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_Instructor’s Manual_ to accompany Meyers, Writing with Confidence: Writing Effective Sentences and Paragraphs, Seventh Edition

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INTRODUCTION

The Instructor’s Manual for Writing with Confidence includes these sections:

1. general notes on using the text, including explanations of Mastery Learning, collaborative learning strategies, and other teaching hints;
2. a selected bibliography;
3. notes for each chapter;
4. reproducible objectives for each chapter;
5. reproducible answer keys for the chapter exercises; and
6. reproductive transparencies.

In addition, the following item may be obtained from your local Addison Wesley Longman representative or by writing to Supplements Editor, College Division, Addison Wesley Longman Publishers, 1185 Avenue of the Americas, New York, New York 10036:

Test Bank and Answer Keys to accompany Writing with Confidence, Sixth Edition includes parallel forms A and B of objective tests for Chapters 1 through 16 and Chapters 26 through 30, and paragraph-editing tests for Chapters 1 through 30, as well as a mid-term examination and a final examination all on reproducible, free sheets.
USING THE TEXT

I have intended *Writing with Confidence* to accommodate a variety of teaching philosophies and styles. Thus you need not (and probably should not) slavishly follow its Table of Contents or employ all the ancillaries provided, especially given the time constraints of a typical semester or quarter. So, for example, you might wish to assign only those chapters in Unit II that address the most important sentence-level issues of the class—and/or to assign specific chapters to individual students based on their needs.

Note that each of the Unit IV chapters begins with a Paragraph Writing and Revising assignment and ends with additional revision and editing. After students have completed the sentence-level materials in Unit II, they may be ready to write paragraphs. Of course, you can depart from this sequence if you wish either to omit the grammatical instruction or to mix it with writing instruction. In other words, you may

1. move sequentially through the units;
2. mix the writing, revising, and editing sections with sentence-level material;
3. assign the sentence-level materials first, then the complete writing, revising, and editing sections.

These options are a matter of preference and to some extent determined by the ability levels of your
students.

**STRATEGIES OF INSTRUCTION**

If novice writers share any single trait, it is the fact that they are novices. Mina Shaughnessy’s now classic work, *Errors and Expectations* (1977), demonstrates that many “errors” in student writing result in large part from student unfamiliarity with putting words on paper. Inexperienced writers may take one of two approaches to their first (and often their only) draft: rushing along with little concern for organization, development, or correctness; or laboring along in hopes of achieving perfection. In either case, these neophytes regard revision as mostly copying over—an attempt at neatness rather than unity, development, clarity, or grace.

Furthermore, past encounters with “English” may have taught novice writers that what they say is far less important than how they say it—that only spelling, grammar, and punctuation count. And that no matter how hard they try to write the perfect first draft, the teacher “won’t like their writing” and will uncover all sorts of errors to correct. There’s a target to hit, but students feel they must shoot at it blindfolded. For them the result is often frustration, fear of writing, fear of the teacher.

Of course, we teachers want our students to master the conventions—to observe sentence boundaries, inflect nouns and verbs,
spell with a reasonable degree of competence, and produce language that resembles actual human discourse. But we also want our students to address the larger goals of writing: to convey a message to a real audience and achieve a purpose. None of these goals can be readily addressed in an atmosphere of distrust or dismay. We and our students cannot be adversaries in the conquest of the comma-splice; we must make peace and therefore progress with students as we engage them in a recursive writing and revising process. They should know that after the first draft will come others, that they needn’t get it perfect right away, and that grades will be given at the end of the process, when a work is ready to be published—that is, to be made public.

Within this context, early drafts and revisions should emphasize global matters of organization, development, and coherence; late revisions should address surface matters of grammar, mechanics, and spelling. Research has demonstrated that the first stages of the writing process allow us to discover and explore our ideas as we express them. Bereiter and Scardamalia (1982) show that we typically begin a writing task with some notion of content, genre, and audience; then consider the gist of what we will say; next compose verbatim units of approximately seven words; and finally write down (and alter) those units on paper or up on the computer screen. Thus one gist-verbatim chunk suggests another, one sentence or sentence part leads to the next—but along the way we make up (or change) our minds and phrasing. Several revisions then follow, each with ever
closer attention to sentence-level matters of grammar, usage, punctuation, spelling, and style. We shouldn’t fret over correctness in the heat of composing but should wait until we can examine our work coldly and objectively. With continued experience, of course, error correction carries over into the formation of gist-verbatim units in the early drafts.

Thus, an approach encompassing both the writing process and error correction might incorporate these elements:

1. Students are aware of the goals of each assignment and are informed of the criteria on which they will be judged.

2. Tasks are arranged to be cumulative, so that students might demonstrate mastery of unity and coherence first, but development through exemplification later—or demonstrate mastery of coordination first, but then subordination later.

3. Students compose and revise in an atmosphere that allows them progressively to approximate the skills they are learning.

4. Students share their early drafts with an audience (often peers) who can provide feedback and praise.

5. Students continue to revise their work while paying most attention to correctness in the late stages of editing.
6. Students receive their most important grades on their finished
products (or through portfolio assessment that includes the
most important products).

A Mastery Learning Strategy for Sentence-Level Skills

One way to implement the procedures discussed above in the learning
of sentence-level materials is through a Mastery Learning strategy. It
requires no elaborate apparatus and permits the mastery of discrete
skills within the time constraints of the unit. Its components are as
follows:

1. Instruction is divided into units (for example, a unit on writing
complete sentences, or a unit on subject-verb agreement and
noun plurals).

2. Each unit begins with clearly stated objectives.

3. Students receive ample practice in the skills to be learned.

4. Students are assessed concerning the degree to which they
have mastered the skills.

5. Students review or receive help on the materials they have not
yet mastered.

6. Students repeat the assessment.

7. Students should apply these skills to a writing task.
More specifically, any chapter can be taught employing such a strategy, including the following steps (although some may be omitted):

1. Students review the objectives.
2. If students are to integrate the sentence-level materials with a writing task, they compose their first drafts.
3. Students complete the sentence-level exercises in the chapter and are evaluated for mastery by completing any of the following:
   a. an Editing for Mastery exercise;
   b. the first of the two objective tests in the Test Bank;
   c. a paragraph-editing test in the Test Bank especially if students complete the Editing for Mastery exercise(s) in preparation for evaluation.
In any case, the evaluation is not intended for grading purposes but as a diagnostic tool, enabling students to review the material they have not yet mastered.
4. Students not yet attaining mastery (perhaps a score of 80 or 90 percent correct) then review the relevant parts of the chapter—perhaps working with a tutor, working with peers in collaborative study groups, or working in a language lab.
5. Students are then reevaluated through tests or chapter exercises. The reevaluation should occur no later than the next class period and may be administered (1) in the instructor’s
office; (2) elsewhere under the supervision of an aide, tutor, or secretary (the supervisor need only hand out the quiz and collect it); (3) in class during the first ten minutes while the other students wait outside the room or work on another assignment; or (4) at home. (I generally use this latter method so as not to waste class time). Again, the reevaluation does not receive a letter grade but simply demonstrates the students’ readiness to be tested or to revise their papers.

6. Students are then tested or revise their papers for letter grades.

You may wish to vary your approach in using Editing for Mastery Exercises. For example, the first Editing for Mastery exercise could be done as a whole-class activity, as homework (graded or ungraded), or as a collaborative activity. In a mastery learning approach, you could use the first Editing for Mastery exercise as a formative assessment, followed by additional instruction before students complete the second Editing for Mastery exercise as a summative assessment.

In any case, you should keep in mind that editing is very difficult for all of us. We tend to read what we think is on the page, not what is actually there. So for Editing for Mastery exercises, a score of 70-80% is good.
Collaborative Learning Practices and Other Teaching Hints

Research suggests that inexperienced writers do not easily detect errors in their writing and that detection alone does not necessarily equip them to eliminate these errors. (Gary Sloan, 1990; Flower, Hayes, and others, 1986; Barbara Quint Gray, 1975;). I believe that collaborative learning not only helps students in both detecting and eliminating errors but also creates a relaxed atmosphere in which students may admit their shortcomings and seek help from their peers. Here are two ways in which I have employed collaborative learning:

1. Students participate in groups of four or five and exchange drafts or read them aloud. After each reading, the group comments, following the Revision Guidelines in the chapters. This peer criticism is never hostile, and it reinforces the students’ awareness of audience. As I become aware of the strengths and weaknesses of my students, I try to rearrange the groups so that each contains members with complementary skills.

2. Students work in groups of similar size on exercises—especially those involving combining or editing—to compare answers, discuss misunderstandings, and perhaps report their findings to the whole class. These small group sessions create greater student involvement than do whole-class discussions and introduce a greater range of choices in sentence combining.
and error correction. Each of the chapters has suggestions for collaborative work and peer review. And there are collaborative Editing for Mastery exercises. These collaboratons can help to create a team effort, and students can support each other as they discover their strengths and weaknesses.

I have also found these teaching techniques useful:

3. In marking practice writing assignments, I use yellow or pink marker to highlight errors in practice compositions, thus aiding students in the detection of their errors (which the students should then correct). A variation of this method is to ask students to highlight a particular structure—for example, all the plural endings on nouns.

4. During the last five minutes of a class period, I dictate or put on the chalk board four or five target structures, asking students to write practice sentences employing these structures. (For example, in a unit on coordination, the structures might be (a), yet (b); (c); however, (d) My writing is improving; (e); nevertheless, the squirrel died.) As students finish, they bring their papers to me, and I quickly correct errors and praise successes.

I have included lists of such target structures in the Chapter Notes that follow the Suggestions for Reading.
5. Another way to enhance collaborations is to give each group a large piece of paper from a flip chart and a magic marker. The recorder in the group jots down the main points from the collaboration. When the groups report out, you tape the flip chart sheets to the wall. In this way, the whole class can see the similarities and differences among the groups’ thinking.

6. A variation on flip chart paper is using transparencies. Each group receives a blank transparency sheet and a magic marker. The recorder uses the transparency to note the group’s work. When groups report out, they use an overhead projector.

7. When individual prewriting activities are happening in class, you should participate along with your students. You can share your freewriting or brainstorming with students. This technique often helps to establish a collaborative classroom atmosphere.

SUGGESTIONS FOR READING

On the Correction of Errors

Dong, Yu Ren. “The Need to Understand ESL Students’


Song, Balin, and Isabella Caruso. “Do English and ESL Faculty Differ in Evaluating the Essays of Native English-Speaking
On Talking-Writing and Collaborative Learning


**On the Writing Process**


**On Mastery Learning**


CHAPTER NOTES

Chapter 1

Embarking on a writing course can be anxiety-provoking for the beginning writer. This chapter gives a brief overview of the writing process, which is discussed in detail throughout this book. By introducing the basic steps that writers take, students should realize that effective writing is not accidental or just a stroke of good luck.

Early in the chapter, students are introduced to Tips for Writing Efficiently and Tips for Composing on the Computer. These tips can be earmarked by students until they gain some practice and experience. If you are using a writing journal, Chapter 1 is a good place to have students begin.

Chapter 2

Novice writers tend to follow a “what next?” strategy in the first draft, randomly jotting down ideas that they neither rearrange nor rewrite in later drafts. These writers do minimal planning, and their revisions focus primarily on surface matters of spelling, word choice, and penmanship. Therefore, students should be encouraged to rethink and rewrite their work, not to try composing “perfect” first drafts under the mistaken notion that good writers never revise. Students should be encouraged to see that the writing process is not linear but is recursive: the writer plans, composes, revises, composes further as new ideas and information present themselves, reorganizes, revises again, and finally
edits the paper. There is no step-by-step formula that can be applied uniformly to all compositions, and no two writers work in exactly the same way. In fact, a writer may approach different tasks in different ways.

Students should be encouraged to be disciplined, to develop a schedule that allows time for invention (including time to think aimlessly about their ideas), first drafting, further drafting, revising, and editing. They should be encouraged to say sentences aloud as they write them and to read their papers aloud afterward, preferably to someone else. They should be encouraged to note and try to replicate writing practices that work most efficiently.

Above all, students simply should be encouraged. We need to take them seriously as writers. (We must resist the temptation to regard novice writers as somewhat like children, as if their lack of experience in writing reflects a similar lack of experience in life.) We need to tell them that their ideas count, that writing instruction is not mere error detection but is an attempt to strengthen their ability to express those ideas. We need to establish an atmosphere of mutual respect, mutual honesty, and mutual vulnerability.

Chapter 3

Since the writing process varies from person to person and from task to task, students should be allowed to explore procedures that work best for them. Some students readily fashion topic sentences as a first
step in the process, others write the topic sentences in later drafts, and virtually everyone revises topic sentences somewhere along the line. Furthermore, students should be shown that the process is not linear but recursive; that is, a writer revises and edits as she drafts and composes new material as she revises.

Brainstorming, clustering, and free writing are useful invention techniques, but novice writers must move beyond them to real first drafting and revising. They must become aware of their goals and audience to make more substantive revisions; they must see their writing not as a random collection of ideas but as a logical and coherent whole.

Prediction sessions may be useful in creating such awareness. You write the first sentence of a student paragraph on the chalk board and ask students to predict what will follow, recording their suggestions on the board. Then you distribute copies of the paragraph, which students judge against the list of predictions. Following this comparison, they suggest changes, form small groups to rewrite the paragraph collaboratively, and read their revised paragraph to the whole class. Such sessions can become a regular part of the class routine, with the small groups assuming more responsibility during the term. (For example, a student may read her first sentence to the group, which predicts and suggests changes.)

After a few weeks of writing a revision, students often complain that their writing seems to be getting worse: they are never
satisfied with it and revise it many times. Of course, students should be told that this dissatisfaction is a sign of health, not sickness; experienced writers feel exactly as they do. But students should also be told that, with practice, writing does get less difficult. (It never gets easy.)

Paragraph unity cannot be achieved by a student who follows the “what next?” strategy. The student must know the point of his/her topic sentence in order to stick to the point. That awareness can come before the complete first draft is composed or during later revising—and it doesn’t matter when it happens in the writing process. No two writers work in exactly the same way, and no two writing tasks afford exactly the same opportunities for planning and revising.

To practice prewriting I like to ask the class to describe an object in the room such as a student desk. As they make observations, I jot them on the chalk board, encourage them to say more or to rephrase their observations, and finally ask for suggestions on how these observations might be rearranged in some logical order. I also ask students to suggest a topic sentence that would summarize and make a point about the data. Thus I introduce students first-hand to brainstorming, planning, revising, and fashioning a topic sentence. The writing assignments in other chapters may be addressed in similar ways.
Whether your course focuses primarily on writing single paragraphs or multi-paragraph compositions, you should make students aware that a paragraph is most often a division within a longer piece of discourse—a theme, an essay, a letter, a chapter, or a whole book. Thus some paragraphs are introductory, some transitional, and some concluding. And transitional statements often begin (or conclude) paragraphs, linking one paragraph to the next. Unless students learn the proper role of the paragraph within such longer discourse, they may produce a single long paragraph when asked to write a 500-word theme.

Although student essays probably will not demonstrate a great deal of polish, students should start becoming accustomed to the structural underpinnings of an essay. Students can practice essay development in their journals or in peer group activities during class.

If students are not quite ready to embark on an essay, you can ask them to select an article from a newspaper or news magazine. After reading the article, students should look for a thesis, topic sentences, and conclusion.

