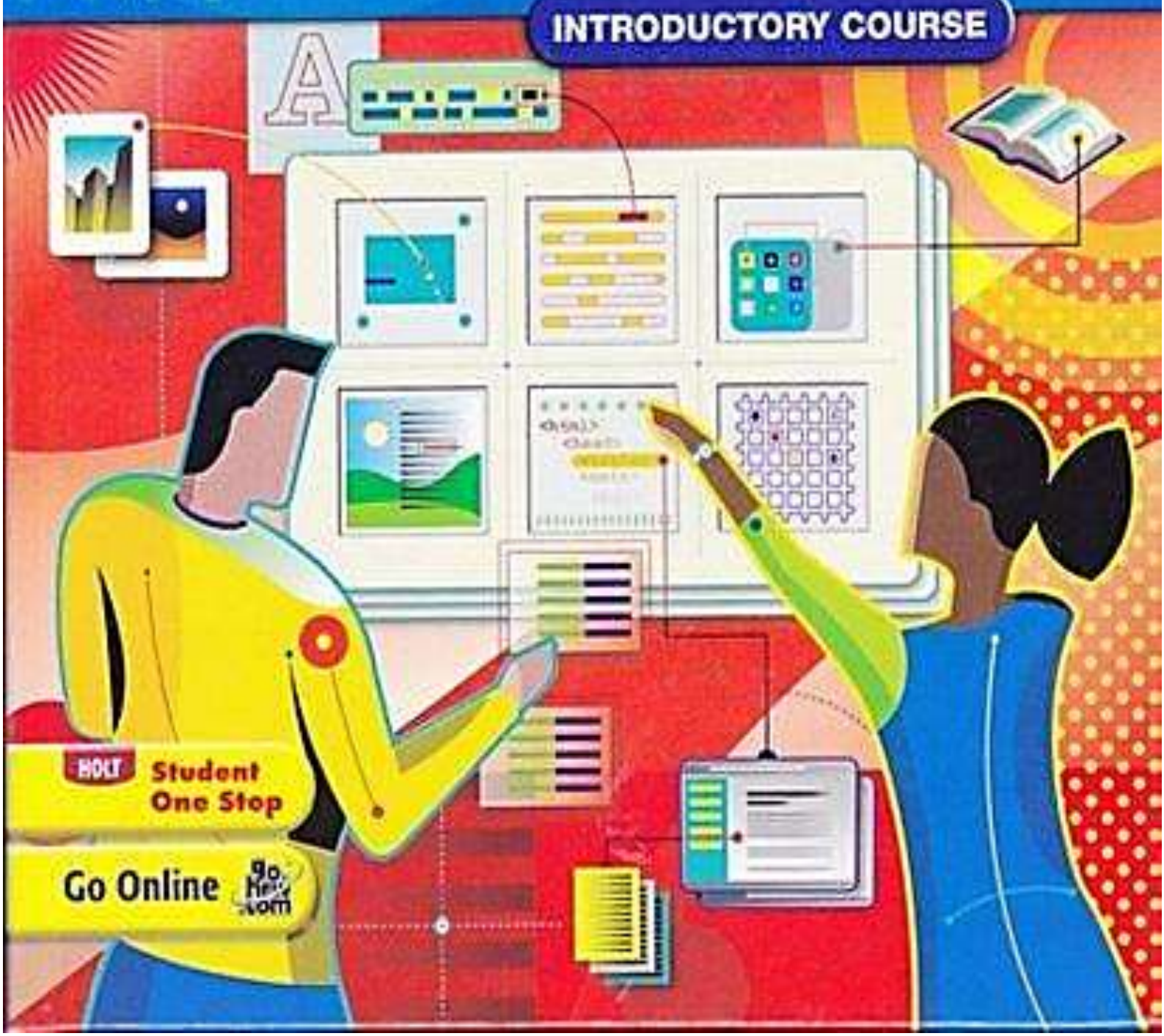
HOLT Elements of Language

INTRODUCTORY COURSE



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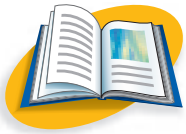
Reading Workshop



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Writing Workshop

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Focus on Speaking and Listening

Telling a Story
PAGE 45

Do you wonder what it is like to fly over the ocean alone in a small plane? Would you like to know what it is like to live in a different country? You can learn about these experiences by reading *autobiographical incidents.* An **autobiographical incident** is a true story about a specific event in a writer's life. Not only do you learn about the event, but you also learn why the experience is important to the writer. Because writers share, or express, their thoughts and feelings, an autobiographical incident is an example of **expressive writing.**

You also share autobiographical incidents. When you talk with your grandmother about your track meet, for example, you are telling a story about yourself. Writing an autobiographical incident is a great way to express what you think and feel.

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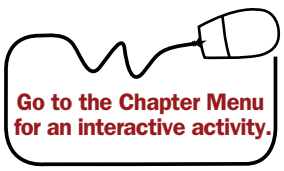
YOUR TURN 1 Sharing Experiences

List the topics of three memorable experiences that you would not mind sharing. Then, discuss the following questions with a partner.

- Why are these experiences memorable?
- What did you learn about yourself from these experiences?



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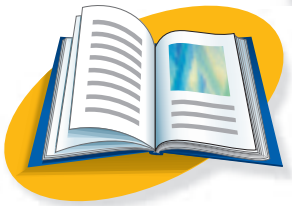

Reading an Autobiographical Incident

WHAT'S AHEAD?

In this section you will read an autobiographical incident. You will also learn how to

- **form generalizations**
- **construct a flowchart to understand chronological order**

If you want to bring about a change, you have to take action. Many people throughout the history of the United States have dared to do just that. These people stood up for what they believed, and their actions led to positive changes in U.S. society. Rosa Parks is one of those people. On December 1, 1955, in Montgomery, Alabama, Rosa Parks challenged a law that said African Americans must sit in a separate section from whites on public buses. Read about the incident in the excerpt from her autobiography on the next page.

Preparing to Read

READING SKILL

Making Inferences: Forming Generalizations A **generalization** is a statement that applies to many individuals or experiences, not just a specific person or experience. As you read the following excerpt, think about what you could say about Rosa Parks's experience that would also be true for others who have experienced discrimination.

READING FOCUS

Chronological Order Rosa Parks tells her story in **chronological order.** She starts with the first event and ends with the last. As you read, pay attention to the order, or **sequence,** of events. How does chronological order help you understand the story?

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Reading Selection

Jot down answers to the numbered active-reading questions in the shaded boxes. The underlined words will be discussed in the Vocabulary Mini-Lesson on page 25.

from Rosa Parks: My Story

BY ROSA PARKS
with Jim Haskins

When I got off from work that evening of December 1, I went to Court Square as usual to catch the Cleveland Avenue bus home. I didn't look to see who was driving when I got on, and by the time I recognized him, I had already paid my fare. It was the same driver who had put me off the bus back in 1943, twelve years earlier. He was still tall and heavy, with red, rough-looking skin. And he was still mean-looking. I didn't know if he had been on that route before—they switched the drivers around sometimes. I do know that most of the time if I saw him on a bus, I wouldn't get on it.

1. What is the first event in Rosa Parks's story?

I saw a vacant seat in the middle section of the bus and took it. I didn't even question why there was a vacant seat even though there were quite a few people standing in the back. If I had thought about it at all, I would probably have figured maybe someone saw me get on and did not take the seat but left it vacant for me. There was a man sitting next to the window and two women across the aisle.

2. Do you think the order of the first two paragraphs could be switched? Why?

The next stop was the Empire Theater, and some whites got on. They filled up the white seats,[1] and one man was left standing. The driver looked back and noticed the man standing. Then he looked back at us. He said,

---

1. white seats: seats on a public bus that only white people could occupy.

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"Let me have those front seats," because they were the front seats of the black section.[2] Didn't anybody move. We just sat right where we were, the four of us. Then he spoke a second time: "Y'all better make it light on yourselves and let me have those seats."

3. Why did the bus driver tell the black passengers to give up their seats?

The man in the window seat next to me stood up, and I moved to let him pass by me, and then I looked across the aisle and saw that the two women were also standing. I moved over to the window seat. I could not see how standing up was going to "make it light" for me. The more we gave in and complied, the worse they treated us.

4. How many seats did the bus driver need so all the white passengers could sit down?

I thought back to the time when I used to sit up all night and didn't sleep, and my grandfather would have his gun right by the fireplace, or if he had his one-horse wagon going anywhere, he always had his gun in the back of the wagon. People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.

