *-n*, *-t*, or *-en*.

Present Participles	clinging, running, sinking, winding
Past Participles	reserved, buried, worn, bent, broken

A participle is a verb form. You should be careful, therefore, not to confuse a participle serving as an adjective with the actual verb in the sentence. Main verbs in verb phrases and verbs in the past tense often take the same form.

Participle	Tim and his father carefully repaired their damaged roof.
Verb in Verb Phrase	The wind had damaged the roof in several places.
Past Tense Verb	The heavy rains damaged the plants.

Practice Your Skills

Finding Participles

Write each participle. Then write the word it modifies.

1. Dark clouds warn of an approaching storm.
2. Scientists worry about our changing climate.
3. No one could cross the flooded roadway.
4. The torn roof was on the ground after the tornado.
5. Lingering rains damaged the crops.
6. Freezing rain coated tree limbs.
7. Under the extra weight, bent branches touched the ground.
8. Frozen tree limbs fell on houses.
9. The parched land yielded few crops.
10. The rising temperatures caused high electric use.

➤ Participial Phrases

14 C.4 A **participial phrase** is a participle with its modifiers and complements all working together as an adjective.

A participle can have modifiers and complements. The following examples show variations of the participial phrase.

<ul style="list-style-type: none"> • Participle with an Adverb • Participle with a Prepositional Phrase • Participle with a Complement 	<p>Reading carefully, the student followed the instructions. (<i>Reading carefully</i> modifies <i>student</i>.)</p> <p>The notes, written in French, were impossible for me to read. (<i>The phrase written in French</i> modifies <i>notes</i>.)</p> <p>Every student passing the test will receive a good grade. (<i>The phrase passing the text</i> modifies <i>student</i>.)</p>
--	--

The participles *being* and *having* may be followed by a past participle.

- **Having read the article before**, I just skimmed it.

PUNCTUATION WITH PARTICIPIAL PHRASES

Always place a comma after an introductory participial phrase. If the information in an internal phrase is essential, no commas are needed. Information is essential if it identifies a person, place, or thing.

Essential The person **talking to the teacher** is my dad. (No commas are used; the phrase is needed to identify the person.)

If the information in an internal phrase is nonessential, commas are used to separate it from the rest of the sentence. A nonessential phrase contains information that can be removed without changing the basic meaning of the sentence.

Nonessential Pete Jons, **talking to the teacher**, is my friend. (Commas are needed; the phrase could be removed from the sentence.)

Essential and nonessential phrases are sometimes called **restrictive** and **nonrestrictive phrases**.

Power Your Writing: Getting into the Action

⚡ Participial phrases give energy to writing by inviting the reader into the action. Such phrases can be used just about anywhere in a sentence. They can start off your writing with a bang, as in the sentence below.

Beginning of a Sentence Leaping from one building to the next, he made his way down Fifth Avenue.

Gary Soto uses participial phrases in “The Jacket” (pages 125–128) to create engaging sentences.

Middle of a Sentence I sat on my hands, heating them up, while my teeth chattered like a cup of crooked dice.
End of a Sentence I closed the door to her voice and pulled at the rack of clothes in the closet, hoping the jacket on the bedpost wasn't for me. . . .

Both essential and nonessential participial phrases give writers two-for-one action. The *-ing* construction helps layer the action, putting it in the present instead of the past, adding vitality and immediacy.

Practice Your Skills

Recognizing Participial Phrases as Modifiers

Write each participial phrase. Then write the word it modifies.

1. Having studied for my geography test, I headed for school.
2. The test, given by Mr. Stephens, will be difficult.
3. Studying for the test, I learned many interesting facts.
4. The country of Tonga issued a stamp shaped like a banana.
5. Dates grown in the Sahara Desert are among the very best in the world.
6. Requiring heavy rainfall, tea does not grow very well in dry regions.
7. Paper money is a Chinese invention dating from around the eighth century.
8. Hungry sailors shipwrecked off the coast of Maine invented clam chowder.
9. I found a textbook packed with information for my test.
10. Brimming with confidence, I now believe I will pass Mr. Stephens's test.

Connect to Writing: Editing

Using Commas with Participial Phrases

Write each sentence. Add commas if needed.

1. Studying for the test I fell asleep.
2. My grade point average totaling 3.8 will help me get into college.
3. Information learned for the test will be helpful for the research paper.
4. Having organized my notes I found it easy to study.
5. The geography test given by Mr. Stephens was quite difficult.

Connect to Writing: Drafting

Distinguishing Between Verbs and Participles

Write two sentences for each of the following words. In the first sentence use the word as a verb; in the second use it as a participle in a participial phrase.

1. learning
2. listening
3. tested
4. written
5. taped

Connect to Writing: Drafting

Using Participial Phrases

Your guidance counselor has asked you to prepare a brochure that will help incoming freshmen. Write some tips on studying, taking notes, and reading. Use participial phrases and be prepared to identify them.

➤ Gerunds

14 C.5 A **gerund** is a verb form that is used as a noun.

A **gerund** is another kind of verbal. Like a present participle, a gerund ends in *-ing*. Unlike a participle, a gerund is used as a noun, not as an adjective.