**Chapter 5**

The sentence-level instruction in this chapter should enable students to write complete sentences, not learn the parts of speech. Too much attention to identifying subjects and verbs in the early exercises can confuse rather than clarify that purpose, especially in complex
sentences with embedded clauses. (These sentences are addressed in Chapter 7 and needn’t be fully explained here.) Further, I don’t fuss if students identify adjectives as part of the subject or adverbs (especially not) as part of verb phrases.

However, students should be admonished against mistaking verbals for verbs. They should know

1. that -ing words are never verbs unless preceded by some form of be;
2. that to is a marker for an infinitive and not for a verb;
3. that past participles look like verbs but may function as adjectives before or after nouns; they describe nouns and do not state what the nouns do or did.

You might explain that most fragments result from a lack of understanding of punctuation, not from an inability to form a sentence. Humans communicate in sentences most of the time, but many novice writers punctuate by ear, using commas and periods interchangeably to mark pauses, thus creating both fragments and comma-spliced sentences. (Indeed, many novice writers don’t know the names of punctuation marks other than periods and commas.)

Among students whose second language is English, the issue of fragments may be more complex. For example, in Spanish the inflection of the verb suggests the pronoun subject, so one may write él está (it is) or simply está, without the pronoun subject. Thus,
Hispanic students may write “is a nice day” or omit the subject pronoun from a dependent clause, as they would in their first language.

For practice at the end of a class period, students can write sentences using these structures:

1. came
2. seems
3. and fell on his face
4. After the snake
5. because he lost his toupee.
6. that looks like a hungry ape
7. If
8. I told him that
9. for example, an old umbrella, a peanut butter sandwich, and a mouse.
10. My teacher, Ms. (Mr.) ________,

Chapter 6

Novice writers know the semantic meaning of only a few of the conjunctions, notably and, but, and so (and they don’t carefully discriminate among those meanings). Therefore, these writers must learn these semantic meanings and practice them copiously through sentence combining, sentence completion, and sentence writing.
Further, novices must learn the relationship of the conjunction to punctuation—a matter that must repeatedly be stressed. Commas never join—they separate—so commas cannot replace coordinating conjunctions between independent clauses, nor are commas necessary before coordinating conjunctions used to link other structures. You can illustrate the point by writing part of a silly sentence:

Harry killed the roach and his wife . . . (The reader thinks that \textit{and} joins \textit{roach} and \textit{wife}, since nothing separates the two.)

You can then complete the sentence with the comma in its proper place:

Harry killed the roach, and his wife was greatly relieved. (The comma signals to the reader that the clauses are separate.)

Semicolons and conjunctive adverbs are foreign structures to novices who commit all sorts of atrocities when first using them. Students need to see that a conjunctive adverb is not a joining word but is an explaining word. Otherwise, many students will place a semicolon before each use of \textit{however} or \textit{therefore}. And again, students need practice, practice, practice, especially with the semantic meanings of conjunctive adverbs. One useful exercise is to have small groups work together on completing sentences and then report their results to the whole class. Here are some examples:

1. Semicolons are easy to use;
2. I understand how to use semicolons; nevertheless
3. I want to kiss you in the worst way; however,

4. Susan did not bring her book to class; therefore,

5. Our English teacher is extremely intelligent; moreover,

6. consequently, he arrived home without his shoes.

Students whose first language is not English are prone to commit “errors” in coordination based on the conventions used in their first language. For example, in Spanish, commas may join independent clauses; no conjunctions are necessary. You may wish to contrast the practices of the two languages.

A visual representation may help some students understand coordination. On the chalkboard, you can put the following to demonstrate the structure of coordination:

\[
\text{[independent clause]}; \quad \text{[independent clause]}
\]

\[
\text{[independent clause]}, \text{ coordinating [independent clause]} \quad \text{conjunction}
\]

\[
\text{[independent clause]}; \text{ conjunctive [independent clause]} \quad \text{adverb}
\]

Peer groups then could write sentences for each of the diagrams.

If students are confused about the other uses of commas, semicolons, and colons, you may wish to assign the relevant sections of Chapter 26 for additional help.

For quick end-of-class-period writing, students might tackle these structures:

1. Bill stuck out his tongue at me,
2. , for he often needs a kind word and some extra money.
3. You had better learn to use the coordinating conjunctions, or
4. , yet
5. , so
6. Florence looks terrible;
7. ; however,
8. ; therefore,
9. ; furthermore,
10. ; nevertheless,

Chapter 7

Subordination poses more problems than does coordination. First, many novice writers overuse coordination, so they must be taught to employ more subordination, usually through sentence combining and sentence imitating exercises. Students might also be encouraged to rewrite sentences taken from their own papers, changing coordinate structures to subordinate structures.

Second, people from foreign language backgrounds may use quite different subordinate structures in their native tongues—if in fact such structures exist at all. Semitic languages employ little subordination, so many Middle Eastern students must be taught how to form adverbial clauses. (See Robert B. Kaplan, “Cultural Thought Patterns in Intercultural Education,” Language Learning 16 [1966], 1–20.) Eastern European languages place commas before terminal
dependent clauses, so Russians, Poles, and Rumanians must be shown that the comma is omitted in English. Spanish employs relative pronouns something like conjunctions, leading to this “error” in English: “I have the book that my brother gave it to me.” Again, the contrasts between languages must be stressed. In short, then, subordinating words should be taught both as new grammatical and semantic structures.

Quick end-of-class writing strutures:

1. Because I
2. ...after you
3. although he
4. I asked the woman why
5. I want to know when
6. Could you tell me where
7. if she

Chapter 8

Many novice writers use commas and periods interchangeably, which leads inevitably to dependent clause fragments. (See Shaughnessy.) Students who persist in making such errors might be encouraged to read their papers aloud, listening for the rising inflection that signals a comma and the falling inflection that signals a period. (This process can begin with a short conference in your office.) Students are similarly confused about the difference between although and however and need to practice using both, again through imitation and revision.
You may also wish briefly to discuss subject-verb agreement in relative clauses, reminding students that the number of the relative pronoun is determined by its antecedent, and thus the verb changes accordingly.

Some students must be weaned from the misuse of \textit{in which}. Sentence combining can illustrate:

\begin{itemize}
\item The encyclopedia is the \textit{World Book}.
\item You will find it \textit{in} the encyclopedia.
\item The encyclopedia \textit{in which} you will find it is the \textit{World Book}.
\item or
\item The encyclopedia \textit{which} you will find it \textit{in} is the \textit{World Book}.
\end{itemize}

Finally, a word of caution. Since much in this chapter is new to many students, their writing may become worse before it gets better. But it does get better—if they are given enough practice. If students are doing badly, don’t be afraid to repeat and review.

Quick end-of-class writing structures:

1. the car that
2. English composition class, which
3. The grammatical lesson that
4. I told the man that
5. the student who

\textbf{Chapter 9}
As novice writers begin to experiment with sentence combining and coordination, they need to be aware of the common errors that may result. Detecting and correcting run-ons and comma-spliced sentences should build on the previous chapters on subordination and coordination.

For speakers of English as a second language, it may be useful to diagram run-ons and comma splices.

Run-on:

[independent clause] [independent clause]

Comma splice:

[independent clause], [independent clause]

As additional practice, one collaborative group can develop run-on and comma-spliced sentences for another collaborative group to correct. Another approach is to give an example of a run-on sentence and ask each collaborative group to repair it with specific correction (e.g., a conjunctive adverb or coordinating conjunction).

Chapter 10

If students have trouble distinguishing between present and past tense when they write their first drafts, they may be directed to look at the first half of Chapter 29. Students from the Philippines are especially prone to confusion in tense because in their native languages, the verb *to be* is not inflected for tense, and all other verbs add their tense inflections as prefixes, not suffixes.
Often in the course of this lesson, students will say, “But that don’t sound right.” They should be told that while their ears can help them determine sentence boundaries, their ears may be far less reliable concerning final -s sounds. One effective way to demonstrate this point is to write the word *masks* on the chalkboard and ask someone to pronounce it, since the combination of *k* and *s* is difficult for almost anyone to pronounce (as are the -*ts, -ds, -ps*, and -*bs* combinations.)

Since students cannot entirely trust their ears, they obviously must learn to train their eyes to scrutinize word endings during the editing stage of the writing process. But proofreading is not an easy task—as every published author knows. We do not read most words letter-for-letter but anticipate and supply word endings in our minds. The most likely place for student errors to persist is on verbs in a series: “My brother crawls under the sheets, lay his head on the pillow, and fall asleep immediately.” Students notice the first verb but do not realize that others follow. In discussing this problem, you might remind students to look for *and* after a verb, signaling the presence of another verb. You might also ask students to highlight word endings in pink or yellow and to exchange papers with a partner for editing.

Again, student writing may get worse before it gets better, as -s endings show up in rather odd places. These errors, however, are a sign that students are thinking; they are trying to apply the rules to their writing. Thus while we should hope for and expect dramatic
improvement, we should not expect perfection from students who have
been asked to change lifelong speech patterns.

An alternative to the writing assignment is for students to write
a first-person account of a process they perform and then to rewrite the
paper in the third person, substituting a friend, co-worker, or relative
for themselves.

Students whose second language is English may benefit from
hearing what they write. You can ask these students to tape record
their writing. (If they don’t own a tape recorder, they could borrow
one from the audiovisual center or use a language laboratory.)
Students play the tape back and listen for errors. They then make
revisions and re-record. The new tape can be used during individual
conferences with students.

Quick end-of-class writing structures:

1. the children (present-tense verb)
2. the dog (present-tense verb)
3. is
4. are
5. There is
6. One of the men (present-tense verb)
7. have
8. has
9. doesn’t
10. don’t
Chapter 11

The grammatical issues in this chapter are similar to those in Chapter 10: students’ inability to trust their ears, failure to correct errors on verbs in a series, and practice of adding unnecessary -ed endings. These issues should be addressed in similar ways.

Students should be told to study the irregular verbs using the pattern “I come, I came, I have come,” so they associate the past participle with the perfect tenses. They should also be reminded that have generally signals a past participle (except with have to, meaning must). Students, especially those whose first language is not English, also need to practice could and would as past-tense verbs. In many languages, no past-tense form exists for can and will.

Past participles need special attention, as they appear in passive voice and as adjectives before and after nouns and after linking verbs. Non-English dominant students may need help distinguishing between present and past participles as adjectives. This advice may be useful: present participles as adjectives show that the noun causes a feeling or emotion (an exciting book = the book causes or creates excitement), while past participles show that the noun has or had the feeling or emotion (an excited man = the man receives or possesses the excitement).
For additional reinforcement in using the past tense, have students write a brief narrative at home—perhaps what their morning routine is—in the present tense. In class, have students work in pairs and exchange papers. The assignment is to change all the verbs in the narrative to the past tense.

Quick end-of-class writing structures:

1. was
2. were
3. There was
4. any irregular verb form, especially seen
5. a _____ =ed man
6. could
7. would
8. have gone
9. had gone
10. While I
11. since I was ten years old
12. was returned
13. are mailed
14. should have

Chapter 12

The issue of sexual bias in language is complex. Since no solution completely resolves the issue, you may wish to discuss your
preferences and practices. Then students should probably do Exercise 6 in small groups so they can discuss alternatives.

Exercises 9 and 10 may be especially helpful to speakers of Spanish, who often experience difficulties with this and these and who and whom.

Errors in pronoun case and in pronoun-antecedent agreement are persistent in student writing. In part, these errors are frequently made in speech (Everybody should bring their books to class) and thus carry over into writing. To focus students’ attention on these errors, have collaborative groups review the points made in this chapter. The groups should be asked to list what they believe are the most frequent or troubling errors in the use of pronouns. Then the groups should construct a few sentences—say five—demonstrating a pronoun error. These sentences can be put on the chalkboard or on transparencies and used as a quick mastery quiz during class.

Quick end-of-class structures:

1. me and my brother
2. myself
3. better than (pronoun)
4. a person (as antecedent)
5. these (and noun)
6. whom
Dangling modifiers are a problem for even the most experienced writers and so may require additional instruction and drill. Students might be shown that a participial phrase has an implied subject—the noun or pronoun to which the phrase is attached. The implied subject can be illustrated through sentence combining.

I was leafing through the book. I found a $50 bill.

Leafing through the book, I found a $50 bill.

but

I was talking to Mr. Wilson. He told me that he remembered you.

Talking to Mr. Wilson, he told me that he remembered you.

(Was Mr. Wilson talking to himself? Thus:

Mr. Wilson told me that he remembered you.)

You can also try “silly participials”. Dangling modifiers are one of the few grammatical errors that can be fun. You can ask collaborative teams to come up with silly participials for correction and sentence revision. You might even vote on the most creative or most amusing dangling modifier.

Quick end-of-class structures:

1. Sitting on the park bench,
2. only
3. in her red dress
4. after a hard day at work
5. Exhausted from the game,

Chapter 14

Within the context of comparisons, you might call attention to the difference between than and then. (Students may practice using these two words in Chapter 28 as well.) You may wish to inveigh against “as good or better than.” And, of course, good/well and bad/badly beg for continual practice. Spanish employs only one comparative form—mas—before all adjectives, regardless of length, thus leading to the “more good” or “more better” error. You might contrast this practice to those in English. Further, you might warn non-English dominant students against “as good like,” a natural confusion, since their first language may have a single word to mean like and as.

Quick end-of-class structures:

1. well
2. badly
3. hard as an adverb—a problem for non-English dominant students, who want to write hardly)
4. as quick as
5. as quickly as
6. more
7. -er
8. the most
Chapter 15

Although many tense shifts are actually errors in tense inflection, which should be addressed in Chapter 11, the section in this chapter provides additional practice for students who omit -ed endings or confuse can/could and will/would.

One simple way to explain parallelism is to show that and joins grammatically equal structures.

- Peter and I
  came in and smiled
  tall, dark, and fulsome
  grinning and laughing

These can then be scrambled to demonstrate that and sounds odd between grammatically different structures:

- Peter and tall
  came in and grinning

Quick end-of-class structures:

1. a person (as antecedent)
2. people (as antecedent)
3. he could
4. we would
5. chewed gum, scratched their heads, and
6. strong, muscular, and

Chapter 16

Once students encounter these “stylistic” matters, magical changes occur in almost every aspect of writing once students have learned to prune deadwood and nurture lively word choice. The practices transcend mere concerns over style: students derive great satisfaction (often with a laugh at themselves) in discovering “stupid” empty language and needless repetition, and they begin to experience the pleasure of shaping the ideas powerfully. Matters of style therefore become matters of substance, and real progress in student writing often follows.

Students should also be told that every writer repeats words and ideas and every writer composes awkward sentences. Experienced writers therefore expect to cut and combine expressions, and they often look forward to doing so.

Quick, end-of-class structures:

1. Write a sentence with a verb that expresses quick movement.
2. Write a sentence with a verb that expresses emotion (such as grinned or grimaced).
3. Revise this sentence: “The reason that I liked ________ was because it was interesting.”
4. Revise this sentence: “The thing that was nice about my vacation was that I saw a lot of interesting things.”
5. Entering the room,
6. Bill smiled after (-ing)
Chapter 17

Many students find it easy to write descriptions, for they can call up sensory perceptions and express them in language. A description of a scene has a certain concreteness, so that students should be able to generate details through prewriting activities without much difficulty. Collaborative authoring is a good classroom activity for this chapter. After pairing students, ask each pair to jointly compose a short descriptive paragraph about a place they both know (such as the library or cafeteria). Another collaborative activity is distributing to each group a magazine advertisement that has a provocative or distinctive setting. The group examines the details of the photograph and creates a brainstorm list of descriptive details. These lists can then be shared with the rest of the class.