The driver of the bus saw me still sitting there, and he asked was I going to stand up. I said, "No." He said, "Well, I'm going to have you arrested." Then I said, "You may do that." These were the only words we said to each other. I didn't even know his name, which was James Blake, until we were in court together. He got out of the bus and stayed outside for a few minutes, waiting for the police.

5. Why do you think the bus driver insisted that Rosa Parks move?

As I sat there, I tried not to think about what might happen. I knew that anything was possible. I could be manhandled or beaten. I could be arrested. People have asked me if it occurred to me then that I could be the test case the NAACP[3] had been looking for. I did not think about that at all. In fact if I had let myself think too deeply about what might happen to me, I might have gotten off the bus. But I chose to remain.

6. Why do you think Rosa Parks decided not to give up her seat?

---

2. black section: the back of a public bus, where African Americans were allowed to sit.

3. NAACP: National Association for the Advancement of Colored People, an organization that fights for the equal treatment of African Americans and other minority groups.

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First Thoughts on Your Reading

1. **Based on what you have read, how were Rosa Parks and other African Americans treated during the 1950s?**
2. **How would you tell Rosa Parks's story in your own words?**

Making Inferences: Forming Generalizations

READING SKILL

Read Between the Lines An author will not always give you every detail of a story. Sometimes you will need to make educated guesses about what is happening. Educated guesses are called **inferences.** To make inferences, combine clues that the author provides with what you already know about the subject.

Example:

What you read: The little boy fell on the floor kicking and screaming while his mother held the football.

\+ **What you know:** My mother took my toys away when I was in trouble, and I would get very mad.

Inference: The little boy misbehaved, so his mother took the football away from him.

Reference Note

For more on **inferences,** see page 706 in the Quick Reference Handbook.

One type of inference is a *generalization.* A **generalization** is a statement that applies to many different situations or people even though it is based on specific situations or people.

Example:

What you read: Emma and Miguel do their math homework. Emma and Miguel make *A's* in math.

\+ **What you know:** I do my homework in science, and I make good grades.

Generalization: Doing your homework usually leads to good grades.

TIP Generalizations use words like *many, usually, some, overall, most,* and *generally.* What clue word does the generalization in the example use?

Notice that the generalization above doesn't apply just to Emma and Miguel or to math homework. It is a general statement that is true for many different people and school subjects.

Read the paragraph on the next page. Then, form a generalization by using personal knowledge as well as information in the paragraph. Use the steps that follow the paragraph if you need help.

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TIP Be careful not to make *faulty generalizations*. If you can find an exception to your generalization, then it is faulty. Faulty generalizations tend to include words like *all, none, never, always,* and *every*.

Faulty Generalization: Doing your homework *always* leads to good grades.

In 1848, Elizabeth Cady Stanton and Lucretia Mott organized the first women's rights convention. Through their efforts and the persistence of women after them, women eventually gained the right to own property and to vote. In the 1960s, Cesar Chavez helped migrant workers by forming a union, the United Farm Workers. He began strikes and boycotts that won union members better wages and working conditions. Ed Roberts began the movement for the rights of the disabled when he started a program to help disabled students in the 1960s. Other people joined the cause, and eventually Congress passed the Americans with Disabilities Act in 1990. This act made it illegal to discriminate against people with mental or physical disabilities.

Reference Note

For more on **generalizations,** see page 705 in the Quick Reference Handbook.

THINKING IT THROUGH

Forming Generalizations

STEP 1 Read the entire passage. Look for similarities and connections between the details in the passage.

Stanton and Mott helped women. Chavez helped migrant workers. Roberts helped disabled people. They all made a difference.

STEP 2 Connect the details in the passage to something you already know.

My parents organized a petition to keep a park from becoming a parking lot. The mayor agreed.

STEP 3 Form a generalization that combines what you read with what you know.

People can often make a difference when they stand up for what they believe.

STEP 4 Check your answer. Make sure your generalization

- is not faulty (look for a faulty generalization clue word)
- is reasonable, based on the information in the passage.

I say often, not always. My generalization is reasonable because all the details I read were about people who did something and made a difference.

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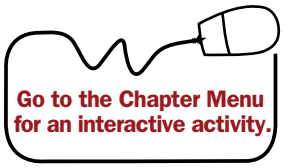
YOUR TURN 2 Forming Generalizations

Re-read the reading selection on pages 19–20. Using the steps in the Thinking It Through on page 22, form a generalization about what sometimes happens when people take a stand against something they believe is unfair. Be prepared to support your generalization with information from the reading selection and from your own knowledge.



Chronological Order

READING FOCUS

It Goes Like This Like a fictional story, an autobiographical incident has a beginning, middle, and end. The writer uses **chronological** (or time) **order** to tell which event happened first, second, third, and so on. If the events were not written in chronological order, you might have a hard time picturing the story in your mind. Read the following autobiographical incident. Which event happened first? second? third?

> While visiting our grandmother, my sister and I decided we would have a picnic lunch. We packed a bag and walked to the field behind my grandmother's house.
>
> We chose a nice, shady spot under a big tree. Tamara had started to spread out the blanket when all of a sudden she began to scream and fling her arms wildly. Before I could ask her what was wrong, I was screaming, too. We both ran to the house.
>
> My grandmother heard the noise and came out to see what was wrong. She found that Tamara and I had been stung several times. We definitely upset a family of yellow jackets when we laid our blanket on top of their nest.

Flowcharts are graphic organizers that can help you see the events of an autobiographical incident in the order in which they occurred. In the flowchart on the next page, notice that only major events of the incident above are listed. Details are left out.

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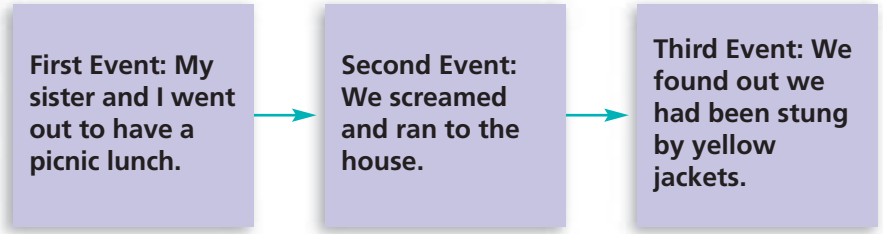
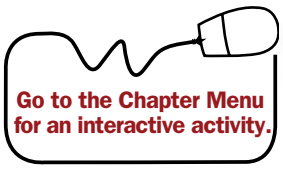
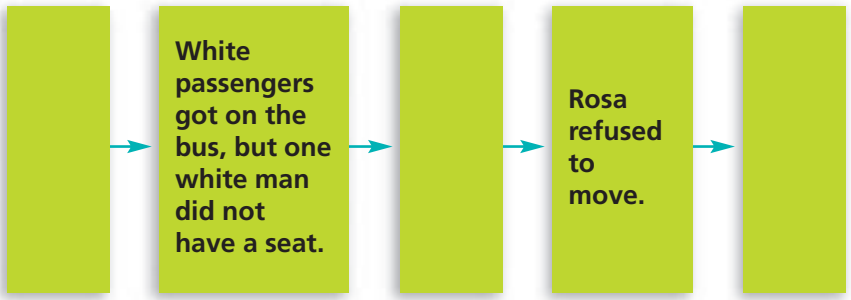


To tell the difference between a major event and a supporting detail, look for action. For instance, what is more important: that the picnic spot was nice and shady, or that the narrator and her sister screamed and ran to the house? The main event in that paragraph is the action of the narrator and her sister.



YOUR TURN 3 Charting Chronological Order

Copy the following flowchart onto your paper. Then, read the list of events and details taken from *Rosa Parks: My Story* below. Decide which sentences are supporting details and which are major events. Place the major events in the flowchart. When you are done, re-read the reading selection on pages 19–20 to see if you listed the major events in the correct order.



The bus driver told the African American passengers to move.

The bus driver's name was James Blake.

Rosa waited for the police.

Rosa got on the bus after work to go home.

The bus driver was tall, heavy, and had a red face.

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MINI-LESSON VOCABULARY

Context Clues

As you read an autobiographical incident, you may discover that the author uses unfamiliar words to tell about his or her experience. One way to determine the meaning of an unfamiliar word is to use *context clues*. A word's **context** is made up of the words and sentences that surround it. Try using context clues to understand the underlined word in this passage taken from Rosa Parks's autobiography.