Gerund	Cheating is not allowed in sports. <i>(Cheating is used as a noun—the subject of the sentence.)</i>
Participle	The cheating player annoyed everyone. <i>(Cheating is used as an adjective to describe <i>player</i>.)</i>

A gerund can be used in all the ways in which a noun is used.

Subject	Surfing is fun.
Direct Object	Pamela likes skating .
Indirect Object	She gives running much of her time also.
Object of a Preposition	My friend went a whole day without walking .
Predicate Nominative	Grace's favorite sport is skiing .
Appositive	Tim's new hobby, windsurfing , takes a lot of practice.

● Practice Your Skills

Recognizing Gerunds

Write the gerund in each sentence. Then use the following abbreviations to tell how each one is used.

direct object = <i>d.o.</i>	indirect object = <i>i.o.</i>
predicate nominative = <i>p.n.</i>	subject = <i>s.</i>
object of a preposition = <i>o.p.</i>	appositive = <i>a.</i>

1. Do you enjoy exercising?
2. Snowboarding is a very popular sport.
3. Lessons in diving will be given on Tuesdays after school.
4. His favorite pastime is bicycling.
5. Sarah signed up for swimming.

➤ Gerund Phrases

14 C.6 A **gerund phrase** is a gerund with its modifiers and complements all working together as a noun.

Gerunds, like participles, can be combined with modifiers and complements. The following examples show some variations of the gerund phrase.

• Gerund with an Adverb	Traveling inexpensively is a necessity for naturalists.
• Gerund with Prepositional Phrases	Brian surprised us by going to the insect exhibit at the museum.
• Gerund with a Complement	Photographing insects is Rebecca's specialty.

The possessive form of a noun or pronoun is used before a gerund and is considered part of the phrase.

- **Paul's photographing the caterpillar** was a surprise.
- His parents encouraged **his studying botany.**
- **His reading books about insects as a child** led Paul to a career in botany.
- **Our walking in the woods and around rivers** is still a favorite vacation activity.

● Practice Your Skills

Understanding the Uses of Gerund Phrases

Write the gerund phrase in each sentence. Then use the following abbreviations to tell how each one is used.

direct object = *d.o.*

indirect object = *i.o.*

predicate nominative = *p.n.*

subject = *s.*

object of a preposition = *o.p.*

appositive = *a.*

1. My sister and I share an unusual interest, studying insects.
2. She has learned many things by observing ants.
3. I enjoy accompanying her on her nature walks.
4. My job is bringing along cameras and recording devices.
5. We both like learning all about insects.
6. A flea is capable of jumping thirteen inches in one leap.
7. Lifting things ten times their own weight is no problem for some ants.

➤ Infinitives

14 C.7 An **infinitive** is a verb form that usually begins with *to*. It is used as a noun, an adjective, or an adverb.

The **infinitive**, the third kind of verbal, is different from the other verbals because it usually begins with the word *to* and can be used as more than one part of speech. The following sentences show some of the ways in which an infinitive can be used.

Noun	To err is human. (subject) Everyone should learn to act . (direct object)
Adjective	This year Danvers is the debate team to beat . (<i>To beat</i> modifies the noun <i>team</i> .)
Adverb	Good actors are quick to learn . (<i>To learn</i> modifies the adjective <i>quick</i> .)

Because an infinitive begins with the word *to*, it is sometimes confused with a prepositional phrase. An infinitive ends with a verb form; a prepositional phrase, on the other hand, ends with a noun or pronoun.

Infinitive	This will be difficult to perform . (ends with a verb form)
Prepositional Phrase	You should take this to the performance . (ends with a noun or pronoun) Our grandparents went to the play . (ends with a noun or pronoun)

● Practice Your Skills

Recognizing Infinitives

Write the infinitive in each sentence. Then use the following labels to tell how each one is used: **noun**, **adjective**, **adverb**.

1. Carnegie Hall, which is located in New York City, has a reputation to maintain.
2. Pilar's desire to perform is strong.
3. This weekend Kari plans to practice.
4. At an early age, children can learn to sing.
5. That instrument is hard to play.

➤ Infinitive Phrases

14 C.8 An **infinitive phrase** is an infinitive with its modifiers and complements all working together as a noun, an adjective, or an adverb.

Like other verbals, an infinitive can be combined with modifiers and complements to form an **infinitive phrase**. The following sentences show some of the variations of the infinitive phrase.

•	Infinitive with an Adverb	Everyone on the crew promises to work hard .
•	Infinitive with a Prepositional Phrase	To win at drama competitions requires concentration and patience.
•	Infinitive with a Complement	It's fun to try different roles with new directors .

Usually you can recognize an infinitive because it begins with *to*. Sometimes *to* is omitted when an infinitive follows such verbs as *dare*, *feel*, *hear*, *help*, *let*, *make*, *need*, *see*, or *watch*.