Consider having students read and discuss “Melting Pot” and “My Fifteen Minutes of Fame.”

Chapter 18

Writing a description of a person can build on the skills acquired in the preceding chapter. Helping students to write descriptions requires emphasizing exact language and logically ordering their observations.

An interesting class activity is to have students bring in a family picture. The picture could be the focus of several types of collaborative activities. For example, students could work in pairs, or
a particular photograph could be selected by a group. Having students respond to photographs of “real” unknown people can help them sharpen observational skills.

Another way to sharpen observational skills is to reproduce photo-portraits of celebrities by photographers such as Annie Liebowitz or Cecil Beaton and ask students to consider what the photographer has emphasized about the celebrity through the portrait.

Consider having students read and discuss “Alligator” or “Living with the Look.”

Chapter 19

Everyone has stories to tell, so students should easily take to writing narratives. If your class is multicultural, you can used this rich resource by asking students to write about family stories. Two areas may cause difficulty, however: be sure each narrative has a focused topic sentence and generally follows a chronological order.

This chapter can be combined with Chapter 3 on writing effective topic sentences and Chapter 11 on using the past tense. Remind students that topic sentences sometimes become clearer after the paragraph has been drafted a couple of times, that a narration comes into focus after a few retellings.
Consider having the students read and discuss “Needing and Wanting are Different,” “My Fifteen Minutes of Fame,” “Liked for Myself,” or “Living Like Weasels.”

Chapter 20

This chapter concentrates on writing a narrative report. Unlike telling a story, which can have entertainment value, a report relies on the accuracy of the information and the clarity with which it is presented.

This chapter provides an opportunity to integrate students’ other courses or job responsibilities. You should initiate a discussion about the various ways your students are required to write informal and formal reports. Students in science courses, health professions, or law enforcement will no doubt have several examples. Working students may also have job responsibilities that require some form of narrative reporting. Ask students to arrange details of a particular narrative report into the upside–down triangle, whereby the most important information (or results) is at the beginning, followed by details.

Using a local newspaper or the campus newspaper is another classroom activity you can try. Have students search for a report from the newspaper, and then have them apply the journalistic questions: who, what, when, where, why, and how. Students can evaluate the narrative details and structure.

Consider having students read and discuss “Hellraiser.”
Chapter 21

This chapter discusses the how-to paragraph. You can emphasize that process-analysis is often useful in the sciences. You can also connect the process–analysis and narration in Chapter 19 by pointing out that both typically use chronological order, though the purposes of the two organizational methods differ.

Students sometimes have trouble with maintaining chronological order. As a classroom activity, select a familiar process—tying a shoelace or sewing a button. Ask the class for the steps in the process, which you can then record on the chalkboard. From that list, ask students to rearrange the steps in strict chronological order.

Novice writers tend to latch onto transitions expressing time. As a result, they tend to start every sentence with when, next, then, after, etc. Explain to students that in a process-analysis the order of the sentences indicates the sequence of the process; therefore, only a few well-placed transitions are necessary.

Consider having the students read and discuss “Alligator.”

Chapter 22

You should stress to your students that writing about causes and effects is an important skill to master. Many assignments and essay examinations in a variety of disciplines expect students to analyze causes to explain a topic or to predict effects from a set of data.
Since arrangement of ideas is important in causal essays, you can try an organizational puzzle. Using a student rough draft or a published essay, copy the essay and cut it into separate paragraphs. Then copy each section onto a separate piece of paper. (If the material is on disk, you can print out each paragraph separately.) Make enough copies of the separate pages for peer groups so that each peer group has one set of all the sections of the essay. Each peer group should reach consensus about the most effective organization for the paragraphs they have been given and be prepared to explain their choices.

Consider having the students read and discuss “Teen Gangbangers: an Ignored Issue” or “Why I Dread Black History Month.”
Chapter 23

One colleague introduces classification with magazine advertisements. The ads are spread out on a table and students are asked to classify them by putting the ads in piles. After doing this, students discuss the categories they have established–pile by pile.

Using the students themselves is another way to have students practice classification. For example, you can use the criterion of astrological signs and ask students to group themselves by sign. This often makes for a lively classroom activity as students learn something they may have in common that they had been unaware of.

Consider having students read and discuss “Diving the Strange Eating Habits of Kids,” “The Writing on the Wall,” or “Living with the Look.”

Chapter 24

You should reserve ample time in the course schedule for comparison - contrast writing. First this kind of writing requires practice to master, and second comparison - contrast writing is one of the most frequently used rhetorical modes in college writing.

Peer groups can practice organizing comparison - contrast writing. Ask the peer groups to consider two similar television shows, such as two sit-coms or two cop shows. The groups then brainstorm for similarities and differences. The groups should make equivalent
lists. Then have the groups decide on a whole-to-whole arrangement or a part-to-part arrangement.

Consider having the students read and discuss “Two Views of the Mississippi” or “Why I Dread Black History Month.”

Chapter 25

College writing often requires students to define and explain concepts and terms. One approach for students to understand how to develop an effective definition is to create a three-stage diagram: 1) definition by synonyms or dictionary; 2) criteria for extended definition; 3) illustration or examples.

For additional practice, you can also provide a list of ordinary everyday things, and ask students to define them for a group of aliens visiting from another planet.

Consider having students read and discuss “The Natchez Indians” or “Needing and Wanting Are Different.”

Chapter 26

You may wish to administer only small doses of this chapter to students—and then perhaps only to individual students—for too many rules in a short time can turn a whole class of adequate punctuators into a pack of raving comma and semicolon abusers. At the very least, if you teach the chapter in its entirety, be prepared for the punctuation in student papers to get worse before it gets better. Students must work with the rules before becoming entirely comfortable with them.
To supplement earlier instruction, the section on comma use might be taught directly after Chapters 6 and 87, as students inevitably ask questions about commas preceding *and*. The sections on the semicolon and the colon may be taught directly after Chapter 6, for students also ask about the distinction between the two.

No matter how you use this chapter, however, students usually profit from correcting related groups of errors in earlier papers—that is, comma errors in one paper, quotation mark errors in another, and so on.

Quick end-of-class structures:

1. write four items in a series
2. At the end of this class
3. Melvin Sparks, a man who needs no introduction
4. punctuate *a large navel orange*
5. punctuate *a small fragile teacup*
6. use *and* to join two independent clauses
7. use *or* to join two independent clauses
8. however
9. ; nevertheless,
10. ; consequently,
11. Please tell me where
13. Please use the following
14. A short quiz—not an important examination
15. Time magazine
16. He said,
17. she asked.
18. “Do you know,” she inquired

Chapter 27

The beginning-of-the-chapter advice on sounding out words is of little use to students with nonstandard pronunciations or to those who don’t know phonics. For these students, the following program of spelling correction may be useful:

1. You can highlight or circle misspelled words in student papers, which students must then look up and correct.
2. You can ask the students to keep a personal record of misspellings for reference and study.
3. You can then administer short individualized spelling tests based on the students’ personal records.
4. You may pair students for proofreading each other’s papers. Of course, for a non-English dominant student, many spelling errors result from interfering pronunciation and spelling practices in the first language, such as these in Spanish:

   a. The English *qu* is represented as *cu*.
   b. *-tion* and *-sion* are represented as *-cion*.
c. Any consonant blend beginning with \( s \) is preceded by a vowel sound, especially in the initial position (eschoo).

d. \( sh \) cannot occur in the initial position, although \( ch \) can:

thus, “I went chopping at the store.”
e. *i* (as in *it*) is pronounced as *e* as in *eat*: thus, “I want to seat down.”

f. No consonants are doubled: thus, *siting, illegal,* and so on.

The section on apostrophes might be taught only to students who omit or misuse them; otherwise, an epidemic of incorrect apostrophe use may break out in the class. However, you should probably express your preference concerning ‘s or ‘ after singular nouns that end in *s.*

Students inevitably confuse hyphens with dashes, so you might explain the difference. Also, non-English dominant students will be puzzled by the lack of plural inflections on nouns in such hyphenated expressions as *a three-piece suit* or *a two-foot board.* The reason for this oddity is that these hyphenated expressions are adjectival, and adjectives are never plural in English.

Finally, Shaughnessy explains that basic writers capitalize illogically because, unaccustomed to the physical process of handwriting, they form letters in the easiest way—for example, always writing initial uppercase *B’s.* Once you alert students to the problem, they promptly correct it.

Quick end-of-class structures may be any commonly misspelled words. Additional structures:

1. it’s
Chapter 28

Heeding Murphy’s law (that whatever can go wrong will), you might limit instruction in this chapter only to those words students actually confuse and only to those students who actually confuse them. Otherwise, chaos may reign.

Quick end-of-class structures might consist of one word from any commonly confused pair.

Chapter 29

Although this chapter would appear to be solely for non-English dominant students, much of the chapter applies to native speakers of English who experience difficulty with inflections in verb phrases, word order in indirect questions, and the use of double negatives.

The continuous tenses cause problems for many non-English dominant students whose first language either does not contain similar structures or uses them differently—especially speakers of Spanish and speakers of any of the Indian and Pakistani languages. For these
students, how to form the tenses is somewhat less of an issue than when to use them.

For students who erroneously write tense inflections on both the helping verb and the main verb of a verb phrase, the following advice may be helpful. Except when a fixed-form helping verb (a modal auxiliary) is used, the first word in the phrase determines both tense and agreement.

☐ is going
   was going
   has gone
   had gone
   doesn’t want
   don’t want
   didn’t want

Furthermore, the verb after a fixed-form helping verb is a partial infinitive (without to), so the second verb cannot take a tense:

☐ could go
   can go
   might go

In discussions of a past condition, have must be the second verb in a three- or four-word verb phrase:

   could have gone
   should have been working
With indirect questions, students should be directed to pay attention not only to word order but to the tense of the verbs. The verb tense in the noun clause generally corresponds to the tense of the verb in the main clause. Often this correspondence requires the use of the past tense or the past-perfect tense in the noun clause.

**Direct Question** | **Indirect Question**
---|---
I asked him, “Are you well?” | I asked him if he was well.
I asked him, “Were you sick?” | I asked him if he had been sick.
I asked him, “Will you come?” | I asked him if he could come.

One exception to this rule is when the content of the question regards a condition that is always true or still true about the present.

**Direct Question** | **Indirect Question**
---|---
I asked him, “What is your name?” | I asked him what his name is.
I asked him, “Is Brooklyn larger than Manhattan?” | I asked him if Brooklyn is larger than Manhattan.

Quick end-of-class structures:
1. is going
2. wants
3. could
4. didn’t
5. should have
6. must have
7. I wanted to know if
8. Can you tell me when
9. picked up
10. come back
11. Rewrite with pronouns: I sent my mother a letter.

I bought my friend a present.

12. I have/ in my hand
13. hardly
14. not ever/ anything

Chapter 30

The section on articles will be most helpful to Asians, Middle-Easterners, Indians, Pakistanis, Poles, and Russians, who experience difficulty with the noun determiner system in English. Additionally, Spanish speaking students may need some help with abstract nouns that require articles in Spanish. (Thus “The baseball is a popular sport in Mexico.”) Finally, some native speakers of English may need to
learn the distinction between *a* and *an*. (The *an/and* distinction is addressed in Chapter 28.)

Students may use the long list of idioms as a reference, or they may compose sentences or paragraphs employing certain idioms from the list.

Quick end-of-class structures:

1. an
2. a
3. pencils
4. water
5. I have a new car, and ____ car
6. in an hour
7. for an hour
8. summer
9. Tuesday
10. 10 o’clock
11. He came to school/his car
12. He admitted/the crime
13. any expression from the “Reference List of Common Expressions Using Prepositions”

**CHAPTER OBJECTIVES**
Chapter 1 Objectives

After completing this chapter, a student should be able to:

1. explain the relationship between speaking and writing;
2. define the general reasons for writing: to learn and to communicate;
3. understand the overview of the text.

Chapter 2 Objectives

After completing this chapter, a student should be able to:

1. explain that all writing addresses the needs of the subject, the audience, and the purpose;
2. define the three major goals of writing: to inform, to persuade, and to entertain;
3. describe the steps of the writing process: planning and discovering, composing, revising, and editing;
4. describe ways of making his/her writing practices efficient, including practices that use a computer;
5. begin the process of writing by using brainstorming, clustering, and free writing;
6. compose a first draft based on the material generated in brainstorming or free writing;
7. revise the first draft more than once, using predicting to determine what materials to rearrange, add, delete, clarify, or add examples to;
Chapter 3 Objectives

After completing this chapter, a student should be able to

1. define and describe a paragraph and explain the role of the paragraph within a composition;
2. define the terms topic sentence and general and specific;
3. limit a topic so that it may be developed adequately in a single paragraph;
4. explain that a topic sentence makes a point by expressing an attitude or opinion;
5. identify effective topic sentences within paragraphs;
6. compose a preliminary topic sentence, either before or after composing the body of the paragraph;
7. compose a first draft of the body of the paragraph;
8. revise the topic sentence to account for and outline the major points in the body of the paragraph; and
9. after consulting with readers—or by anticipating their reactions—revise the paragraph for clear and logical development of the topic and purpose.

8. edit the final draft for clarity and legibility;
9. begin keeping a writing journal, either in a loose-leaf notebook or in a computer file; and
10. begin working in collaborative groups.
10. explain the concepts of *unity* and *coherence*;
11. develop a paragraph through explanations, specific details, and examples;
12. compose and revise a paragraph for unity; and
13. establish coherence in the paragraph through
   a. arranging ideas in the most logical order,
   b. using transitional words and phrases,
   c. repeating key words or ideas, and
   d. using pronouns that clearly refer to the terms or ideas that precede them;
14. work in collaborative groups on revision, editing, and proofreading.

**Chapter 4 Objectives**

After completing this chapter, a student should be able to

1. define a thesis statement;
2. define the three parts of an essay: introduction, body, and conclusion;
3. compose a draft of an essay; and
4. follow revision guidelines.

**Chapter 5 Objectives**

After completing this chapter a student should be able to
1. define a sentence, a clause, and a fragment;
2. identify the complete subject and complete verb (whether an 
   action verb or linking verb) of a clause;
3. eliminate simple fragments;
4. identify independent clauses in combined sentences;
5. identify dependent clauses in combined sentences; and
6. eliminate dependent clause fragments.

Chapter 6 Objectives

After completing this chapter, a student should be able to

1. define coordination between independent clauses;
2. list the seven coordinating conjunctions;
3. use coordinating conjunctions to express logical relationships 
   between independent clauses;
4. combine independent clauses using semicolons; and
5. use conjunctive adverbs after semicolons to express logical 
   relationships between clauses.

Chapter 7 Objectives

After completing this chapter, a student should be able to

1. define subordination and dependent clause;
2. list the most important subordinating conjunctions;
3. combine sentences with subordinating conjunctions to create 
   adverb (when-, why-, and where-) dependent clauses that 
   express logical relationship within the combined sentences;
4. punctuate adverb dependent clauses appropriately
5. eliminate dependent clause fragments; and
6. transform dependent clauses into phrases for
   conciseness and sentence variety.