I wasn't frightened at the jail. I was more resigned than anything else. I don't recall being real angry, not enough to have an argument. I was just prepared to accept whatever I had to face. I asked again if I could make a telephone call. I was ignored.

Rosa Parks, *Rosa Parks: My Story*

THINKING IT THROUGH — Using Context Clues

STEP 1 Look at the context of the unfamiliar word. See if the words and sentences around it provide clues to the word's meaning.

The passage says that Rosa was not frightened or angry. It also says she was "prepared to accept" anything.

STEP 2 Use the context clues to make a guess at the unfamiliar word's meaning.

Since Rosa was not frightened or angry, and she could accept anything, I think resigned means "prepared to accept whatever happens."

STEP 3 Check your definition by inserting it in the passage in place of the unfamiliar word.

"I wasn't frightened at the jail. I was more prepared to accept whatever happened than anything else." That makes sense.

PRACTICE

Using context clues, figure out the meanings of these words. The words are underlined in *Rosa Parks: My Story.*

1. recognized (page 19)
2. vacant (page 19)
3. complied (page 20)
4. manhandled (page 20)
5. occurred (page 20)

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MINI-LESSON **TEST TAKING**

Making Inferences

When you take a reading test, you may be asked to make an inference. Read the passage below and the question following it. How would you answer the question?

> Citizens in Montgomery organized a bus boycott to protest the arrest of Rosa Parks. Leaflets were distributed encouraging African Americans not to ride the bus. Not using public transportation was very difficult for families without cars, so other means of transportation were made available. Black-owned cab companies helped those without cars by charging cheap fares. In addition, car owners and local churches formed car pools.

You can tell from the passage that during the Montgomery bus boycott

A. most African Americans stayed home

B. all African Americans refused to ride the bus

C. many African Americans supported one another

D. all African Americans used taxis to get around

THINKING IT THROUGH Making Inferences

STEP 1 Read the passage and the question to see what it is asking you.

STEP 2 To identify the best response, look at each of the answer choices and ask yourself these questions:

- Is there information in the passage that supports this answer choice?
- Does this statement cover all the information in the passage?
- Is the answer free of faulty generalization words such as *all, none, never, always, every?*

STEP 3 After evaluating each answer choice, choose the best one.

"You can tell" tells me I will make an educated guess, or an inference.

Answer A—The passage does not mention African Americans staying home.

Answer B—Right away I see a faulty generalization clue word—all. I don't know if all African Americans refused to ride the bus.

Answer C—I can find specific information to support this choice.

Answer D—Yes, they did use taxis, but they also carpooled. D also has a faulty generalization word—all.

I think answer C is the best answer. I can support it with information from the passage.

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Writing About a Life Experience

On the first day of school, you are given your first assignment—*Tell the class one thing you did this summer.* "This is easy," you think. "I'll talk about my rafting trip." You begin by telling when and where you went, and who was with you. Then, you describe the trip, particularly the dangerous parts. As you share your experience, your teacher and classmates learn something about you. You discover something about yourself, too. It is obvious that you like rafting, but your story also reveals that you like action.

You can discover more about yourself through **expressive writing.** In this workshop you will have an opportunity to share your thoughts and feelings about a single experience from your life by writing an **autobiographical incident.** You will use details that tell the reader what happened and how you felt about the incident.

WHAT'S AHEAD?

In this workshop you will write an autobiographical incident. You will also learn how to

- **include background information**
- **create a detail chart**
- **arrange ideas in chronological order**
- **choose exact verbs**
- **capitalize proper nouns**

Prewriting

Choose an Experience

Who? Me? What is the one subject you know the best? Why, *you* are, of course. You have probably had many experiences that you can write about. The first step in writing an autobiographical

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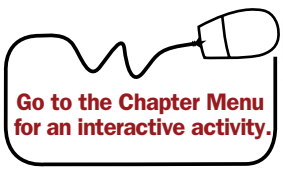
incident is choosing one particular experience. If you need help coming up with one, consider these suggestions.

- Think about an experience that defines an emotion. When were you most happy, scared, surprised, sad, or angry?
- Brainstorm with your friends and family members. Ask them to recall a memorable experience that involves you.
- Look at your journals and at letters or pictures you have saved.
- Draw a road map of your life like the one to the left. Start with your birth and list all the important events that have happened to you up to now, such as your first day of kindergarten, the day your little sister was born, and the time your baseball team won the city championship.

You Be the Judge Once you have a list of experiences, you want to choose the one that will make the best autobiographical incident to share with an audience. **The best experience is one that is meaningful, or important, to you.** Ask yourself the questions below to decide which experience is most meaningful.

KEY CONCEPT

Question	Example
Do I remember the experience well?	If you cannot remember all the details, you will not be able to provide a complete picture of the experience. For instance, family members may have told you about your first step, but do *you* remember all the details?
Why is this experience important to me?	The reader should know how you felt about this experience or what you learned from it. For example, you might say that forgetting your lines in the school play was your most embarrassing moment.
Am I willing to share this experience with others?	You should feel comfortable letting other people read about your experience. For example, you might not want to share your first crush with the whole class.



YOUR TURN 4

Choosing an Experience

Make a list of your experiences. Then, evaluate each experience by answering the questions in the chart above. Finally, choose an experience and complete the following sentences.

I am going to write about _____.

This experience is meaningful to me because _____.

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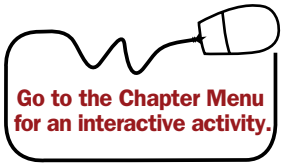
Think About Purpose and Audience



FYI . . . You are telling a story to a group of people when someone interrupts to ask, "How old were you?" Before you can speak, your best friend answers, "Third grade, right?" You agree and continue, only to be stopped again with another question. Again, your best friend answers. Why does your best friend understand the story when everyone else does not?

Before you begin writing your autobiographical incident, think about your purpose and audience. **Your purpose is to express your thoughts and feelings by sharing an experience with an audience.** Because you may not know exactly who your audience is, you should write as if your audience knows nothing about you. In order for your audience to understand your incident fully, you will need to provide **background information,** facts that set up the story. The four *W*'s—*What? When? Who? Where?*—will help you think about the information your audience needs.

KEY CONCEPT

- **What:** What is the incident? What happened?
- **When:** When did this event happen? How old were you?
- **Who:** Besides you, who was involved?
- **Where:** Where did this event take place? What was this place like?

What? slipped during a dance recital

When? an October night when I was seven years old

Who? me, my parents, my dance teacher, my classmates, and their friends and families

Where? on an auditorium stage that had very bright lights

TIP Part of your **style**—how you say things—is your **voice**—the *sound* of your writing. Most good writing sounds like speech. You can develop your voice by choosing words that sound like you yet fit your audience and purpose.

Describe the voice in each sentence below:

1. I was so embarrassed! I wanted to crawl under the stage.
2. I doubt that I had ever been as embarrassed as I was at that moment.

YOUR TURN 5 Thinking About Your Audience

Ask yourself *What? When? Who? Where?* to help you think of background information you should give your audience. Write your answers on a sheet of paper or in a learning log.

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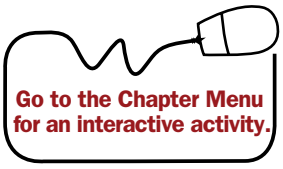

Recall Descriptive Details

You Had to Be There You ask a friend about the movie he saw the other night. "Oh, it was great! First, the bad guy terrorizes the city. In the end, though, the good guy wins." It doesn't sound so great to you. Why not? Your friend left out the details.

KEY CONCEPT

Details will allow your readers to experience an incident just as if they were there. Two types of details that you should include in your essay are *action details* and *sensory details.*

- **Action details** tell what events occurred and what people said.

  After waiting thirty minutes, I finally made it through the ticket line. I raced to the roller coaster only to find another long line.

  "Will I ever get to have fun?" I moaned to my friend.

- **Sensory details** describe what you see, hear, taste, feel, and smell.

  The coaster went click, click, click as it slowly went uphill. Sweat trickled down my neck as we reached the top.

TIP You can decide if a detail is necessary by asking yourself, "What was most important about my experience?" For instance, if the most important part of your vacation was going whale watching, then your details should be about whales. Leave out the details that do not describe the whales.

To re-create your memory, picture the incident in your mind. In a chart like the one below, record the details that you "see."