• Will you help **collect** the scripts? (*to collect*)

● Practice Your Skills

Recognizing Infinitive Phrases

Write the infinitive phrase or phrases in each sentence. Then underline each infinitive. Keep in mind that **to** is sometimes omitted.

1. As an actor, Bob had to learn many lines.
2. It took him about three weeks to memorize his part.
3. Actors seem to prefer the company of other actors.
4. We did not dare interrupt him.
5. Directors are known to demand long hours from casts.
6. From the middle of the balcony, we were unable to hear the actors.
7. To project his voice, an actor learns to breathe differently.
8. An actress can learn to whisper loudly.
9. It was very thoughtful of you to send Veronica those flowers on opening night.
10. A good actor is able to learn any part.

Practice Your Skills

Understanding the Uses of Infinitive Phrases

Write the infinitive phrase in each sentence. Then use the following labels to tell how each one is used: *noun, adjective, adverb*.

1. Marty studied to become a director.
2. We plan to perform *Hamlet* for the entire school.
3. To save time, we skipped the line rehearsal.
4. To perform Shakespeare takes plenty of skill.
5. Which is the best play to perform for our school?

Connect to Writing: Revising

Adding Infinitives to Sentences

Rewrite the following sentences so that they include an infinitive or infinitive phrase.

1. Marsha is choosing acting for a career.
2. Memorizing dialogue is difficult.
3. Acting is her life's ambition.
4. The coach likes working with different dialects.
5. Marsha needs extra practice sessions for learning lines.

Check Point: Mixed Practice

Write each verbal phrase in the following paragraphs. Then label each one *P* for participle, *G* for gerund, or *I* for infinitive.

(1) The Great Wall of China, twisting and turning for over 2,500 miles, (2) is the only man-made structure seen from the moon. (3) Covering more than one-twentieth of Earth's circumference, the Great Wall stretches over mountains, deserts, and plains. (4) In the third century b.c., the first emperor of China began to build the wall. (5) However, the rulers during the Ming Dynasty (1386–1644) were responsible for constructing the major portion of the wall. (6) Built over a period of 1,700 years, the Great Wall is an incredible feat.

(7) Determining the reason for the Great Wall's construction is not easy. (8) To defend China against hostile tribes from the north is one theory. (9) To define the limits of Chinese authority is another theory. (10) To provide employment is yet another theory. The real reason may never be known.

Misplaced and Dangling Modifiers

Lesson 4

14 D A phrase that is used as a modifier should be placed as close as possible to the word it modifies.

➤ Misplaced Modifier

14 D.1 A modifier that is placed too far away from the word it describes is called a **misplaced modifier**.

Misplaced Rick saw two owls camping on Mount Greylock.

Correct **Camping on Mount Greylock,** Rick saw two owls.

Misplaced I saw a pheasant riding my bike through the camp.

Correct **Riding my bike through the camp,** I saw a pheasant.

➤ Dangling Modifier

14 D.2 A **dangling modifier** is a phrase that is used as a modifier but does not describe any word in the sentence.

When a modifying phrase is used in a sentence, make sure that the word it is describing is present within the sentence.

Dangling To build a good campfire, twigs are helpful.

Corrected **To build a good campfire,** you will need twigs.

Dangling Crying with pain, a splinter was removed from his hand.

Corrected **Crying with pain,** he had a splinter removed from his hand.

Dangling Hurrying from store to store, it was easy to lose track of time.

Corrected **Hurrying from store to store,** we easily lost track of time.

Practice Your Skills

Recognizing Misplaced and Dangling Modifiers

If a sentence contains a misplaced modifier, label it **MM**. If it contains a dangling modifier, label it **DM**. If a sentence is correct, label it **C**.

1. We saw a graceful willow tree strolling around the lake.
2. Sailing into the harbor, we had our first glimpse of the campground.
3. That's my mother's camper parked at the dock with the red upholstery.
4. Paddling across the lake, I saw a swimmer fall off the dock.
5. Skiing at the end of a towrope, we saw a water skier.
6. Balancing in the front of the canoe, Todd kept his eye on the dock.
7. From rowing the canoe, we had some sore muscles.
8. To tie up at the dock properly, you should take extreme care.
9. We saw a flock of geese camping at the lake.
10. Sleeping under the stars, we could see the Big Dipper.
11. To keep from getting a sunburn, sunscreen is necessary.

Connect to Writing: Editing

Editing for Misplaced and Dangling Modifiers

Rewrite the sentences that have misplaced or dangling modifiers so that the modifiers are used correctly.

Connect to Writing: Directions

Using Verbals

Your friends are going camping this weekend and have never cooked out before. Write them directions for making a meal over the campfire. What food and utensils would you recommend that your friends take? You might want to explain how to safely start, use, and extinguish an open fire. Be sure to use participial phrases, gerund phrases, and infinitive phrases properly in your instructions. Be prepared to identify the verbals and verbal phrases you used.

Connect to Speaking and Writing: Vocabulary Review

Using the Vocabulary of Grammar

With a partner, review the grammar terms introduced in this chapter. (Hint: Important terms are in purple type.) Then quiz each other on the terms until you can explain what they mean.