Chapter 8 Objectives

After completing this chapter, a student should be able to

1. list the *relative pronouns*;
2. combine sentences with relative pronouns to create *adjective dependent clauses* and to express the logical relationship between clauses;
3. punctuate relative clauses appropriately;
4. list the words that begin *noun clauses*;
5. combine sentences with relative pronouns to create *noun dependent clauses*;
6. correctly punctuate noun dependent clauses;
7. eliminate dependent clause fragments; and
8. transform dependent clauses into phrases for conciseness and sentence variety.
Chapter 9 Objectives

After completing this chapter, the student should be able to

1. eliminate run-on sentences by
   a. adding a coordinating conjunction
   b. adding a semicolon
   c. adding a semicolon and a transitional word
   d. rewriting the sentence

2. eliminate comma splices by
   a. adding a conjunction
   b. adding a semicolon
   c. adding a relative pronoun with a relative clause
   d. rewriting the sentence

Chapter 10 Objectives

After completing this chapter, a student should be able to

1. define present-tense subject-verb agreement;

2. write present-tense sentences in which the verbs agree with noun subjects;

3. explain the rule of one -s;

4. form the plural forms of irregular nouns;

5. use appropriate present-tense verb agreement with pronoun subjects;

6. use appropriate present-tense verb agreement with compound subjects;
7. use appropriate present-tense agreement with the verbs to be, do, and have;
8. use appropriate present-tense verb agreement with collective nouns;
9. use appropriate present-tense verb agreement in questions;
10. use appropriate present-tense verb agreement with indefinite pronouns;
11. use appropriate present-tense verb agreement in clauses beginning with There is or are;
12. use appropriate agreement when a phrase occurs between the subject and verb; and
13. use appropriate subject-verb agreement in relative clauses.

Chapter 11 Objectives

After completing this chapter, a student should be able to

1. form the past tense of regular verbs;
2. use appropriate subject-verb agreement with was and were;
3. correctly use could and would in the past tense;
4. correctly use the past participle in the present-perfect and past-perfect tenses.
5. correctly use all irregular past-tense and past participle verb forms; and
6. correctly use the past participle
   a. after have in three-word verb phrases,
b. after *be* in the passive voice, and
c. as an adjective after linking verbs, before nouns, and after nouns.

**Chapter 12 Objectives**

After completing this chapter, a student should be able to

1. list the *subject pronouns* and *object pronouns*;
2. correctly use subject-case or object-case pronouns with more than one subject or object;
3. correctly use *reflexive pronouns* when the same person or persons perform and receive the action of a verb;
4. use correct pronoun case in comparisons;
5. define *antecedent*;
6. ensure that pronouns refer clearly to their antecedents;
7. establish agreement between pronouns and indefinite-pronoun or collective-noun antecedents;
8. avoid sexual bias in the use of pronouns;
9. correctly use *this/these* and *that/those*; and
10. correctly use the relative pronouns *who* and *whom*.

**Chapter 13 Objectives**

After completing this chapter, a student should be able to
1. define a *modifier* and recognize the structures that begin modifying phrases—prepositions, infinitives, -ing words, past participles, and nouns (called *appositives*);

2. recognize the structures that begin adjective clauses;

3. recognize the structures that begin adverb clauses;

4. place modifying phrases either before or after the structures they describe; and

5. identify misplaced or dangling modifiers.

**Chapter 14 Objectives**

After completing this chapter, a student should be able to

1. differentiate between an adjective and an adverb;

2. form comparisons between equals using the “as adjective or adverb as” construction;

3. form comparisons between two unequals by using the -er or *more + than* construction;

4. use the superlative form among three or more unequals by using -*est or most* construction;

5. form comparative or superlative constructions of adverbs by using -*er, -est, more, or most*;

6. correctly use the adjective *good* or the adverb *well* in sentences;

7. use the correct comparative and superlative forms of the adjectives *good and bad* and the adverbs *well and badly*; and

8. correctly use *less and (the) least* in comparisons.
Chapter 15 Objectives

After completing this chapter, a student should be able to

1. avoid illogical shifts in person or number;
2. avoid illogical shifts in tense; and
3. avoid illogical shifts in parallel structure.

Chapter 16 Objectives

After completing this chapter, a student should be able to compose and revise a paragraph to

1. employ strong verbs;
2. avoid weak sentence-starters, such as there is/are;
3. employ vivid and specific adjectives and other expressions;
4. eliminate weak repetition;
5. eliminate wordiness; and
6. eliminate clichés.

Chapter 17 Objectives

After completing this chapter, a student should be able to

1. compose a paragraph that describes a scene, beginning with an overall picture of the scene, placing the details in a logical spatial order, and then describing the activities in the scene; and
2. revise the paragraph for clarity of organization and individual sentences, adding transitional expressions when necessary and adding or deleting details.

Chapter 18 Objectives

After completing this chapter, a student should be able to compose and revise a description of a person by

1. recording the student’s initial reaction to the person;
2. noting details that support and develop that reaction;
3. choosing strong adjectives to convey the details;
4. arranging the details in a logical spatial order, perhaps through use of an outline;
5. rearranging and restating the description for clarity, vividness, and completeness; and
6. working in collaborative groups to write descriptive paragraphs.

Chapter 19 Objectives

After completing this chapter, a student should be able to compose and revise a narrative paragraph or theme by

1. choosing and narrowing a topic that makes a point;
2. establishing the four W’s of the setting—*who, what, where,* and *when;*
3. including sufficient detail to develop the point;
4. arranging the details in *chronological (time) order;*
5. establishing coherence through transitions of time, location, and characters; and
6. working in collaborative groups.

Chapter 20 Objectives

After completing this chapter, a student should be able to compose and revise a narrative report by

1. gathering and arranging information and forming some tentative conclusions;
2. composing the report by stating the conclusions and then supporting them with details arranged in chronological order;
3. examining the report for unity, clarity, and movement between ideas; and
4. working in collaborative groups

Chapter 21 Objectives

After completing this chapter, a student should be able to compose and revise a process-analysis paragraph or theme by

1. gathering and arranging information about the materials or tools, terms, and steps involved in the process;
2. explaining the process chronologically and illustrating the steps with examples;
3. revising for clarity and coherence, while supplying appropriate transitions; and
4. working in collaborative groups.

**Chapter 22 Objectives**

After completing this chapter, a student should be able to compose and revise a cause-effect paragraph or theme by

1. examining causes and effects and arranging them in chronological or climax order;
2. composing a draft that includes a topic sentence, supporting examples, transitions, and qualifying expressions;
3. revising the draft for unity, clarity, and completeness; and
4. working in collaborative groups

**Chapter 23 Objectives**

After completing this chapter, a student should be able to compose and revise a classification paragraph or theme by

1. gathering and selecting information for classification;
2. arranging information in categories on a grid according to a single criterion;
3. composing a draft of the paper;
4. revising the paper for completeness of the categories, clarity, unity, adequacy of examples, and coherence (especially through transitional markers); and
5. working in collaborative groups
Chapter 24 Objectives

After completing this chapter, a student should be able to compose and revise a comparison and contrast paragraph or theme by

1. choosing and arranging materials on a grid;
2. composing a draft according to a whole-to-whole or part-to-part organization;
3. revising the draft for consistency of organization, clarity of examples, and use of transitions to introduce and show the relationships between comparisons and contrasts; and
4. working in collaborative groups

Chapter 25 Objectives

After completing this chapter, a student should be able to compose and revise a definition paragraph or theme by

1. listing the traits of the subject to be defined and composing a preliminary definition;
2. illustrating the definition and distinguishing the subject from others that share similar traits;
3. revising for clarity, unity, completeness, and transitions between ideas; and
4. working in collaborative groups

Chapter 26 Objectives

After completing this chapter, a student should be able to
1. Place commas between three or more items in a series;
2. Place a comma between two independent clauses joined by a coordinating conjunction;
3. Place two commas around a sentence interrupter;
4. Place a comma after an introductory word, phrase, or clause;
5. Place a comma between two or more adjectives before a noun, when the order of the adjectives could be reversed;
6. Place commas between elements in an address or date;
7. Place a period at the end of any sentence that makes a statement;
8. Place a period at the end of most abbreviations;
9. Place a question mark only after a direct question, not an indirect question;
10. Place a semicolon between two independent clauses not joined by a conjunction;
11. Place a semicolon between items in a series if the items contain internal punctuation;
12. Place a colon after a complete statement that introduces a list or long quotation;
13. Place dashes around sentence interrupters that should be emphasized;
14. Place parentheses around sentence interrupters that should be de-emphasized;
15. place quotation marks around titles of short works but use underlining for titles of longer works;
16. place quotation marks around words to be defined and their definitions;
17. place quotation marks around words used in a special way;
18. identify a direct quotation;
19. place quotation marks around direct quotations—of a partial sentence, a full sentence, or many sentences;
20. capitalize the first word of a directly quoted sentence;
21. place a comma after the words that introduce a direct quotation;
22. place all commas and periods inside end quotation marks, but place question marks and exclamation points inside the end quotation marks only when they are part of the quotation;
23. place quotation marks at the end of an entire piece of quoted material, not after each sentence in the quoted material; and
24. when quoting dialogue, begin a new paragraph with each change of speaker.

Chapter 27 Objectives

After completing this chapter, a student should be able to

1. correctly spell words containing *ie* or *ei*;
2. correctly add *-s* or *-es* to the ends of nouns and verbs;
3. correctly change *consonant + y* to *consonant + i* before a suffix;
4. drop silent -e before most suffixes beginning with a vowel;
5. retain final -l before the suffix -ly;
6. double final consonants of one-syllable words before suffixes that begin with a vowel, and double final consonants of multisyllable words if the accent falls on the syllable immediately before the suffix;
7. define a prefix;
8. add prefixes to root words while leaving the root words’ spelling unchanged;
9. use an apostrophe to express possession or ownership by adding apostrophe + s to a noun that does not end in -s or apostrophe to a noun that ends in -s;
10. replace omitted letters in a contraction with an apostrophe;
11. make letters or groups of letters plural by adding apostrophe + s;
12. distinguish between apostrophe + s endings and -s endings on nouns and verbs;
13. place a hyphen between all two-word numbers from twenty-one to ninety-nine;
14. place a hyphen between a prefix and a capitalized noun;
15. place a hyphen after the prefixes self-, all-, and ex-;
16. place hyphens between words in expressions such as mother-in-law;
17. place hyphens between two or more words acting as one adjective before a noun;
18. capitalize the first word of every sentence;
19. capitalize the pronoun I;
20. capitalize all names of people, places, courses, organizations, languages, and words formed from them;
21. capitalize all personal titles and dates and holidays; and
22. capitalize the first words and all words except articles or short prepositions of titles and subtitles of books, movies, plays, poems, articles, newspapers, or magazines.

**Chapter 28 Objectives**

After completing this chapter, a student should be able to

1. distinguish between the contractions and their sound-alike and look-alike words;
2. distinguish among the sound-alike words to/too/two;
3. correctly use final -d in the expressions used to, supposed to, and the word prejudiced;
4. write have, not of, after such helping verbs as could, should, would, might, and must; and
5. correctly use the remaining sound-alike or look-alike words in the chapter.

**Chapter 29 Objectives**

After completing this chapter, a student should be able to
1. correctly write the present continuous tense and the simple present tense;

2. correctly write the past continuous tense and the simple past tense;

3. form two-word verb phrases with the helping verbs *to be, to have, to do* and the fixed form verbs;

4. form three-word and four-word verb phrases using the fixed form helping verbs, *have, be, -ing* words, and *past participles*;

5. correctly write an indirect question;

6. correctly place a noun before or after the second word in a phrasal verb;

7. correctly place a pronoun before or after the second word in a phrasal verb;

8. explain the functions of direct and indirect objects;

9. correctly write objects in this pattern: direct object + *to or for* + object of the preposition;

10. correctly write objects in this pattern: indirect object + direct object;

11. correctly place a single adverb in a sentence;

12. correctly place more than one adverb in a sentence with no object after the verb using this pattern: verb-*how-where-when-(why)*;
13. correctly place more than one adverb in a sentence with an object after the verb using this pattern: verb-how-where-when-(why);

14. distinguish between past participles and present participles as adjectives; and

15. correctly form negative constructions and avoid double negatives.

Chapter 30 Objectives

After completing this chapter, a student should be able to

1. place a only before singular countable nouns beginning with a consonant sound;

2. place an only before singular countable nouns beginning with a vowel sound;

3. place a/an only before singular countable nouns that are one of many;

4. place a/an only before singular nouns when they identify someone or something in the pattern “John is a lawyer”;

5. place the before singular nouns to indicate that they are a specific or particular one;

6. place the before singular nouns to indicate that they are the only one;

7. place the before nouns that have already been mentioned;
8. place *the* before plural or uncountable nouns used in a specific sense;

9. place no article before plural or uncountable nouns used in a general sense;

10. place *the* before the names of countries containing the words Republic or ending in *-s*;

11. place *the* before the names of rivers, oceans, and seas;

12. place *the* before the names of colleges and universities beginning with the words *College* or *University*;

13. correctly use the prepositions that indicate time;

14. correctly use the prepositions that indicate location;

15. correctly use the prepositions for vehicles and chairs;

16. correctly use the prepositions *in* and *on*;

17. correctly use the prepositions that repeat the meaning of prefixes; and

18. correctly write the common expressions including prepositions.
ANSWERS TO CHAPTER EXERCISES

CHAPTER 2

Exercise 1

2. to inform or persuade

3. to inform or entertain

4. to entertain

5. to persuade

6. to entertain

Exercise 2

Possible answers.

2. a. sensible weight loss, permanent weight loss, renewed sense of well-being, more attractive appearance
   b. increased performance through weight loss (or gain) and increased energy through proper food

3. a. challenging academic program, excellent choice of courses, fine teachers and counselors
   b. fine teachers, excellent tutors and counselors, excellent developmental courses, friendly and nonthreatening atmosphere
   c. fine teachers, excellent counselors for foreign students, many clubs for foreign students, excellent tutors in English
Exercise 3

1. to entertain—and persuade students to do well in school
2. in a popular magazine. The style is informal, and it’s entertaining.
3. that students fail because they don’t try and they can succeed if they do try
4. impatience, perhaps anger, but touched with concern that his son do well. The humorous approach suggests that Cosby loves his son and is scolding him out of love.

CHAPTER 3

Exercise 1

Possible answers

2. coping with public transportation; being alert to danger; hanging out at the mall
3. a trend in music; a trend in dress; surfing the internet
4. sharing responsibilities; males working for female bosses; men’s role in child rearing; an untraditional job for men (or women)
5. how the writer became interested in a hobby; typical experiences with the hobby

Exercise 2

Paragraph B  Sentence 1
Paragraph C  Sentence 1
Paragraph D  Sentence 2
Paragraph E  Sentence 1
Paragraph F  Sentence 1
Exercise 3

Possible answers

2. Popular music is heading in several exciting directions.

3. People who bury their pets in cemeteries have too much time and money on their hands.

4. The spread of AIDS must be controlled, and a cure must be found.

5. Sports are boring.

6. Teenagers constantly must resist the temptation to take illegal drugs.

Exercise 4

Possible topic sentences.