Action Details	Sensory Details
Beginning: lined up backstage, then walked onto stage. My dance teacher said, "Break a leg!"	black leotard and tights, gold sequined belt flowery smell of hair spray announcer's booming voice
Middle: doing a routine with wooden boxes, was supposed to put one foot on the box next to me, missed and slipped—everyone else was on their box except me	heard audience laughing felt hot, face turned red dance teacher had said if we made a mistake to keep smiling
End: curtain dropped, I cried	sobbing, salty tears

Reference Note

For more information and practice on **punctuating dialogue,** see page 594.

YOUR TURN 6 Recalling Details

Create a detail chart like the one above. List action details that happened at the beginning, middle, and end of your incident. Then, list sensory details to go with each action detail.

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MINI-LESSON CRITICAL THINKING

Arranging Ideas

My mom was not happy. Tony and Najla stared at me with open mouths. I hit the ball. It went crashing into the living room window. Tony, Najla, and I were playing baseball in the street. Najla pitched the ball. "I'm in trouble now," I said.

Wait a minute. What just happened? The mother was angry before the ball broke the window? The narrator is in trouble for playing in the street or because the ball crashed into the living room? This story is confusing.

In order to help their readers understand an incident, writers usually tell events in *chronological order.* Using **chronological order** means telling the events of a story in the order that they happened, starting with the first event, going to the second, then the third, and so on. Chronological order helps the reader follow the action of the incident. You can see that a story written chronologically is much easier to understand than one that is not.

Tony, Najla, and I were playing baseball in the street. Najla pitched the ball to me. I hit the ball, and it went crashing into the living room window. Tony and Najla stared at me with open mouths. "I'm in trouble now," I said. My mom was not happy.

PRACTICE

Read the following list of events. Then, rewrite the events in chronological order on your own paper.

look at the clock, it is 6:50 A.M.
get dressed, it is 6:55 A.M.
alarm goes off at 6 A.M.
grab my books, it is 6:59 A.M.
get on the bus at 7 A.M.
take a shower
jump out of bed
hit the snooze button
breathe a sigh of relief, "I barely made it!"

TIP To arrange events in chronological order, you can create a numbered list, draw a **flowchart,** or make a **time line.** Choose one of these methods when you write your answer.

Reference Note

For more on **flowcharts,** see page 23. For more on **time lines,** see page 96.

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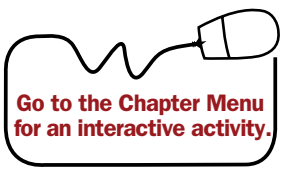
Writing

Autobiographical Incident

Framework	Directions and Explanations
Introduction ■ Attention-grabbing opening ■ Background information	Start your paper with an **interesting opening.** You might ask a question or give a hint about why this incident is important to you. Or, like the writer of the model to the right, you might set the scene. Provide **background information** by telling your reader what the incident is, who was involved, where the incident took place, and when it happened.
Body ■ Beginning of incident (action details and sensory details) ■ Middle of incident (action details and sensory details) ■ End of incident (action details and sensory details)	■ Write the events in **chronological order.** ■ Write about the beginning of your incident in the first paragraph of the body, the middle of the incident in the second paragraph, and the end of the incident in the third paragraph. ■ Describe each part of the incident using **action details** and **sensory details.**
Conclusion ■ Reason this incident is important to you	Explain how this incident affected you. **Why is it important? What does it mean to you?** Leave your reader with a complete picture of what occurred and how you felt.



YOUR TURN 7 Drafting Your Autobiographical Incident

Now it is your turn to write an autobiographical incident. As you write, refer to the framework above and the Writer's Model on the next page.

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A Writer's Model

The final draft below closely follows the framework for an autobiographical incident on the previous page.

A Night to Remember

It was a cool October evening. Excitement and family members filled the auditorium. I was only seven years old, but I was the center of attention. Finally, after weeks of preparation, I would show off all my hard work in a dance recital. Everything would be perfect—so I thought.

I waited backstage all dressed up in my black leotard and tights with a gold sequined belt. My hair was pulled back in a French braid, and a strong flowery smell of hair spray hung around me. In a booming voice, the master of ceremonies announced that my class was next. As I pranced proudly onto the stage and into the hot, bright stage lights, my dance teacher whispered, "Break a leg!"

My dance class was doing a routine with boxes two feet by two feet, made of wood. During part of the routine, the entire class was standing in a line on top of our boxes facing the audience. All I had to do in the next move was put one foot on the box next to mine and keep my other foot on my box. It really was an easy move. I was concentrating so much on maintaining the huge smile I had plastered on my face and keeping my head up that I did not look where I was going. I missed my partner's box altogether and slipped. There I was standing on the stage floor when my classmates were on top of their boxes. I could hear giggles coming from the audience, and I felt the heat rush to my face. I remembered my dance teacher had told my class during rehearsal, "If you make a mistake, keep smiling so the audience will not notice." I did my best to follow her advice as I continued with the routine.

Attention-grabbing opening

Background information

Beginning of incident

Sensory details

Action details

Middle of incident

Action details

Sensory details

(continued)

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(continued)

End of incident
Sensory details
Action details

When the curtain dropped, so did my hopes for the evening. I sobbed loudly, tasting the salt from the tears that streamed down my face. I ran backstage, but no one could console me. I just wanted to be left alone.

Reason this incident is important

Recently I realized I *had* been a star that night. I was embarrassed, but I fought the urge to run off the stage. Instead, I finished the routine with a smile on my face. Now when friends and family laugh about the time I slipped during a dance recital, I can laugh too.

Designing Your Writing

Illustrating Your Autobiographical Incident Illustrations, such as drawings or photographs, can enhance your written description and show why an incident is important and meaningful to you. For instance, say you are writing about the time you received your best present—a puppy. You could include a picture of yourself hugging the puppy with a red ribbon around its neck. The picture shows how excited you were when you got your dog. The writer of the Writer's Model included a photo that was taken the exact moment she slipped during the dance recital. The picture definitely illustrates her embarrassment. There are several ways you can include pictures in your paper. You can paste snapshots on a piece of paper, scan pictures on the computer, or even draw your own illustrations.

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A Student's Model

In the following paper, Anthony C. Rodrigues, a middle school student from Cumberland, Rhode Island, writes about what he learned from a soccer game. Anthony suggests that writers should make "an organizational chart" of action and sensory details to re-create the experience.

In the Net

It was two o'clock on a Sunday afternoon, and I was on my way to my championship soccer game. As I rode up to the field and entered the parking lot, I wondered if this game was going to be like the other years when our team made it to the semifinals but then lost in the championship game. I looked at the field and I remembered seeing the pine trees in the background, but it was difficult to concentrate on their beauty because I was so nervous.

Background information

One by one the players arrived and the coach told us to begin our warm-up drills and to take shots on our goaltender. I wondered if during the game I was going to shoot as well as I had in warm-ups.

Beginning of incident

Finally, it was time. I was in the starting lineup, playing halfback. The whistle blew and the game had officially started. In the first half our team played exceptionally well, but at half time the score was 0–0, and we were all exhausted and cold. In the beginning of the second half we scored a goal. The crowd went up with a roar, and the players were running down the field yelling and screaming. I started to believe that maybe we would win. The second half went on and on. We maintained our 1–0 lead.

Middle of incident

We went on to win the game 1–0. I was so excited that I had won my first championship game in all of my six years playing soccer. I learned that anything is possible if I put my mind and soul into it.

End of incident

Reason this incident is important

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Revising

Evaluate and Revise Content, Organization, and Style

Take Two When you are ready to evaluate your essay or a classmate's, you should read the essay twice. In the first reading, look at the essay's content and organization, using the guidelines below. In the second reading, focus on the sentences, using the Focus on Word Choice on page 38.

First Reading: Content and Organization Use the chart below to evaluate and revise your autobiographical incident to make sure it is easy to understand.

Autobiographical Incident: Content and Organization Guidelines for Self-Evaluation and Peer Evaluation

Evaluation Questions	Tips	Revision Techniques
1 **Does the introduction grab the reader's attention?**	**Underline** the question or hint that makes the beginning interesting.	If needed, **add** a question or a hint about the incident's importance.
2 **Does the introduction include enough background information to help the reader understand this incident?**	**Circle** information about what the incident is, who was involved, where the incident took place, and when it happened.	If necessary, **add** sentences that provide background information for the reader.
3 **Are the action details in chronological order?**	**Put a number** by each action detail and check that the numbers match the order in which the action happened.	If necessary, **rearrange** action details so that they are in chronological order.
4 **Do sensory details help the reader experience the incident?**	Use a colored marker to **highlight** the sensory details.	**Elaborate** on each action detail as needed by adding sensory details that describe what was seen, heard, tasted, felt, or smelled.
5 **Does the conclusion tell why the incident is important to the writer?**	**Put a check mark** next to the passage that explains why the event is important.	If needed, **add** thoughts or feelings that will relate the importance of the incident.

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ONE WRITER'S REVISIONS This revision is an early draft of the autobiographical incident on page 33.

There I was standing on the stage floor when my class-
mates were on top of their boxes. I missed my partner's
box altogether and slipped. I could hear giggles coming
, and I felt the heat rush to my face.
from the audience. I remembered my dance teacher had
told my class during rehearsal, "If you make a mistake,
keep smiling so the audience will not notice."

move

elaborate

Responding to the Revision Process

1. Why do you think the writer moved a sentence?
2. Why do you think the writer added information to the paragraph above?

PEER REVIEW

As you look at your peer's autobiographical incident, ask yourself:

- Could the writer add dialogue to elaborate on an event? If so, where?
- What do I think of the writer's experience? Do I know why it is important to the writer?

Second Reading: Style You have revised your essay so that it is well organized and complete. Now, you will check that you have written your autobiographical incident using the best possible sentences. One way to improve your sentences is to use *exact verbs*. **Exact verbs** make your writing better because they accurately express a specific action. Look at the following guidelines to see if you need more exact verbs in your essay.

Style Guidelines

Evaluation Question	Tip	Revision Technique
Does the autobiographical incident include verbs that accurately describe specific actions?	**Put an X** through ordinary verbs that are not very descriptive.	**Replace** the dull verbs with more descriptive ones.

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Word Choice

Exact Verbs

One of your purposes when you are writing an autobiographical incident is to help your readers see the action. Exact verbs can help you accomplish your goal. Exact verbs make your writing style more vivid and precise. Look at the following examples. Notice how exact verbs paint a more specific picture of an event in your mind—they make the action come alive.

Dull Verbs	Exact Verbs
Jesse *ate* his dinner.	Jesse *gobbled down* his dinner.
Natalie *said,* "I'm leaving!"	Natalie *screamed,* "I'm leaving!"
Brian *went* to the store.	Brian *raced* to the store.

COMPUTER TIP

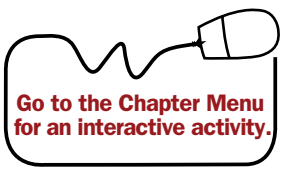
You can use the thesaurus function in a word-processing program to replace dull verbs with exact verbs. Highlight the verb you want to replace, and the thesaurus will list other verbs with the same or similar meanings. From the list, you can choose the exact verb that accurately describes the action.

ONE WRITER'S REVISIONS

As I ~~walked~~ *pranced* proudly onto the stage and into the hot, bright stage lights, my dance teacher ~~said~~ *whispered*, "Break a leg!"

Responding to the Revision Process

How did replacing dull verbs with exact verbs improve the sentence above?



YOUR TURN 8 Evaluating and Revising Your Autobiographical Incident

- First, evaluate and revise the content and organization of your paper, using the guidelines on page 36.
- Next, use the Focus on Word Choice above to see if you need to replace dull verbs in your paper with exact verbs.
- If a peer evaluated your paper, think carefully about your peer's comments as you revise.

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Publishing

Proofread Your Narrative

Correctness Counts Errors in your final draft will be distracting to your readers. If you have another person proofread your narrative, you will be less likely to overlook mistakes.

Grammar Link

Capitalizing Proper Nouns

As you write your autobiographical incident, you will use **nouns,** words that name people, places, things, and ideas. There are two kinds of nouns: *common* and *proper.* A **common noun** names any one of a group of persons, places, things, or ideas. A **proper noun** names a particular person, place, thing, or idea, and begins with a capital letter. Here are some examples of common and proper nouns.

Common Nouns	Proper Nouns
city	Boston
religion	Judaism
basketball player	Michael Jordan
teacher	Mr. Williams

Notice that the title *Mr.* is capitalized in the example above. Capitalize a title that comes *immediately* before the person's name.

Example:
Washington, D.C., was named after President George Washington.

Most titles are not capitalized when they are not immediately followed by a name.

Example:
The first president was George Washington.

PRACTICE

Capitalize the proper nouns in the following sentences.

Example:

1. My vacation to visit aunt sue in england was the best.

1. *aunt sue → Aunt Sue*
england → England

1. I spent the entire month of july living in london.
2. In one day, we visited the tower of london and buckingham palace.
3. Riding on a boat down the thames river was exciting for my aunt and me.
4. I was hoping to see prince william, but he was in scotland with his father.
5. It took over ten hours for me to travel from london's gatwick airport to george bush intercontinental airport.

For more information and practice on **capitalizing proper nouns,** see page 539.

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Publish Your Essay

Extra, Extra Read All About It You are finally ready to share your experience with others. After all, that is the purpose of writing an autobiographical incident. How do you go about getting an audience to read your essay?

- One audience could be an older you. Create a scrapbook of your life with the first entry being your autobiographical incident. It will be fun to look back on these memories later in life.
- Make an illustrated book of all the autobiographical incidents from your class. Place the book in your school library for other students to read.
- Create a "Me" poster you could share with your class. Include your autobiographical incident along with pictures and mementos that tell your hobbies, likes and dislikes, and plans for the future.

PORTFOLIO

Reflect on Your Essay

Building Your Portfolio Your essay is finally written and published. Now, take the time to think about *what* you wrote and *how* you wrote. Reflecting on work that you have completed will make you a better writer in the future.

- What did you find difficult when writing about yourself? What did you find easy?
- Think back on all the steps you took before you actually began writing your autobiographical incident. Which of these steps would you use again when writing another paper?

TIP As you proofread your essay, use a dictionary to make sure you have spelled words correctly. Don't guess about the correct spelling.

YOUR TURN 9 Proofreading, Publishing, and Reflecting on Your Essay

- Correct grammar, usage, and mechanics errors. Pay particular attention to the capitalization of proper nouns.
- Publish your essay using one of the suggestions above.
- Answer the Reflect on Your Essay questions above. Write your responses in a learning log, or include them in your portfolio.

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MINI-LESSON TEST TAKING

Writing Description for Tests

In an essay test, you may be given a question that asks you to describe a person, place, or thing. Your description should include action details and sensory details. Read the following descriptive writing prompt. How would you answer this type of essay question?

> Think about your friends. Choose one and write a letter to your teacher in which you describe your friend. In your letter, describe in detail what your friend looks like and how your friend acts.

TIP Handwriting is important when answering an essay question. Your teacher or another test grader will not be able to read your answer if your handwriting is not **legible,** or easy to read. To make sure your answer is legible, use your best handwriting. You can print or write in cursive. Choose the style that will be easier for others to read.

THINKING IT THROUGH Writing a Description

STEP 1 Read the prompt to see what it is asking you to do. What is your topic? Who is your audience?

The prompt is asking me to write a letter describing a friend. I will describe how my friend Reggie looks and acts. The audience is my teacher.

STEP 2 List action and sensory details that describe your subject. To picture the details, close your eyes and imagine the subject right in front of you.

Action details: makes good grades, does nice things (shared his sandwich), plays baseball

Sensory details: has curly, short, black hair and brown eyes, is tall (5 feet 3 inches) and thin (about 95 pounds), has a squeaky voice, smells like apples because he always uses apple shampoo

STEP 3 Decide how you will organize your details. Then, write your description.

First paragraph: I will tell what Reggie looks like.
Second paragraph: I will tell how he acts.

STEP 4 Read your description, checking for details that allow your reader to see your subject clearly.

I will check to see that I have a really good description of what Reggie looks like and how he acts.

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Connections to Literature

Writing a Narrative Poem

Just as there are different types of stories—funny, sad, scary—there are different ways to present them to an audience. One way to present a story is by writing a narrative poem. A **narrative poem** has characters and a beginning, middle, and end. When you wrote your autobiographical incident, you wrote a *prose* narrative. Now you have a chance to be a poet by writing a narrative *poem.*

Start with the Basics It is not difficult to create a poem once you understand how poems are written. Poets say things in unusual ways. They often use very few words, so they have to select their words very carefully. Poets use sounds and figurative language to express their thoughts and feelings and to paint a picture of people, places, things, and actions.