**Paragraph B**  Dogs performed a number of roles in early civilizations.

**Paragraph C**  Cats probably emerged as pets much later than dogs.

**Paragraph D**  The first domestic cats were valued highly and even worshipped.

**Paragraph E**  Cats later suffered much worse fates outside of Egypt.

Exercise 8

**Paragraph 2**  a great many offenses that could be punished by stoning  Delete sentence d.

**Paragraph 3**  The origins of nursery rhymes  Delete sentence c.

**Paragraph 4**  all the qualities of a true leader  Delete sentence a.

**Paragraph 5**  came for a number of reasons  Delete sentence d.
Exercise 9

1. Sentence 17—the final sentence

2. (time) (1) in 1847 (2) Before then (3) around 1,000 B.C. when (4) later (5) After the Spanish had conquered …about 2600 years later …until 1828. (7) in 1847 (9) From that point on (10) around 1930 (11) One day (16) in 1939

(other expressions) (2) The long route to the chocolate chip cookies began

(6) That year (7) This discovery

3. (1) the cookie (2) chocolate (3) chocolate chip cookie (4) xocoatl (6) chocolate powder (7) solid chocolate (8) hard chocolate, chocolate chip (9) the cookie (10) first chocolate chip cookie (11) the inn’s owner (12) chocolate pieces …butter cookies …the Toll House Inn cookie (13) For chocolate bits …Chocolate Bar (14) Nestle …bar (15) free chocolate (16) The cookie …chocolate chips (17) Aztec Indians …chocolate

4. (5) They (11) its (12) her …which (14) her …it (15) Her

The words this and that are tied to nouns (That year, This discovery, that point), which make the references specific.

5. The Aztecs, the Spanish, a candy maker in Holland, a British company, (possibly) Ruth Wakefield, the Nestle Company

6. Ruth Wakefield’s making of the cookies because this is the climatic moment that explains the possible creation of the first chocolate chip cookies.

Exercise 10

Possible arrangement, although the paragraph has not been rewritten

6. Most humans are right-handed.
2. The practice dates back to the fifteenth century.
1. By studying portraits and drawings of buttoned garments, historians have traced the reasons why men’s clothes button from right to left while women’s button from left to right.
4. Most men found it easier to have clothes that buttoned from right to left.
3. Men generally dressed themselves at home, on trips, and on the battlefield.
Buttons were very expensive at the time. (This sentence seems irrelevant.)
7. Wealthy women had female servants who dressed them.
9. Most maids were right-handed.
10. It was easier to fasten their mistresses’ garments if the buttons and buttonholes were reversed.
8. Maids faced the buttons head on.
11. The practice has never been changed.

CHAPTER 4

Exercise 1

1. three points: extraordinary attractiveness, incredible physical talent, and exemplary character. The opening sentences are introductory and serve to attract the reader’s interest.
2. Each develops one of the points of the thesis. Transitional words (2) First of all (3) Secondly …sometimes …other times…As a result …also (4) Finally, …but also . . . After each game …also …too. (5) That is why
3. (2) handsome, magnificent body on his 6-1/2 foot frame, shaves his hair, broad shoulders and rippling muscles (3) dodges defense and makes spectacular shots, scores a lot of points …top scorer, “Air Jordan” moves …agility and leaping ability, jumps in air and
can stay there for a long time, smart …and tries to keep his teammates disciplined (4) team captain shows cool and controlled leadership and gentility, never fights, and calms down teammates, puts on his suit and politely answers questions, donates money to charity, sponsors community services

4. Because it doesn’t need to reiterate every point in such a short essay; it needs only to tie ideas together and close strongly.

CHAPTER 5

Exercise 2

2. Southerners

3. The Republican party

4. Some Republicans

5. Two

6. (this tall, homely) fellow

7. He

8. Studying …becoming …serving

9. The future president

Exercise 4

2. was [to die]

3. would be [to die]

4. [winning, ending] did (not) leave

5. would die [being]

6. was shot and killed
7. held [dying]
8. would not live
9. would have been [to outlive, coming, according]

Exercise 5

Possible answers.

2. made 3. put 4. knew 5. was
6. asked 7. wanted 8. called 9. won 10. freed 11. abolished

Exercise 6

2. They comforted
3. Mary (fragment)
4. She would test
5. attended (fragment)
6. used (fragment)
7. husband appeared
8. She visited
9. Mumler produced
10. president (fragment)

Exercise 8

2. well because …
3. front, he went …
4. sobs, as if …
5. downstairs when the sobbing grew louder, although …
6. no change

Exercise 9

2. many people who were crying.
3. soldiers who was acting as guards told him … president who had …
4. no change
5. story, which the president …

Exercise 10

2. fragment (add a clause)
3. sentence
4. sentence
5. fragment (add a clause)
6. sentence

Mastery Exercise 1

Possible changes

South (3) now that …
(4) he was telling … (5) by preparing …
(7) post, (8) either
(9) rang out, (10) Lincoln slumped …
(11) stage, (12) in the process …
(14) horse (15) which was …
(16) theater (17) where he died … next morning, (18) throwing …
(19) or another, (20) Abraham Lincoln …

(21) discovered: (22) John Wilkes Booth …

(24) to be hanged, (25) including Mary Surratt …

Mastery Exercise 2

Possible changes.

(3) pardoned Mudd, (4) in 1992, several of his descendants are still trying …

(4) The man … on the morning of April 15, 1865 (5) was actor John Wilkes Booth.

(8) in the good doctor (9) by considering the Mudd family’s appeal …

(9) Mudd had always been weak. (11) through the use of (13) house, (14) the doctor was …

(17) house, (18) Mudd …

(21) murder (22) and the search …

(26) army (27) refused to hear … appeal, (28) announcing that …

CHAPTER 6

Exercise 1

1. and
2. so
3. for
4. yet
5. but
6. or
7. nor
8. then (an error)

Exercise 2

2. …stopped the coach, and he pointed …
3. …the cash box, but he did not harm …
4. …the box …and the person …
5. …an angry poem, but it also contained …
6. …continued robbing, but (yet) he continued …
7. …not amused, so (and) it offered …
8. …wounded him, and (so) he started …
9. …handkerchief, or he might …
10. …clothes, and he finally confessed …
11. …passenger, nor have I ever treated …
12. … in prison, yet (but) his behavior …

Exercise 6

2. …sea; therefore, he …
3. …possible; therefore, he …
4. …bamboo; moreover, he didn’t …
5. …brave; otherwise, they would never …
6. …island; however, the strong waves …
7. …water; nevertheless, they were …
1. …Ocean; however, Heyerdahl …
Exercise 8

2. In 1812, the dance waltzed from Germany into England, and the reviews called it “disgusting,” and “immodest.”

3. Critics claimed that couples “embrace at the pelvis,” and they said that couples “whirl about in a posture of copulation.”

4. In those days, people danced holding fingertips, so full-body contact was immoral, but it was also deliciously exciting.

5. The waltz was rapidly becoming popular with lower-class people all over Europe, and it was first danced at a royal ball in England in 1816.

6. The London Times wrote that the ball threatened the country’s morals, and the paper warned parents against exposing their daughters to this danger, but the warning increased the dance’s popularity almost overnight.

Mastery Exercise 1

2. …police, but (; however,) they were more concerned …

3. …strange; they (. for) they had lived …

4. …anyone; (, and) in fact, they …

5. …1940, and (;) he never saw …

6. no change

7. …the house, and (for) (;) Langley fetched …

8. …windows; (, for) he was …

9. no change

10. …the house, and (;) they cleared away …

11. no change
12. …been, and (;) Langley’s body lay …
13. …Homer, and he was crushed …
14. …of dollars, and (;) the Collyers’ …
13. …Homer, but…
14. …dollars, and…

Mastery Exercise 2

2. …in third grade, and (;) he drifted …
3. …there, so (; consequently,) she begged …
4. …sentence, but (; however,) a new judge …
5. no change
6. …trouble, for (;) he got into …
7. no change
8. …yard, and (so) he took them …
9. …quickly, and (so) he soon wrote …
10. no change
11. no change
12. …Alcatraz Island, so (; therefore,) he had to leave …
13. …research, and (;) he eventually …
14. …a parole, but (; however,) it never came …

CHAPTER 7

Exercise 1
2. D.C. …after a twenty-two …, I. C. Adolf Hitler …
3. I. C. …Owens felt tense …D. C. because a German …
4. D. C. …when one of the African-American …, I. C. Hitler did not shake …
5. D. C. Although Hitler claimed …, I. C. the meaning …
6. D. C. If Hitler felt …, I. C. Jesse Owens …
7. D.C. When the trade …, I. C. Jesse Owens…

Exercise 2

Possible answers

2. When he competed …
3. …to participate because he had sprained…
4. Although he could not even jog …
5. When (Because, After) he got off to a perfect start, …
6. Although his coach advised him …
7. When Owens won the 220-yard dash …
8. When Owens finished the 220-yard low hurdles …
9. As (When) Owens completed four events in forty-five minutes …

Exercise 4

Possible answers

2. Before coming to the Carlisle Indian School in Pennsylvania, Jim Thorpe …
3. Although planning to become a tailor at Carlisle, Thorpe attracted …
4. . . . while leading the tiny Carlisle …
5. While continuing to compete …
6. After enjoying such success in football, …

Exercise 5

Possible answers

2. When he received …, Thorpe said only, “Thanks, King.”

3. When (After) the world later learned, …the world was astonished.

4. …Olympic medals because it claimed …

5. Although Thorpe played for only a few dollars, he was technically …

6. Although the AAU refused to change its ruling, it finally awarded …

Mastery Exercise 1

Possible answers

(3) …was thrilled when… (omit comma)

(4) The Bulgarians drew loud cheers (5) when they marched …(join)

(6) were jeered because they didn’t (omit semicolon)

(8) Although his fellow African-American teammate …(omit but—or retain but and omit

Although) …

(9) …for the broad jump, (10) Owens fouled … (add comma and join)

(11) …tired (12) because he had just run … (join)

(13) When Owens felt a hand on his shoulder, (14) he turned …(join)

(17) …his second jump (18) although Luz Long tied it …(join and omit comma)

(20) After landing on his final jump, (21) Owens was congratulated …(join)

(22) While collecting four gold medals in all, (23) Owens didn’t receive …(join)
Mastery Exercise 2

Possible answers.

(3) While standing at home plate, (replace semicolon with comma) …

(7) Because she was so talented in so many ways, (8) this native (add comma and join)

(9) …in Dallas as she won (omit comma) …

(10) Although she finished second in the long jump, her jump was good (omit but—or retain but and omit Although) …

(11) New Jersey, where she (replace semicolon with comma) …

(15) Although (omit comma) her high jump, (16) she was disqualified. . .(join)

(17) After dominating . . ., (18) she became . . .(join)

(20) Even though Zaharias had a cancer operation in 1953, (21) she won …

(22) in every contest (23) until she finally lost …

CHAPTER 8

Exercise 1

2. …beard, which bothered him …

3. …her husband, who refused …

4. …argument, which led …

5. Henry II of England, who demanded …

6. …to war, which lasted …

Exercise 2

2. …which began in Greece in the fourth century B.C.,
3. who seemed to sneeze just before dying from illness.
4. that included “Long may you live!” and “May you enjoy good health.”
5. , who had basically similar ideas,
6. , which is a Christian expression,
7. that killed many people in Italy
8. , which was “God Bless You.”

Exercise 5

Possible answers
2. New Year’s Day, [which is] the oldest “holy day,” began a long time ago when the calendar didn’t exist.
3. The first New Year’s festival began in the city of Babylon, [which is] the capital of ancient Babylonia, [which is] now part of Iraq.
4. Late in March, Babylonians had a huge festival [because they wanted] to celebrate the new year at the beginning of spring.
5. The Babylonians also performed a play to honor the goddess of fertility, and they had an enormous parade that included music, dancing, and performers who wore costumes.
6. The idea behind a holiday began to change with the Romans, who created a calendar that celebrated the new year on March 25.
7. Roman rulers and government officials made the months and years longer because they wanted to lengthen the time when their terms of office lasted.
8. Members of the Roman Senate met in 153 B.C. because they knew they had to set the date of the new year on January 1.
9. Roman emperors continued to change the calendar for the next century, and in 46 B.C. Julius Caesar adjusted the calendar so the year dragged on for 445 days.

10. The Catholic Church disapproved of any “pagan” (non-Christian) festivals that celebrated the planting of seeds, and the Church eliminated the new-year holiday.

11. The holiday came back during the Middle Ages, when the British celebrated it on March 25, the French on Easter Sunday, and the Italians on Christmas day.

12. These differences continued until about 400 years ago, when the date of January 1 was finally agreed on.

Exercise 6

Possible answers

2. The zipper on her dress jammed and would not unjam, and they were at a formal affair.

3. A few months later, de Mistral thought of a better way to fasten fabrics when he was on a hunting trip with his dog.

4. The dog’s ear became covered with burrs that came from brushing against some weeds.

5. De Mistral noticed tiny hooks on their ends while examining the burrs under a microscope.

6. Sixteen years later, this principle, little burr-like hooks on fabric, led to the manufacture of Velcro.

Mastery Exercise 1

(3) It seemed *logical that* (omit comma) …

(4) …in 1957, *when* the first (replace semicolon with comma) …

(5) …in a human, which was only (change *that* to *which*, preceded by a comma) …
(6) The person *who* developed (change *which* to *who*) …


(9) Barney Clark, *with* …

(10) …*later* (11) *with* an artificial heart …

(12) …Clark, (13) *who* lived . . .

(14) …strokes resulting from blood clots (remove semicolon).

(17) *recommended that* …(remove comma)

**Mastery Exercise 2**

(3) …*Guglielmo* that he (remove comma) …

(4) …and the naval *academy*, (5) *he* finally got into technical school, (6) …*where* a blind …(join)

(9) …in his attic, he then called (remove *and*) …

(10) …tapped a telegraph key, which rang a bell (remove *in*) …

(13) …British postal service, who immediately (replace *that* with *who*, preceded by comma)

(14) …believed that radio waves (replace *what* with *that*) …

(15) …December 12, 1901, (16) *when* he sent …

(17) …first person who successfully (replace *which* with *who*) …

(18) …on July 20, 1937, (19) radio operators …

**CHAPTER 9**

**Exercise 1**
Possible answers

2. Pep was a friendly dog *that* went wild and killed the governor’s cat one hot summer day.

3. The governor was *furious; he* put Pep on trial and sentenced the dog to life imprisonment.

4. The poor beast went to the penitentiary in Philadelphia, *where* the warden gave him an ID number like the rest of the cons.

5. The story has a happy *ending; Pep’s* fellow inmates loved him, and he could switch cellmates at will.

6. Pep spent six pleasant years in prison (forty-two dog years) *before* he died of old age.

Exercise 2

Possible answers

**CS 2.** Every morning *when* he went to a railroad station near his home, his dog always accompanied him.

**CS 3.** Every evening *when* he returned on a train, Hachi was always there to greet him.

**CS 4.** One day in 1925 Professor Ueno had a heart attack at school, *and* then he died.

**CS 5.** Hachi, *who* lived for ten more years, went to the train station every evening and patiently waited for his master.

6. correct

**CS 7.** *Because* Hachi always met the evening trains, he became a familiar sight to Japanese travelers.

**CS 8.** Finally, Hachi died at Shibuya Station, *still* hopeful that the professor was on the next train.
Exercise 3

Possible answers

2. A group of men stormed into the Cabin of Wayne McGuire, an American graduate student, and woke him up.

3. They kept repeating in Swahili, a language he did not know well, that Dian was dead until he finally understood them.

4. He found Dian Fossey’s body lying next to a bed in her cabin; her face had been slashed from forehead to mouth.

5. *Four days later*, the fifty-four-year-old woman was buried in the station’s animal cemetery in a spot next to the graves of some mountain gorillas that she loved so dearly.

6. Dian Fossey had spent her life studying the mountain gorillas and had saved them from extinction.

7. McGuire was accused of a crime and fled the country; however, there were other, more obvious suspects.

8. *Although* Fossey had made friends with the mountain gorillas, at the same time she had enemies in Rwanda.

Mastery Exercise 1

Possible answers

(2) …gorillas; consequently, they …
(3) ...world although there were only 250 ...

(5) ...distance, but later on she ...

(6) ...body language, and she also nibbled ...

(7) ...understandable; she had been ...

(8) ...goldfish, and when it died ...

(9) After she saw gorillas ...

(10) She left Africa but then returned ...

(11) ...poachers who were killing ...

(13) ...authorities who wanted (remove comma) ...

(14) ...attractions, and she threatened ...

Mastery Exercise 2

Possible answers

(2) ...Koko, who was born ...

(4) ...language, and the friendly ...

(7) ...bowel movements, and soon she used it ...

(8) ...signs; for example, ...

(9) ...jokes, and she was interviewed ...

(10) ...twenty years; she has learned ...

(11) ...ape; therefore, they ...

(13) ...Ndume, who was from a Chicago zoo, ...

(14) ...with Koko who complain ...

(16) Although the human dream ...
CHAPTER 10

Exercise 1

2. creatures
3. plains
4. mares, infants
5. zebras
6. stallions (and possibly) units
7. lions
8. kicks

Exercise 2

1. hunt
2. stay, lie
3. lives, associates
4. make
5. faces
6. dies
7. takes

Exercise 3

1. women
2. geese
3. lice
4. data
5. teeth

6. persons or people

Exercise 4

Possible answers

2. wears

3. own

4. scratches

5. rains

6. know

7. write

Exercise 5

2. go

3. make

4. look

5. seems

6. becomes

Exercise 6

3. … open fields.

4. … and many infants.

5. The females are not equal…

7. … prey on zebras…
8. … powerful *kicks*.

**Exercise 7**

2. *It’s* able to kill…

3. *There are* also rodents…

4. *It’s* typical…

5. *They’re* kept…

6. *They’re* much…

7. …leopards *are*

8. no change

**Exercise 8**

2. doesn’t

3. don’t

4. don’t

5. don’t

6. doesn’t

7. doesn’t

**Exercise 9**

2. has

3. has

4. have
5. don’t have (haven’t)
6. has
7. doesn’t have (haven’t)
8. has

Exercise 10
1. Are
2. Are
3. Do
4. Are
5. Does
6. Are

Exercise 11
2. is
3. are
4. are
5. are
6. are

Exercise 14
2. with eleven cats is
3. of this social club don’t
4. of the engineers, the drafters, the contractors, and the subcontractors has
5. of pizzas, french fries, garlic bread, onion rings, and nachos usually disappears

6. of most deaths from fires is

**Mastery Exercise 1**

(1) …cats have always…

(2) …some cats …others work…

(3) …job …these days is…

(4) …but it doesn’t…

(5) …some tests of intelligence show…

(6) …everyone knows…

(7) There are …all the breeds have…

(9) They’re the only animals …that walk…

(11) …it has…

(13) It’s the only animal…

(14) …are the female cat and the male cat?

(17) …he doesn’t stick…

**Mastery Exercise 2**

(1) …creatures protect…

(4) …animals that live…have…

(5) …a group…makes…

(7) There’s …a predator drops…

(80 …like balloons.

(9) They also explode …
(10) An animal that …doesn’t find …

(12) …head” that sways…

(13) …butterfly combines…

(14) When it’s…

(16) …coin are those animals…

(17) …piece of flesh…that looks…

(19) And here’s a final…

CHAPTER 11

Exercise 1

2. Pr

3. Pr

4. P

5. P

6. Pr

Exercise 2

(2) expected

(3) showered, rushed

(4) changed

(5) started

(6) continued

(7) developed, crumbled
(8) consumed
(9) extended
(10) washed
(11) called, changed
(12) shifted
(13) baked, received
(14) developed
(15) piled
(16) kissed, tumbled
(17) visited, watched, considered
(18) decided
(19) criticized, adopted

Exercise 4

2. was
3. were
4. were, were
5. were
6. were
7. was
8. were
9. were, was

Exercise 5

2. He said that he would be late …
3. Bill wants to know if he can borrow your car.
4. His car won’t start …
5. Jeannette thinks that she will graduate in two years.
6. No one could answer my question.

**Exercise 6**

2. They *have never consisted* of ham.
3. They *have remained*…
4. They *have rested*…
5. …*has served*…

**Exercise 7**

2. killed
3. protected
4. have called
5. have searched, have discovered
6. have died, cursed
7. have guarded

**Exercise 9**

1. was, was
2. spent, could
3. (had) worked, sent
4. built
Exercise 10

1. made, sold
2. could
3. laid
4. had
5. paid
6. said, were, had
7. heard

Exercise 11

1. left
2. kept
3. bought
4. caught, brought
5. felt
6. swept
7. lost, taught, meant

Exercise 12

1. fed
2. won, found
3. became, led
4. sat, swung
5. fought, found
6. held, came
7. wound, was, had
8. slid
9. came
10. dug
11. wound, had
12. stood, would

**Exercise 13**

1. drank, sprung
2. heard, made
3. rang
4. began (had begun)
5. sank (sunk), handed

**Exercise 14**

1. burst
2. let, had, would
3. put
4. fit
5. quit
6. thrust
7. cut, spread, shut
Exercise 15

1. went, gave, took
2. spoke, forgot
3. drew, fell
4. had beaten, knew, had
5. broke, swore, overate
6. wore, took
7. had done, wrote, had grown
8. gave, had begun

Mastery Exercise 1

(2) …Ponce de Leon discovered Florida …
(5) The king of Spain had removed …
(6) …he could find.
(7) …didn’t mention …
(9) …had sought …
(10) …had gone looking for the fountain.
(14) That attraction drew…
(15) …Louella McConnell told…
(16) She saw…
(17) …from a box buried near the tree.
(21) …a millionaire named Henry Flagler…
(22) …where McConnell charged admission…
(24) …he gave up his plans…
(25) …who made…
(26) …was discovered…

Mastery Exercise 2

(3) …named for Pelorus Sound, became famous…
(4) He was loved…
(5) He would…
(8) …and cut through the waves…
(9) …Pelorus Jack always chose…
(10) …shot at Pelorus Jack…
(12) Jack didn’t show up…
(13) …which was wrecked…
(14) …he had become an international celebrity.
(15) …was made about him.
(16) There were postcards…
(17) …songs written about him.
(19) …when they saw him …
(22) …Pelorus Jack never appeared again.

CHAPTER 12

Exercise 1
2. …between you and me.

3. …and he...

4. …Lavelle and me.

5. He and I...

6. no change

7. …they are …

**Exercise 2**

Possible sentences.

2. Gloria is as pretty as her mother (is).

3. Sam works harder than we (do).

4. Mr. Williams has more jobs than she (has).

5. The counselor talks to you more often than (she does) to me.

6. Albert ate more hamburgers than I (did).

**Exercise 3**

Possible changes

2. …would remove it.

3. …until the company could fix the problem

4. It (The gum) was…

5. …which outsold them all.

6. no change

7. no change
Exercise 4

Possible changes.

2. …stores sell them for $5.

3. …people don’t repair calculators; …

4. …computers are so inexpensive …

5. …the industry think of next?

Exercise 5

Possible changes

2. They The rolls of film …

3. He The attendant then strolled …

4. He The policeman would bury him …

5. he the person must not assume …

6. it the powder on himself.

Exercise 6

Possible changes.

2. …a glass mirror that he or she could break.

3. …gazed at his or her image …

4. …futures of people who saw their reflections in the water.

5. If people dropped …they would soon die, or that the gods were sparing them …

6. People could predict their futures by looking at their reflections in it. (Note the plurals throughout the sentence.)

7. …that people’s health changed …that they could determine their condition from their
reflection in this mirror.

8. …the person who broke the mirror.

Exercise 8

2. himself
3. yourselves
4. ourselves
5. himself
6. themselves
7. I

Exercise 10

Possible answers.

2. Somebody who dropped a piece of dough into hot water probably created the bagel by accident.
3. However, we do know the identity of the man who first called a bagel a “bagel.”
4. And, believe it or not, the person whom we credit with originating the term wasn’t even Jewish.
5. In 1653, the first coffeehouse in Vienna was opened by a Polish man who introduced a new bread called the beugel.
6. Americans, for whom the Austrian word was too difficult to pronounce, changed the name of the doughy delight to bagel.

Mastery Exercise 1
Possible revisions.

(2) ...where Edison and his coworkers invented...

(4) ...because Edison was...

(6) ...the person made Edison's hearing worse.

(7) ...educating himself...

(8) ...these experiments ...the company fired him.

(12) ...his assistants and he perfected.

(13) ...was earning him national fame.

(14) ...for himself or herself.

(17) ...for him (or himself)...

Mastery Exercise 2

(2) ...but the trip was...

(4) ...he and his coworkers ...

(6) ...between him and the banker J. P. Morgan.

(9) ...but the shares did not sell.

(10) ...that his company had ...

(11) ...for himself or herself [or himself] ...Edison’s research.

(12) ...Edison’s five assistants and he...

(16) ...and used it as a filament.

(17) These kinds of filaments...
CHAPTER 13

Exercise 1

2. quietly
3. peacefully
4. neatly
5. badly
6. loudly

Exercise 2

2. planted < throughout the Midwest, walked < through his orchards
3. This man < in simple clothes
4. wore < on his head, for protection, against sun and rain, for use [all modify wore]
5. Settlers < on the frontier, began calling him Johnny Appleseed < in a spirit of humor or ridicule
6. respected < for his ability to cure their illnesses, < with herbs
7. buried < in Johnny Appleseed Park, < near Fort Wayne, Indiana

Exercise 3

2. couples < wearing clothes
3. Jefferson < wearing plain working clothes …
4. Dropping the u’s in words like colour and labour, > “Americanized” …
5. formed …< offering their services …
6. first institution < offering a high school education for girls
Exercise 4

2. crack, < caused by its ringing on that fateful day.
3. myth, < invented by writer George Lippard …
4. many times < to awaken people, call them to church, and so on
5. was coined < to refer …

Exercise 5

2. surgeon < who wanted to ridicule the colonials
3. Dr. Richard Schuckburgh < who wrote the first version of “Yankee Doodle”
4. Americans < who wore all sorts of clothes but no uniforms,
5. song < that made fun of the colonials’ appearance
6. Americans < who decided to change its lyrics and make it their own defiant song

Exercise 6

Possible answers.

2. …in a town of Menotomy, now known as Arlington.
3. Sam Wilson served as a drummer boy at the age of eight …
4. In fact, by banging the drum at the sight of the redcoats, young Sam …
5. …been settled with the Treaty of Paris in 1783 …
6. Townsfolk called him Uncle Sam with great affection …
7. Another war, which was also fought against Britain, …
8. …beef and pork, which he stamped with his abbreviation “U.S.” for “United States,” …
9. One day, when asked by government inspectors what the “U.S.” stood for, a meat packer …
Exercise 7

Possible revisions.

2. This lifelong hypochondriac, who always feared an early death, lived …

3. At the age of thirty-five, Adams …

4. great pleasure during the eighty-ninth year of his life.

5. Ironically, John Adams died at 6:00 in the evening …

6. …had died, unknown to Adams. (Unknown to Adams, earlier that same day …)

Exercise 8

Possible revisions.

2. His parents hoped that a career in the ministry would be appealing to him after he had taught for a few years.

3. Unhappy with both teaching and the clergy, Adams turned to his true love, the law.

4. His law practice became very successful because of his sharp mind and total honesty.

5. His reputation and political future could have been damaged when he defended the British soldiers who shot some Massachusetts citizens in the Boston Massacre.

6. By proving that the British soldiers had fired in self-defense, Adams gained the respect of the citizens of Boston for his courage and integrity.

Exercise 9

Possible combinations.

2. When he began his work, Americans were independent of the British, but English-language dictionaries ignored American words and used English spellings and English pronunciations
with very few exceptions.
3. Because this brilliant and very patriotic young man was sure that a national language would unify the country, he began his research in 1803.
4. After putting in a great deal of effort for three years, he published *A Compendious Dictionary of the American Language*.
5. Webster then began to work on a much longer dictionary, which he finished two decades later.
6. In 1828, he published the *American Dictionary of the English Language*, which was in two volumes and contained 70,000 words.
7. When Webster died in 1843, George and Charles Merriam bought the rights to Webster’s dictionary.
8. They continued his work and updated it over many years, publishing *The Merriam-Webster Unabridged Dictionary*, *The First International Dictionary*, and *The First Collegiate Dictionary*.

**Mastery Exercise 1**

Possible revisions.

2. …a man without a beard *in a solid black hat and topcoat*.
3. no change
4. The first pictures of him *in a red hat* …
5. The flowing beard, *which appeared during Abraham Lincoln’s presidency* was inspired …
6. Uncle Sam was such a popular figure *in the late nineteenth century* …
7. no change
8. Pictures of a tall, thin man, *who resembled the original Uncle Sam*, Sam Wilson, …
9. However, the most famous portrayal of Uncle Sam, the one most frequently reprinted and most widely recognized, ...

10. no change

11. The poster showing Uncle Sam dressed in his full flag costume sold four million copies ...

12. Contrary to the popular belief, Flagg’s Uncle Sam ...

Mastery Exercise 2

Possible revisions.

2. In a three-day period in 1885, Robert ...

3. …father, and then became …

4. …at night, with a few beers in his belly, Brodie …

5. no change

6. …supporting three households, Brodie became obsessed with money.

7. …keys hanging inside their doors.

8. no change

9. …break-ins, he thought of plans for committing …

10. Along with a gang of three convicts, he robbed several stores.

11. no change

12. The police found him hiding in a cupboard in Amsterdam and brought …

CHAPTER 14

Exercise 1
1. flatter
2. more profitable, richer
3. shinier, more expensive
4. longer
5. more useful
6. more noticeable, healthier, sadder

Exercise 3

2. the longest
3. the most unusual
4. the smallest
5. the silliest
6. the largest

Exercise 4

Possible answers.

2. less interesting than
3. the least talented
4. less frightening
5. less than her siblings.

Exercise 6

2. more frequently
3. more commonly
4. more faithfully
5. most likely

**Exercise 7**

2. good, the best
3. well, better
4. well, the best
5. bad, the worst
6. bad, worse
7. badly, the worst
Mastery Exercise 1

(2) …disappeared so quickly.
(3) …harder to believe.
(9) …more complete …
(11) …lived happily …
(12) …hurt their crops badly …
(13) …the most important parts of the colonists’ diet.
(14) …the same as chicken but was a little tougher.
(18) …device that worked well …
(19) …called very loudly …

Mastery Exercise 2

(3) …grew larger …
(6) …the worst damage …
(8) …the biggest flock …where the last great …
(10) …the hunters killed them easily
(13) …did their job very well …getting there quickly.
(17) …years earlier had represented …
(19) …really old …
(21) …the rarest birds.

CHAPTER 15
Exercise 1

2. her
3. we
4. she
5. her
6. they, your, you

Exercise 2

Possible answers.

2. *I* never know … *I* will find happening.
3. *They* will really …
4. [The best solution] *You* should try …
5. *Students* who want…. *They’ll* laugh …
6. if *one* is unsure how to use it.