The following list will provide you with the definitions and examples of the most common poetic elements.

Alliteration is the repetition of consonant sounds, especially sounds at the beginning of words.

Sara certainly saw Sam sail to Sardinia.

Bobby built rubber baby buggy bumpers.

Figurative Language is descriptive language that is not meant to be taken literally. Figurative language is used to express an idea by making a comparison that will give readers a clearer picture of the idea. For example, saying a noise is loud is not as clear as comparing the noise to eighty bowlers all making strikes at the same time. Three types of figurative language are *personification, simile,* and *metaphor.*

- **Personification** is describing something that is not human, such as an animal or object, as if it were human by giving it human qualities.

  The *joyful* sparrow chirped *hello.*

  Each morning the alarm clock *screams* at me to get out of bed.

- **Simile** compares two different things using the word *like* or *as.*

  Like a statue, I sat motionless.

  The leaves fell as quietly *as* a whisper.

- **Metaphor** compares two different things by saying one is the other.

  He *is* a bottomless pit, eating everything in sight.

  When she first wakes up in the morning, her hair *is* a tangled bird's nest.

Seeing Is Believing Read the narrative poem on the next page. What event is the poet relating? What are his thoughts and feelings? What other examples of alliteration or figurative language can you find?

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Foul Shot

by Edwin A. Hoey

With two 60's stuck on the scoreboard
And two seconds hanging on the clock,
The solemn boy in the center of eyes,
Squeezed by silence,
Seeks out the line with his feet,
Soothes his hands along his uniform,
Gently drums the ball against the floor,
Then measures the waiting net,
Raises the ball on his right hand,
Balances it with his left,
Calms it with fingertips,
Breathes,
Crouches,
Waits,
And then through a stretching of stillness,
Nudges it upward.
The ball
Slides up and out,
Lands,
Leans,
Wobbles,
Wavers,
Hesitates,
Exasperates,
Plays it coy
Until every face begs with unsounding screams—
And then
And then
And then,
Right before ROAR-UP,
Dives down and through.

Figurative language: personification—silence is squeezing the boy

Alliteration—lands and leans

Alliteration—wobbles and wavers

Figurative language: personification—the ball is playing it coy

TIP As you read the narrative poem, notice that

- the incident can be the title of the poem
- a narrative poem does not have to be autobiographical
- events are written in chronological order so the reader can understand the incident
- placing one word on a line can emphasize that word or thought
- exact verbs provide an accurate description of the action

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Got the Idea? How did the author of "Foul Shot" fit a story into a poem? As you can see, the author based his poem on a specific incident. The poem describes, in order, the events that happened during a free-throw shot. The poet did not take five pages to describe the incident, nor did he just list the events by saying, "The boy bounced the ball a few times, threw it, and it went into the basket." Instead, he selected his words carefully and used alliteration and figurative language. The poet's words put you there in the gym. You can see the action clearly and feel the crowd's hopes and the boy's nervousness.

The Ball Is in Your Court Now that you have read an example, try writing your own narrative poem by following the steps below.

1. Brainstorm an incident to write about that you don't mind sharing with others. The incident could be the title of your poem.
2. In the first stanza (group of lines), describe where the character is and how he or she feels. You can write about yourself or a **fictional,** or made-up, character.
3. In the second stanza, describe what the character is doing and what he or she is thinking. Remember, each line does not have to be a complete sentence. You can write a phrase or one word on a line.
4. In the last stanza of your poem, tell how the incident ends.

Making It Better Once you have written the basic events that make up your narrative poem, you can revise your poem. You want to make sure you have used the best words to relate your ideas and feelings. Use the following suggestions to add poetic sounds and descriptions to your poem. Remember, a poem does not have to rhyme unless you want it to. There are other poetic elements you can use. Look for places where you can

- make several words that are near each other all begin with the same sound
- give human qualities to a feeling, animal, or object
- compare two unlike things using *like* or *as*
- compare two unlike things by saying one *is* the other

Writing and Revising a Narrative Poem

Write a narrative poem using the steps above. Then, revise your poem by adding as many of the poetic elements on page 42 as you can. Make a clean copy of your narrative poem and share it with a friend or give a **dramatic presentation** of your poem to your class.

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Telling a Story

The art of storytelling has been around for a very long time. Before people could write, they told stories. Early storytellers would explain things in nature, teach lessons, and retell historical events. The **oral tradition** continued as these stories were passed from one generation to the next.

People still enjoy listening to a good story. In order to make a story entertaining, storytellers plan and practice before sharing a story with an audience. You can use the following guidelines as you prepare to tell a story.

WHAT'S AHEAD?

In this section you will tell a story. You will also learn how to

- **keep your audience's attention**
- **make your story entertaining**
- **understand your audience's needs**

Plan Your Story

To keep your audience's attention, plan to give them what they want—action. Choose an incident that has more "doing" than "describing." Your story will be more interesting if it keeps moving with action details.

You should also plan to tell your story in **chronological order.** You want your audience to be eager to find out what will happen next. Build **suspense** by saving the outcome until the very last moment. Jotting down the events on note cards will help you. Use three note cards, one each for the beginning, middle, and end of your story.

Your audience will also want **background information.** What will the audience need to know to understand your story? Answer this question before you begin practicing.

TIP Use formal language when telling your story. Use informal language, such as slang, only when a character is speaking and you are sure your audience will understand it.

Practice Your Story

Before you tell your story in front of an audience, you will need to practice what you have planned. You will also need to practice making your story entertaining. How do you do that? It's simple.

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TIP Language, especially sayings or names for things, reflects different regions and cultures. For example, do you say *you, y'all,* or *you guys* when talking to a group? If possible, include in your story the specific words and phrases that a character from a different culture or part of the country might say.

Speak Out Your voice is the most important tool when telling a story, so use it. Practice speaking loudly enough for the people in the back row to hear; talk slowly and clearly enough for your audience to understand you. Also, practice changing the levels of your voice to change the mood. For instance, whispering adds suspense, and yelling suddenly can show surprise. You can even change your voice entirely. Try using different voices so the audience will know when different characters are speaking.

Show and Tell Words alone cannot express a story fully. Facial expressions and gestures are important as well. Don't tell everything; practice showing your actions. If you were telling a story about falling off your mountain bike, you might fall to the floor, grab your knee, and grimace as if in pain. You can include **sensory details** in your story by using gestures, too. For example, covering your ears shows that you heard a loud noise.

Practice Makes Perfect Practice telling your story in front of a friend and let your friend make suggestions on how you can improve your presentation. Make sure that you tell your story to your friend the same way you would tell it to a real audience. Keep the events in order, include background information, and use your voice and gestures.

Share Your Story

As you share your story, maintain eye contact with your audience. By looking at your audience, you can tell what they need. If the faces in your audience look puzzled, give background information or a more detailed explanation. If your audience is distracted or, worse, falling asleep, wake them up by performing an action or speaking in a different voice. The more lively you are, the more your audience will enjoy your story. Have fun. Telling a story should be an enjoyable experience for the audience and for you.

Reference Note

For more on adjusting **volume, rate, pitch** (your voice's highs and lows), and **tone** (or mood), see page 722. For more on **oral interpretation,** see page 725.

YOUR TURN 11 Telling a Story

Follow the guidelines above to share a story and make connections with your classmates. As you tell your story and listen to your classmates' stories, do you notice similar experiences?

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1 Choices

Choose one of the following activities to complete.

▶ CAREERS

1. When I Grow Up Read an autobiography or biography about a person who has a career that interests you. When you are finished, write a **journal entry** telling one thing that surprised you about the person and the career.

▶ SPEECH

2. Telling Tales All cultures have stories that have been passed on from one generation to the next. These stories, called folk tales, come from the **oral tradition.** Even though folk tales reflect the particular culture that created them, folk tales from different cultures have common features, such as magic and talking animals. Read and compare two folk tales from different cultures, and present your findings to your class in a **speech.**

▶ DRAMA

3. Another Life With a few other classmates, present a **dramatic interpretation** of a play based on the life of a real person. For example, *The Miracle Worker* is about Helen Keller. You can find plays in the drama section of your school or local library.

▶ WRITING

4. Larger Than Life Write a **tall tale,** a story full of exaggerations, by taking a real incident and describing it with larger-than-life details. For instance, you could write about the time you went fishing. The fish you caught weighed two pounds and did not put up much of a fight. In your tall tale, however, the fish weighed twenty pounds, and it took you *and* a friend to drag it into the boat!