Exercise 4

2. seems
3. was
4. have
5. thought, was
6. wondered, would
7. knew, could

Exercise 6
(2) Alexandra was physically …

(3) …but she would eventually become …

(6) …marriage and motherhood were threatening to her independence …

(7) …so she could explore Tibet without him for fourteen years.

(10) Yongden aided her …

(11) …until he died …

(12) …she decided to undergo training as a Buddhist priest.

(15) …after she had emerged from the cave in 1916.

Exercise 7

1. avoid the accident

2. admiring

3. a good student

4. eats junk food

5. overtired

6. an odd color

7. ran back

Exercise 10

Possible answers.

2. …and as her Buddhist monk son.

3. …and also their customs.

4. …and mountains up to 20,000 feet high.

5. …and called on Alexandra …
6. …and started a fire …

7. …remained in their disguises and were undetected.

8. …and then returned to Europe …

9. …made her return to Tibet and live there …

10. …as a prolific writer and famous person.

Mastery Exercise 1

(2) …people could hear …

(3) …was awakening from …

(4) …and blotted out the sun.

(5) …and then fell back into the volcano.

(6) …and rained stones all over the mountainside.

(7) …and escaped in their boats.

(8) They lived to tell …

(9) …or in the public baths.

(11) …and set others on fire.

(12) …and suffocated the rest.

(14) …would be preserved in the ash …

(15) …people could visit the city …

Mastery Exercise 2

(3) …quickly spread …

(4) …had such high fevers …that they couldn’t …

(7) …Germany and France reported …
(8) …and attacked Alaska …

(9) …doctors called …

(10) …and killed …

(11) …coffins, grave, and undertakers.

(12) …theaters shut down.

(13) …or what would cure it.

(15) …[one possibility] on his or her stomach …

(16) …virus disappeared …

(20) …where did it go?

CHAPTER 16

Exercise 1

Possible answers.

2. climb, ascend

3. repeat

4. correct, revise

5. examine,

6. enter

7. murder, kill

8. continue

9. remove

Exercise 2
Possible answers.

2. snarled, shouted

3. constructed, erected, assembled, threw together

4. ambled, sauntered, strolled, swaggered

5. lifted, swiped, stole, looted, boosted

6. handed, tossed, returned, threw, heaved, flipped

Exercise 3

Possible answers.

2. My car belongs in an exhibit of ancient, worthless machines.

3. The university library contains every book you can imagine.

4. Some city laws are unfair.

5. The dog’s fleas are bigger than grapes.

6. Fred’s hair looks as if it was combed with an electric mixer.

Exercise 5

Possible answers.

2. arresting, fascinating, riveting, compelling, tragic and sad

3. generous, extraordinary, unselfish, benevolent

4. talented, brilliant, gifted, perceptive, fabulous

5. gigantic, enormous, awesome, huge, towering

6. idiotic, insulting, mindless

Exercise 6

2. A woman on the street corner is talking to herself.
3. Seven men were sleeping on the floor at the end of the party.
4. Many people in this country speak both English and Spanish.
5. A train will be arriving from Philadelphia in a few minutes.
6. A final sentence must end this exercise.

Exercise 6

Possible revisions.
2. Our new house is beautiful.
3. Bus fare is pretty (somewhat, slightly) high in this city.
4. My teacher is more understanding than Jill’s.
5. By reading the directions on an examination first, I know exactly what is expected of me.
6. Stretch Everest, the center on our basketball team, draw’s everyone’s attention when he steps on the floor.

Exercise 9

Possible revisions.
2. Celia Gomez studies hard and gets good grades.
3. I like art because it allows me to be creative.
4. The blue car was large.
5. Anita seems to have a lot of self-confidence.
6. When my instructor returned my paper today, I saw [that it had] many careless errors.

Exercise 10

Possible combinations.
2. Although Roosevelt’s official duty was to “draw the line between the states”, he took time off to go bear hunting.

3. When his host showed him an easy target, a baby bear (or cub), Roosevelt refused to shoot it.

4. A cartoonist drew a picture of the president refusing to kill the cub with a caption underneath that said, “Drawing the line.”

5. Morris Michtom, the owner of a toy store in Brooklyn, New York, was so inspired by the cartoon that he and his wife made a soft brown bear.

6. They put the bear in the window, along with a copy of the cartoon and a sign that said, “Teddy’s bear.”

7. The bear and many more sold quickly, developing a fad that became very popular.

8. Michtom wrote to the president and asked to use the president’s name to sell stuffed animals all across the country.

9. The president sent a handwritten note to Michtom granting him permission.

10. Many imitators of Teddy’s bear appeared from manufacturers all across America and Europe, creating an extremely popular toy.

Exercise 11

2. He was overjoyed.

3. Getting rid of every cliché is difficult.

4. The day of the exam I woke up very early to prepare.

5. Honest politicians are rare.

6. This exercise provides just an introduction to eliminating clichés; you must strive to remove them from your writing.
Mastery Exercise 1

Possible revisions, which reflect goals that students probably will only approximate.

2. Germans surrounded the Americans and attacked them.

7. Furthermore, the American division also was getting “friendly fire” from their own army.

8. The division commander Major Charles W. Whittlesey knew that his many of his men had been killed or hurt, and they had almost run out of rations and medical supplies.

9. To stop more “friendly fire” from coming at the division, Whittlesey decided write a note to his superiors at division headquarters in Rampont.

10. He asked them to stop bombing the division.

11. The only one way to get the message to headquarters twenty-five miles away was to send it by carrier pigeon.

12. Whittlesey sent up five pigeons with the message, but German marksmen killed each one them immediately.

13. He put the message inside a capsule attached to the leg of the only pigeon left, Cher Ami, which means “dear friend” in French.

14. After a short flight, Cher Ami landed on the branch of a nearby tree and decided to groom feathers.

15. Major Whittlesey knew that this situation was so bad, he had to make the bird fly.

Mastery Exercise 2

Possible revisions, which reflect goals that students probably will only approximate.

2. They even tossed stones at the pigeon, but nothing worked. Therefore, Richards decided to climb up in the tree and shake the branch the pigeon was on.
3. Richards finally did make Cher Ami fly, but the bird was immediately shot, and it fell to the ground.

4. After a few minutes on the ground, he started to fly again, but was quickly shot again. Nevertheless, he continued on his way “home” to Rampont.

5. Finally, Cher Ami made it to Rampont. He had lost one eye, had almost lost one leg, and had been shot in the breast.

6. Fortunately, he still had the message in the capsule on his leg.

7. The soldiers at Rampont immediately stopped the bombing and saved Major Whittlesey’s division.

8. Cher Ami received Distinguished Service Medal for heroic action from the United States, as well as a medal from France.

9. The pigeon spent a lot of time getting well and afterward traveled to Washington, D. C., where United States Signal Corps cared for him.

10. Cher Ami became famous, and he lived for another year.

11. After the pigeon died in 1919, the government decided to put him on display at the Smithsonian Institute, where the famous pigeon remains today.

Chapter 26

Exercise 1

2 He had started a newspaper, begun a club for tradespeople, founded the first American subscription library, become clerk to the Pennsylvania legislature, established the first fire company, become postmaster of Philadelphia, begun the American Philosophical Society, and
begun his famous Poor Richard's Almanac—a collection of wit, wisdom, and financial advice he continued for twenty-five years.

3. Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, and Catherine Parr.

4. He divorced the first Catherine, beheaded Anne, lost Jane in a childbirth death, annulled his marriage to Anne, executed the second Catherine, and stayed married to the last Catherine.

Exercise 2

(4) their arguments were nonsense, for the white man himself …

(5) (later Tuskegee), and his mother …

(8) handicapped, or his life …

(10) into the woods, and there he spent hours alone …

(11) and sympathized with him, for they were convinced …

(12) Months became years, and the sympathy turned to ridicule and disrespect.

Exercise 3

Possible changes

2. He eventually found his approach too difficult, however, …

3. When his friends and neighbors talked, he no longer heard …

4. Instead, he listened intently to their sounds, trying to separate the sounds and identify new ones.

5. …an alphabet as a syllabary, eighty-six characters representing all the sounds of spoken Cherokee.

6. When combined, these characters produced …
7. The task took Sequoyah twelve years in all.

Exercise 4

(2) According to one legend, his little daughter read …

(4) Moreover, those who learned …

(5) Within a few months, a group of almost entirely …

(6) Furthermore, the odd little man who …

(7) In 1828, Sequoyah and other Cherokees arrived …

(8) Because Sequoyah had already become famous, he received …

(9) Charles Bird King, a famous painter, asked him to sit …

(10) During their negotiations, the Cherokees signed …

(11) Although most Cherokees refused to leave Tennessee and Alabama, Sequoyah’s …

(12) Sequoyah, now over sixty years old, built himself …

Exercise 5

2. a beautiful, large birthday cake

3. no commas

4. a torn, worn, faded pair of jeans

5. an awkward, tall basketball player

6. no commas
Exercise 6

2. no commas

3. After December 5, 2005, Kathy will be an attorney.

4. no commas


Exercise 7

(2) The federal government, which had for so long wanted to grab the Cherokees’ ancestral land in Tennessee and Alabama, ...

(3) Consequently, a large battalion ...

(4) began a long, hard journey ...

(6) Because these newcomers greatly outnumbered the Cherokees who were already there, problems ...

(7) over the land, over the makeup of the local government, and over many other matters.

(8) Sequoyah, who wished to stop conflict among his people, persuaded ...

(9) At a meeting of the entire tribe, all the groups agreed to live in peace.

(10) Consequently, the Cherokees of Alabama, Tennessee, Arkansas, and Oklahoma ...

(11) However, Sequoyah still could not rest.

(13) Where were these lost Cherokees, who did not know of his alphabet or the new Nation?

(14) Sequoyah, who was now an old man, ...

(16) Not long afterward in California, a type of redwood ...

Exercise 8

2. 121 W. Third Ave., N.Y., N.Y.
3. NBC

4. Mr. and Mrs. Jones

5. The Environmental Protection Agency is called the EPA.

6. Get your scuba gear. We’re going to dive off the coast.

Exercise 9

2. died.

3. other.

4. alphabet.

5. forest?

6. today?

Exercise 10

2. people.

3. population.

4. conflict.

5. today.

6. Cherokee!
Exercise 11

2. … made of branches and vines; the outside was plastered with mud

3. … into the ground; however, the council house…

4. … earlier tribes; therefore, they did not…

5. no change

6. … was a matriarchy; the kinship of the family…

Exercise 12


2. The winners of the Academy Awards for 2000 were as follows: Best Picture *Gladiator*  Best Director Steven Soderbergh for *Traffic*  Best Actor Russell Crowe in *Gladiator*  Best Actress Julia Roberts in *Erin Brockovich* Best Supporting Actor Benicio Del Toro in *Traffic* and Best Supporting Actress Marcia Gay Harden in *Pollock*.

3. Bear Wallow, Kentucky; Pewee, Kentucky; Bulls Gap, Tennessee; Difficult, Tennessee; Hot House, North Carolina; Improve, Mississippi; Scratch Ankle, Alabama; and Dime Box, Texas.

4. September 1, 1939, when Hitler invaded Poland; December 7, 1941, when the Japanese attacked Pearl Harbor, Hawaii; September 3, 1943, when Italy agreed to suspend fighting; May 7, 1945, when Germany surrendered unconditionally; and September 2, 1945, when Japan signed formal terms of surrender.
Exercise 13

2. three important items: comfortable shoes, comfortable clothes, and comfortable earplugs.

3. fashions: a neon tee shirt, jeans torn at the knees, orange and green spiked hair, and seventeen pierces in her left ear.

4. were Rolando Rodriguez, Lavelle Wilson, and John Jacobs.

5. take one from column A, two from column B, and your choice of two from column C or D.

6. no colon

Exercise 14

2. —Mercury, Venus, Mars, Jupiter, and Saturn—

3. (the first planet beyond normal eyesight to be observed)

4. —other than Earth, of course—

5. —in fact there is no wind, no sound, no life.

6. (11,000 degrees Fahrenheit)

Exercise 15

2. The New York Post

3. Cold Mountain


5. The Producers is a very popular Broadway production.

6. My favorite song from the album Rappin’ with the Dudes is “Gimmee, Gimmee Some Heartburn.”

Exercise 17
2. My mother always asks me what I want for supper.
3. Martha told me, “I have been working late.”
4. The doctor told me that I could make an appointment the next day.
5. Mr. Joseph asked where the registrar’s office was (is).
6. The man asked if I had seen a kangaroo carrying a pogo stick.

Exercise 18

2. “It is… over there,” said …
3. “Well, … night,” murmured … author. “When will this end?”
5. servants, “Why… immortal?”
6. “I have … headache,” complained …

Mastery Exercise 1

(3) … Rahner, who used… from [delete colon] …
(5) … subject; therefore, he
(6) … simple, accidental, and tragic…
(7) … 1926, Houdini was lying on a sofa in his dressing room.
(8) … who earlier had drawn a picture of the magician, came backstage…
(10) … as the press had claimed?” [question mark inside end quotation mark]
(18) … then that whoever died [remove comma]
(19) … for several days; he underwent two operations…
(20) …his brother, “I’m tired of fighting. I guess this thing is going to get me.” [combine quotations]

(24) …said, “when…”

Mastery Exercise 2

(2) …Nostradamus, would soon make him famous.

(5) …combat in single fight. He will pierce…” [combine quotations]

(6) On July 1, …in a tournament by a lance [delete comma] that punctured…

(7) …who was the only one-eyed ruler in French history,…

(10) …a curse and burned him in effigy.

(11) …the king’s widow,…

(13) …southern France in 1525, he traveled…

(15) …his first wife [delete comma] and children, Nostradamus—as he now called himself—one again treated…

(17) …widow, who had six children with him.

(18) …two forms of mysticism: magic and astrology.

(21) …he claimed that …their futures. [delete quotation marks]

(22) …he was deliberately vague [delete semicolon] so his writing …

(23) …published. Each tried [remove comma splice]

(24) …who come after my death,” he wrote.

(26) …he would not survive the night, he died…

CHAPTER 27
Exercise 2

2. field
3. conceit
4. freight
5. chief
6. receipt
7. deceive
8. their

Exercise 3

2. halves
3. selves
4. hooves
5. shelves
6. chiefs
Exercise 4

2. beaches
3. beauties
4. rushes
5. taxes
6. flowers
7. roses
8. witches
9. breathes
10. keys

Exercise 5

2. stayed
3. application
4. ugliest
5. payment
6. witticism
7. flier
8. flying
9. happily

Exercise 6

2. awful
3. dancing
4. sincerely
5. famous
6. amusement
7. dining
8. admiration

Exercise 7
2. barely
3. usually
4. surely
5. angrily
6. necessarily
7. really
8. truly

Exercise 8
2. tuning
3. writing
4. stopped
5. running
6. hitting
7. heating
8. stirring
Exercise 9

2. unraveling
3. paralleling
4. compelled
5. preference
6. occurred

Exercise 10

2. running
3. different
4. stubborn
5. referred
6. writing
7. grammar
8. coming
9. bitten
10. sitting

Exercise 11

1. disinterested
2. unable
3. innumerable
4. unnerve
5. dissatisfied
6. illegal
7. immaterial
8. misapply
9. mistake
10. disagree

Exercise 12

2. address
3. a lot
4. argument
5. athlete
6. basically
7. beginning
8. believe
9. brilliant
10. business
11. carefully
12. children
13. chosen
14. coming
15. competition
16. definite
17. dealt
42. lonely
43. misspell
44. necessary
45. occasion
46. occurrence
47. prefer
48. possible
49. potato
50. precede
51. privilege
52. probably
53. received
54. remember
55. sacrifice
56. sense
57. separate
58. shining
59. sincerely
60. studying
61. succeed
62. surprise
63. temperature
64. themselves
65. tomato
66. truly
67. tries
68. usually
69. written
70. writing

Exercise 13

2. Judy’s coat
3. Willie’s work
4. Karen’s personality
5. Maria’s apartment
6. the boy’s bicycle
7. Mr. Johnson’s statement

Exercise 14

2. my boss’s idea
3. Mr. Jones’s house
4. the children’s room
5. Mother’s Day
6. the professors’ schedules
7. Texas’s laws
8. the city’s best restaurant

Exercise 15
2. The room’s air conditioner …
3. A few hours’ work …
4. This year’s schedule, last year’s schedule
5. The car’s front fenders
6. New Year’s Day

Exercise 16

1. company’s
2. runs
3. runs
4. movie’s
5. city’s
6. lights
7. leaves
8. says

Exercise 17

2. we’ll
3. it’s
4. they’re
5. we’re
6. hasn’t
7. you’re
8. it’s
9. doesn’t
10. can’t

Exercise 18

2. We’re ...
3. We’ll ...
4. he’ll ...
5. don’t …you’re ...
6. no change
7. Who’s ...
8. They’re ...

Exercise 19

2. no hyphen
3. forty-six
4. no hyphen
5. three-fourths
6. eighty-two

Exercise 20

2. two sisters-in-law
3. a self-made woman
4. a two-man job
5. a pro-Russian speech
6. a hard-to-get-out-of-bed morning

Exercise 21

Possible divisions of words

2. re-peat

3. stepped

4. wait-ed

5. wa-tered

6. no change

7. ex-president

8. aren’t

9. guard-house

10. at-ten-tion

Exercise 22

2. G eorge H erman “B abe” R uth

3. P rairie R oad and C entral S treet

4. M athematics 101

5. no capitalization

6. C alifornia wine

7. I …

8. T he A merican C ivil L iberties U nion

9. S panish
Exercise 23

2. no capitalization
3. August
4. the wild West
5. no capitalization
6. the Reverend Mr. Haley
7. The
8. Webster’s Collegiate Dictionary

Mastery Exercise 1

Only corrected words appear.

(2) parties …receive …it’s
(3) entering …classroom …
(4) different
(5) African-American
(6) fifty-seven
(7) written …lyrics
(9) their …Coleman’s
(11) several
(14) royalties
(16) Hills …paid
(18) delivered …stopped
(20) its
(21) seventy-eight
Mastery Exercise 2

Only corrected words appear.

(3) dipper …vegetables

(4) usually

(5) lonely

(7) woods

(9) pine

(10) eaten

(11) remember

(12) tried …next-to-last

(13) shines

(15) friends

(16) Sadly …leaves

(17) tapping

(21) begged

(23) finally

(28) relief

(29) disappeared
CHAPTER 28

Exercise 1

2. Its, whose, were
3. where
4. its
5. their
6. it’s
7. you’re

Exercise 2

2. to, to
3. two
4. Two, to
5. to, too
6. to

Exercise 3

2. have
3. have
4. of
5. have
6. of
7. have

Exercise 4

2. prejudiced
3. use, prejudice
4. used
5. accustomed
6. used

Exercise 5

1. accepted
3. acceptable
4. except

Exercise 6

2. advice
3. advice
4. advice

Exercise 7

2. effects
3. affected
4. effect
5. affect
Exercise 8

2. and
3. an
4. an
5. and, and, an

Exercise 9

2. breathe
3. breathe
4. breaths

Exercise 10

2. buy
3. by, buy
4. By, buying, by
5. by
Exercise 11

2. underclothes
3. clothes
4. cloths

Exercise 12

2. conscience
3. unconsciously

Exercise 13

2. dependent
3. excellent
4. ignorant
5. elegant

Exercise 14

2. find
3. fine
4. find

Exercise 15

2. no
3. knew
4. newborn
5. no
Exercise 16
  2. led
  3. lead
  4. led

Exercise 17
  2. lying
  3. lain
  4. lay
  5. lying

Exercise 18
  2. lose
  3. lose

Exercise 19
  2. mind
  3. mind
  4. reminded

Exercise 20
  2. past
  3. passed
4. passed
5. passed
6. past
7. passed

Exercise 21
2. quite
3. quite
4. quit
5. quiet

Exercise 22
2. raising
3. raise
4. rose, raise
5. rising

Exercise 23
2. sit
3. set
4. sitting

Exercise 24
2. than, then
3. then
4. Then, than
5. then
6. then, than

Exercise 25
2. It’s
3. there was
4. There were, there were
5. It was, it was
6. there was, there was

Exercise 26
2. whether
3. weather
4. whether
5. whether

Mastery Exercise 1
(1) whose, by
(3) led
(5) accept
(6) were
(7) than, past
(8) Their
(10) lose
(11) knew, whether, an
(13) too
(15) there’s, different
(17) quiet

Mastery Exercise 2

(1) accepted
(2) have, different
(3) than
(4) rose
(5) passed
(6) loose
(7) led, their
(8) used
(9) quite
(10) minds
(13) prejudiced
(14) too
(17) breathless, an

CHAPTER 29
Exercise 1

2. My brother-in-law is sleeping right now.
3. My father washes the car every week.
4. Jason is having a party this Saturday.
5. Mrs. Highnose isn’t watching television now.
6. It’s getting cold in here today.

Exercise 2

2. Our telephone didn’t work (for several hours) yesterday.
3. They did the wash every day last week.
4. Bill was getting a haircut when the barbershop caught on fire.
5. They weren’t listening to the news during dinner.
6. Who watched the children when you shopped this morning?

Exercise 3

Possible answers

2. While I was talking to my friend, several hundred dollar bills dropped from my pocket.
   (I was talking to my friend when several hundred dollar bills dropped from my pocket.)
3. While Mr. Gotbucks was smoking his cigar, his chauffeur was driving the car.
4. They fell in love while they were dancing cheek to cheek.
   (When they fell in love, they were dancing cheek to cheek.)
5. While his wife was washing the dishes, sweeping the floor, and throwing out the garbage, Mr. Hogg read the paper.
   (His wife was washing the dishes, sweeping the floor, and throwing out the garbage when Mr. Hogg read the paper.)
Hogg read the paper.)

6. I was taking a bath and reading a book when the house caught on fire.

**Exercise 5**

Possible answers

2. have to be careful

3. I have to finish it tonight.

4. have to see the Eiffel Tower.

5. he had to stay home.

6. you have to get a loan.
Exercise 6

Possible answers

2. He didn’t achieve all his goals.
3. The sun doesn’t shine very much.
4. They don’t start at age five.
5. They don’t have much time to relax.
6. I didn’t take the bus.

Exercise 7

Possible answers

2. going to work.
3. eaten at that restaurant
4. assigned a paper
5. eaten breakfast
6. swim a mile
7. take a vacation

Exercise 8

2. be eating lunch
3. is being mopped
4. being towed to a garage
5. have lent you mine
6. be relaxing in the Caribbean.
Exercise 9

2. should have been mailed last week.
3. must have been shopping
4. should have been repaired
5. could have been written
6. must have been talking on the phone.

Exercise 10

2. how your parents are.
3. where room 814 is.
4. when the class begins [would begin].
5. you had studied for the final examination.
6. when he could call the doctor.

Exercise 12

2. bought themselves tickets.
3. a 161-year-old ex-slave to them.
4. told the public her real age—eighty.
5. did not give anyone refunds.

Exercise 14

2. Throw Momma a kiss from the train.
3. the man [quickly] turned on the radio [quickly].
4. The man walked his dog down the block.
5. I gave him the answer to the question. [the answer to the question to him].
6. Johnnie kissed his girlfriend on a moonlit night.

Exercise 16
2. interesting
3. performed
4. exploded
5. injured
6. breaking
7. bored

Exercise 17
Possible answers
2. Reno never has any luck with cards.
3. it doesn’t make any sense.
4. any money this week.
5. I don’t like to borrow anything…
6. We didn’t go anywhere…
7. You can hardly find…
8. I didn’t notice any difference…

Mastery Exercise 1
(2) …make canvas tents for the miners, but when he could hardly sell any …
(3) …would not wear out …

(4) Cowboys preferred tight pants …to get their jeans wet …

(7) …the jeans were badly scratching …

(8) …became a hot fashion item in the same decade …

(9) …who had on tight jeans in a look called “western chic.”

(11) …weren’t anything …

(12) …was begun when young people …

(13) Teen-agers were interested …

(14) Clothing makers soon spotted …jeans decorated …

(15) …got into the jeans market …

(17) …would now become …

**Mastery Exercise 2**

(2) …the sneaker came out …

(3) There weren’t any …

(4) They were replaced …that gave an athlete an advantage…

(5) The shoes could be made …

(6) They might also have …

(7) Kids were most interested in …

(8) …sold more than 400 million shoes in 1989 …

(9) …had come from children eighteen and under.

(11) Working women put them on …

(12) …used footwear in the 1980s …

(14) …were buying expensive new sneakers at least once a month.
(15) …had been establishing the trends …

(17) …wouldn’t agree to any of these charges.

CHAPTER 30

Exercise 1

2. an
3. an
4. a
5. a
6. a [an]
7. a
8. a
9. an
10. an

Exercise 3

2. the first woman doctor
3. a twenty-three-year-old, an oil refinery
4. the motto, the first time
5. a new senator, the first, the Senate
6. a fire, a stable, the west side, through the city

Exercise 4
2. The beginning, the movie
3. the (a) church on Main Street.
4. the newest book on fat-free cooking.
5. the new high-protein diet in today’s newspaper.
6. ___ Dogs, ___ pets

Exercise 5

2. the
3. the
4. ___
5. ___
6. ___
7. the
8. the
9. the
10. the

Exercise 6

1. since July 11
2. In June, 1905, in eighteen hours. In [By ] the next week, for only two weeks
3. in the first. For several

Exercise 7

1. in
2. in (for), in, in, in (at)
3. at
4. at, at, on (at)
6. in (at), in
7. in

**Exercise 8**

1. on
2. in, out of
3. on, in (on)
4. on, off (off of)
5. off (off of), in (on)

**Exercise 9**

(1) in
(2) to
(3) In, from, to
(4) about (on)
(5) On, about, in
(6) to
(7) to, in
(8) At, to (over), for
(10) about (of), for, of
(11) against (on)
Exercise 10

2. on
3. in
4. on
5. in
6. in
7. on, in
8. in

Mastery Exercise 1

(1) in the
(2) The (3) in
(4) an (5) the (6) the
(7) on (8) in (9) the
(10) on (11) in (12) in
(13) on
(14) a (15) a (16) in
(17) the
(18) by (19) at
(20) the (21) a
(22) of
(23) the
(24) the
Mastery Exercise 2

(1) to
(2) at (3) for (by)
(4) a (5) from (6) to (7) from [or from/to]
(8) in
(9) the
(10) the
(11) in (12) a
(13) The (14) for
(15) the
(16) by
(17) the
(18) a
(19) in
(20) a
(21) in (22) the (23) from
(24) on
(25) to
TRANSPARENCY MASTERS
6 STEPS

Step 1  Exploring ideas
Step 2  Prewriting
Step 3  Organizing
Step 4  Composing a first draft
Step 5  Revising the draft
Step 6  Producing the final copy

TM – 1
Chapter 2
PARTS OF AN ESSAY

**Thesis statement**

*States the topic and focus of the essay.*  
*Unifies and shapes the content.*

**Introduction**

*Attracts the reader’s attention.*  
*Contains the thesis statement.*  
*Outlines what will follow.*

**Body**

*Composed of at least 3 paragraphs.*  
*Develops the thesis.*  
*Contains transitions.*

**Conclusion**

*Ties ideas together.*  
*Ends paper gracefully.*
# SUBJECTS AND VERBS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>does SOMETHING?</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>What</td>
<td>is SOMETHING?</td>
</tr>
</tbody>
</table>
COORDINATION

Coordinating conjunctions preceded by a comma (and, but, for, or, so, yet)

Semicolon

Semicolon plus transition words (therefore, however, moreover, nevertheless)
SUBORDINATING CONJUNCTIONS

**Time**
- after
- as
- as soon as
- before
- once
- since
- until
- when
- while

**Cause**
- because
- since

**Place**
- where
- wherever

**Contrast**
- although
- even though
- whereas

**Condition**
- if
- unless

TM – 5
Chapter 8
RUN-ONS AND COMMA SPLICES

1. Add a coordinating conjunction.

2. Add a semicolon.

3. Add a semicolon plus a transitional word followed by a comma.

4. Use a subordinating conjunction.

5. Use a relative pronoun.

6. Make one clause a phrase.

7. Rewrite the sentence.

8. Write the two clauses as separate sentences.
DESCRIBING A SCENE

Overview of the scene

Specific detail
Specific detail
Specific detail
Specific detail

Activities within the scene

Specific activity
Specific activity
Specific activity
DESCRIBING A PERSON

Overview of the subject’s size and shape

*Most noticeable feature*

1.

2.

3.

*etc.*

Concluding statement
NARRATION

Topic sentence (optional)

Setting
Who, What, Where, When

1. First action – dialogue
2. Second action – dialogue
3. Third action – dialogue

Climax
NARRATIVE REPORT

Topic sentence (main conclusions)

First result

Explanations  Details  Examples

Second result

Explanations  Details  Examples

Third result

Explanations  Details  Examples

Conclusion

TM – 10
Chapter 20
PROCESS ANALYSIS

Identifying the process

Preliminary information

Tools  Definitions

Steps in the process

Step 1

Step 2

Step 3

Conclusion

TM – 11
Chapter 21
CAUSE – EFFECT

<table>
<thead>
<tr>
<th>Effect</th>
</tr>
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<tbody>
<tr>
<td>1st cause</td>
</tr>
</tbody>
</table>

| Conclusion |

<table>
<thead>
<tr>
<th>Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st effect</td>
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# CLASSIFICATION

<table>
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<th>Criterion</th>
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<tr>
<td><strong>First Category</strong></td>
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<tr>
<td><em>explanations</em></td>
</tr>
<tr>
<td><strong>Second Category</strong></td>
</tr>
<tr>
<td><em>explanations</em></td>
</tr>
<tr>
<td><strong>Third Category</strong></td>
</tr>
<tr>
<td><em>explanations</em></td>
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</tbody>
</table>

**Conclusion**

---

TM - 13
Chapter 23
### COMPARISON-CONTRAST

#### WHOLE-TO-WHOLE

<table>
<thead>
<tr>
<th>Introduction to both topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion of first topic</strong></td>
</tr>
</tbody>
</table>
| 1. point a  
2. point b  
3. point c  
4. point d |

<table>
<thead>
<tr>
<th><strong>Discussion of second topic</strong></th>
</tr>
</thead>
</table>
| 1. point a  
2. point b  
3. point c  
4. point d |

<table>
<thead>
<tr>
<th>Conclusion</th>
</tr>
</thead>
</table>

---

TM - 14
Chapter 24
COMPARISON-CONTRAST

PART-TO-PART

Introduction to both topics

point a - both topics
point b - both topics
point c - both topics
point d - both topics

Conclusion
DEFINITION

Introduction of definition

First trait

explanation
or
example

Second trait

explanation
or
example

Third trait

explanation
or
example

Conclusion