▶ TECHNOLOGY

5. You've Got Mail If you have access to e-mail, send an **e-mail message** to a friend describing an event that has just occurred in your life. Make sure you give background information so your friend will understand what happened.

PORTFOLIO

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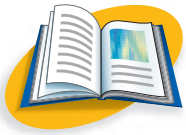
Reading Workshop



Reading a Newspaper Article
PAGE 50

Writing Workshop

Writing a Newspaper Article
PAGE 58

Focus on Viewing and Representing

Producing a Newspaper
PAGE 76

Focus on Viewing and Representing

Producing a TV News Segment
PAGE 79

You and your classmates are riding the bus to school when suddenly the bus stalls. The bus driver tries to start the bus, but is unsuccessful. A trip that normally takes thirty minutes has turned into a two-hour ordeal. This event has made a big impression on you, but you probably will not see it reported on tonight's newscast or in tomorrow's newspaper. What makes some events worth reporting in the news and others not? Newsworthy events are not just recent events. They must also affect many people or simply grab people's attention.

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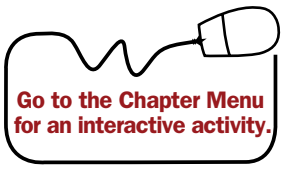
YOUR TURN 1

Looking at the News

Find an example of a news story. You can watch the news on television, listen to the news on the radio, or find a news article in a newspaper or magazine. Then, answer the following questions about the story you found.

- What event is the news story about?
- Who would want to know about this event?
- Why do you think this event made the news?



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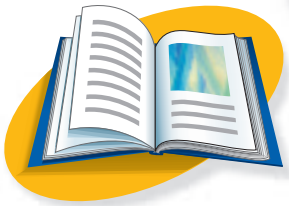

Reading a Newspaper Article

WHAT'S AHEAD?

In this section you will read a news article. You will also learn how to

- **identify the main idea of a news article**
- **recognize the pattern of a news article called inverted pyramid structure**

Can an orphaned baby whale survive without its parents? Students in California are asking the same question. They have been logging onto the Internet to check the status of the baby whale ever since she was returned to the ocean. What started as a history project focusing on current events has turned into something more. Find out what students have learned from this project by reading the news article on the next page.

Preparing to Read

READING SKILL

Main Idea The **main idea** is the most important point a writer wants to make. Sometimes the main idea is *stated.* This means it will be written in a sentence or two. Other times the main idea is *implied,* or suggested. In that case, you will have to look for clues to figure out the writer's most important point. As you read the following article, see if you can figure out the main idea.

READING FOCUS

Inverted Pyramid Structure A news event is made up of many details that answer the *5W-How?* questions.

- *Who* was involved?
- *What* happened?
- *When* did the event take place?
- *Where* did the event occur?
- *Why* did the event happen?
- *How* did the event happen?

News writers organize these details in an **inverted pyramid** (upside-down triangle) **structure** that begins with the most important details and ends with the least important details. Why do you think news articles are organized this way?

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Reading Selection

Read the following news article. In a notebook, write the answers to the numbered active-reading questions in the shaded boxes. The underlined words will be discussed in the Vocabulary Mini-Lesson on page 56.

FROM LOS ANGELES TIMES; ORANGE COUNTY EDITION

Whale Watch: Kids Use Internet to Track Progress of Newly Freed J. J.

BY LISA RICHARDSON

MISSION VIEJO—Marine experts from Sea World are using the latest radio transmission technology to monitor J. J., the newly freed gray whale.

Ten sixth-graders at Barcelona Hills Elementary School in Mission Viejo are doing the same thing, using the Internet.

Since the fifteen-month-old whale was orphaned last year, the group has followed her arrival at Sea World, how she has adapted to her handlers and, most recently, her return to the ocean and ride to freedom Tuesday.

The group has amassed an encyclopedic amount of whale knowledge over the months, and students can spout whale family classifications, whale dietary habits, and whale growth patterns with ease.

The group, students of history teacher Kaye Denison, spent most of Thursday morning on the Internet, checking reports on the whale's progress.

Having followed J. J. for so long, the eleven- and twelve-year-olds have put some thought into why—beyond scientific reasons—saving her life and studying her is important.

They have concluded that even if animals and mammals don't love human beings, it's natural for humans to love them.

At their school, the kids care for frogs, snakes, a chameleon, a skunk, an iguana, fish, and water turtles. They are sure the animals are indifferent toward them, but it doesn't stop them from liking the creatures.

"I heard on the news that you're not lonely and your life is not so stressful with animals in it, and I think it's true," said Sean Kingsmill, twelve.

"I mean, people are lonely," A. J. Young said.

1. What have the sixth-graders been doing for several months?

2. How are the students keeping track of J. J.'s progress?

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"For example, wouldn't you be lonely if you didn't live at all with anybody, and wouldn't you want a dog or something?"

Learning about the whale has been fun. They know that J. J. weighs more than 17,000 pounds, is 29 feet long, and gains 2 pounds every hour. Killer whales are natural enemies of gray whales, and while adults eat plankton,[1] J. J. existed mostly on a mixture of milk, powdered fish, and warm cream passed through a tube into her stomach.

"It's important to save her because they come from an extinct [endangered] species, and it's good since they're coming back up," said Danielle Howannesian, eleven. "Besides, babies are always cute."

It is largely affection for the baby whale that keeps them interested in her plight.

They sympathized with J. J.'s orphanhood and her efforts to learn survival skills. When she was released, the group felt bad for the whale's disappointed handlers, who said J. J. did not make her typical sound of gratitude before swimming away. But they believe J. J. will miss her handlers after awhile. . . .

For now the group relies on updates posted to the Sea World Web site . . . , but by next Friday, the satellite tracking system should begin receiving transmissions directly from J. J., and the students will have access to more current information.

But the class doesn't spend all its time on J. J. For another project in Denison's class, the children had to pretend they were Hollywood location scouts and, using computers, map important sites in ancient Egypt. The project was coupled with lessons on chemical warfare in neighboring Iraq and political tension in the region.

"My class is actually an ancient history class, but because we're really involved in current events, we tie in whatever is happening in the world," Denison said.

Members of the "Barcelona Hills J. J. Fan Club"—what one student dubbed the group—say they will follow the whale's progress until they are sure she is safe or has joined a pod of whales.

"We've been with it this long," said Lindsay Murray, twelve. "We have to make sure that she's going to be OK."

1. **plankton:** microscopic animals and plants.

3. Do you think the information in the second paragraph above should appear earlier in the article? Why or why not?

4. According to the first paragraph above, why does this project interest students?

5. Is the information in the two paragraphs at the top of this column necessary to understand the class's "J. J." project? Why or why not?

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First Thoughts on Your Reading

1. **What is this article about?**
2. **Where are the most important details in the article located?**

Main Idea

READING SKILL

Behind the Wheel What do a bicycle wheel and a news article have in common? You may have noticed that the spokes on a bicycle wheel lead directly to the hub, which is the central point of the wheel. News articles also have a central point, or **main idea.** All the details lead the reader to the main idea, which can be stated or implied. A **stated main idea** is one that is written out in a sentence or two.

Example:
Brian Caspar's quick thinking saved his friend's life.

An **implied main idea,** or suggested main idea, is not found in a specific sentence. The reader must look at how the supporting details are related to figure out the implied main idea.

Example:
Brian Caspar found his friend lying unconscious on the floor. After calling 911, Brian began CPR before paramedics arrived. His friend is now in stable condition.

All the details in the example above support the main idea: Brian thought quickly and saved his friend's life.

Read the news article below. Can you identify the main idea? Use the Thinking It Through steps on the next page if you need help.

TIP Whether you are reading a newspaper article, a short story, or a research report, you should look for a main idea. Finding the main idea will help you understand the supporting details.

To make room for a new playground, Urban Demolition, Inc., used dynamite to demolish the old Paramount Theater on Elm Avenue last Wednesday.

The demolition took approximately nine seconds from start to finish. Dust hovered over Elm Avenue and the surrounding areas for several hours.

Urban Demolition crews estimate that it will take a week for them to clear the rubble.

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THINKING IT THROUGH

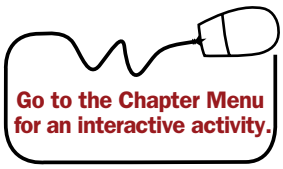
Identifying the Main Idea in a News Article

STEP 1 Identify the main idea by asking, "*Who* (or *what*) did *what* and *why?*"

Urban Demolition, Inc., demolished the Paramount Theater to make room for a playground.

STEP 2 Check to see that you identified the main idea by asking, "Do all the details support my answer?"

The details tell me how long it took, what happened afterward, and what will happen in the future. They all relate to the demolition.



YOUR TURN 2

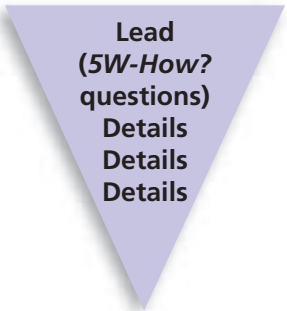
Identifying the Main Idea

Re-read the news article on pages 51–52. Then, use the Thinking It Through steps above to identify the article's main idea.

READING FOCUS

Inverted Pyramid Structure

Why Save the Best for Last? After dinner, you can have dessert. After you clean your room, you can see your friends. Have you ever asked yourself, "Why do I have to *wait* for all the good stuff?" You don't have to wait when you read a news article.



News articles are arranged in an **inverted pyramid structure.** An inverted pyramid is an upside-down triangle. The wide part of the triangle holds the *lead.* The **lead,** which can be more than one paragraph long, is the beginning of a news article. It summarizes the most important information about an event by answering the *5W-How?* questions: *Who? What? When? Where? Why?* and *How?* Readers who are in a hurry can understand the event by reading just the lead.

The rest of the news article provides readers with more information about the event. The details are presented in order from most important to least important. Why? If an article is longer than the amount of space the news editor has set aside for it, some of the information will need to be cut. Cutting is easy when the least important details are at the end of the article. The news

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editor can start at the end and cut details until the article fits its assigned space. An inverted pyramid structure saves time for both the reader and the news editor.

Cut to Fit Edie, a newspaper editor, has room for a four-paragraph article, but the following article has five paragraphs. Notice how Edie rearranged the details so that the important ones are at the beginning, then cut the unimportant details so the article now has only four paragraphs.

Malcolm Scott, CEO of Happy Faces Corporation, announced plans today to build a new amusement park west of downtown.

~~"I can't wait for the park to open," said eleven year old Hector Garza. "I will be the first one in line."~~

"We want to give people, especially kids, a fun and exciting place to visit," said Scott.

The park will be a good source of entertainment, say city officials. It will also create jobs and bring additional money to the community from tourists.

Construction for the new amusement park will begin in September and should be completed by the end of April. The grand opening is scheduled for the beginning of May.

Answers to *who, what,* and *where*

Answers to *why*

Answers to *how* and *when*

TIP The paragraphs in a newspaper article are usually very short, sometimes only one or two sentences. Shorter paragraphs with fewer details make reading a news article easier and more efficient.

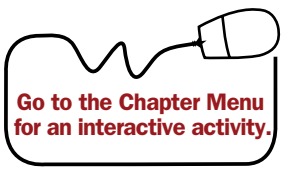
TIP How does an editor decide which details are less important than others? You already know that the *most* important details answer the *5W-How?* questions about the topic. Among the details that follow the lead, those judged more important than others might be ones that

- are more recent
- concern more readers
- are more attention-grabbing

YOUR TURN 3 Editing a News Article

Make a copy of the news article on pages 51–52. In a group, reread it with news editors' eyes.

- After reading, discuss whether the answers to the *5W-How?* questions are in the lead. If they are not, rearrange the paragraphs so that the answers are at the beginning.
- Then, cut the least important details in the article so it will fit in a space for a fifteen-paragraph article. You will need to cut four paragraphs. Use the second Tip in the margin above to decide which details are less important.



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MINI-LESSON VOCABULARY

Multiple-Meaning Words

When you read the newspaper, do you ever get confused by a word you have known for years? When that happens, you have probably stumbled upon a **multiple-meaning word,** a word with more than one meaning.

- A multiple-meaning word can have two or more very different definitions.

Examples:

Marcus *filed* the papers. (to put in place)

The band members *filed* onto the field. (to move in a line)

- A multiple-meaning word can be used as more than one part of speech.

Examples:

If you know the answer, raise your *hand.* (part of the body—noun)

Can you *hand* me the hammer, please? (to give by hand—verb)

THINKING IT THROUGH Understanding Multiple-Meaning Words

The following steps can help you find the correct meaning of a multiple-meaning word. The example below is from the reading selection.

Example:

"Members of the 'Barcelona Hills J. J. Fan Club'—what one student dubbed the group . . ."

I think dubbed means "you record over the original," but that definition doesn't make sense here.

▶ **STEP 1** Look at how the word is used in the passage. What do the words and sentences around it tell you?

The sentence says that one student dubbed the class the "Barcelona Hills J. J. Fan Club." It sounds like dubbed means "to name."

▶ **STEP 2** Check your definition in the original sentence. Ask yourself, "Does this definition make sense?"

"Members of the Barcelona Hills J. J. Fan Club—what one student named the group . . ." That makes sense to me.

PRACTICE

Use the steps above to define the following multiple-meaning words. The words are underlined for you in the reading selection.

1. marine (page 51)
2. spout (page 51)
3. concluded (page 51)
4. scouts (page 52)
5. pod (page 52)

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MINI-LESSON TEST TAKING

Answering Main Idea Questions

Just as a lead will tell you the most important points of a news article, a main idea will tell you the central point of a reading passage. When you take a reading test, you may be asked to identify the main idea of a reading selection. Read the following passage and question. How would you answer the question?

> Gray whales exhibit a number of interesting behaviors. They often show their flukes, or tails, when they dive. A diving whale is said to be *sounding.* Gray whales can also leap out of the water and fall back, creating a big splash. This type of behavior is called *breaching. Spyhopping* occurs when a whale peeks its head vertically out of the water, possibly to see above the surface. You can see the behaviors of gray whales off the west coast of the United States from late fall until early spring.

What is the main idea of this passage?

A. Whale watching is a fun activity.

B. Whales can leap out of the water.

C. Spyhopping allows whales to see above the surface.

D. Gray whales display many interesting behaviors.

THINKING IT THROUGH — Identifying the Main Idea

STEP 1 Decide what the question asks.

I need to find the main idea.

STEP 2 Look at what all the details have in common. The details should point to the main idea. **Hint:** Pay attention to the first and last sentences. Sometimes you may find a sentence that states the main idea.

All of the details describe the behaviors of gray whales. The first sentence tells me that gray whales have different behaviors, and the last sentence tells me where and when I can see them.

STEP 3 State the main idea in your own words. Then, look for an answer that closely matches your own. Rule out answers that are obviously wrong.

Gray whales exhibit three different behaviors. Answer choice D says something like that.

STEP 4 Check to make sure that the details in the paragraph or passage support your answer.

The different behaviors of gray whales are sounding, breaching, and spyhopping. Those details support my answer.

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Writing a Newspaper Article

WHAT'S AHEAD?

In this workshop you will write a newspaper article. You will also learn how to

- **choose a newsworthy event**
- **organize and evaluate details**
- **analyze cause and effect**
- **vary sentence structure**
- **correct run-on sentences**

The headlines read "Mayor Honors Sixth-Grade Student," "Wind Rips Roof off Middle School," and "Girl Saves Brother from Shark Attack." Interesting events occur every day everywhere—even where you live. Would you like to be the one to tell the story? You can, by writing a news article.

News articles are a form of **expository,** or **informative,** writing. They provide readers with information about events that have happened recently. In this Writing Workshop you will write a newspaper article. Your article will explain an interesting event of your choice.

Prewriting

Choose and Evaluate an Event

Look and Listen Interesting events will not just fall into your lap. To find one, you may need to do a little digging. You won't be digging with a shovel, though. Instead, you will use your eyes and ears. Here are some suggestions you can use to find an event that has already happened.

- Talk to presidents and sponsors of clubs at your school about events that have happened recently.
- Ask members of local organizations, such as the PTA or city council, about recent decisions they have made.
- Make a list of recent events you have observed firsthand.

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Is It Worth It? Would you spend all your time gathering, organizing, writing, revising, and publishing information about an event if no one is going to find your article interesting? Of course not. **Make your time and the readers' time worthwhile by writing about an event that is newsworthy.** An event is newsworthy if it has at least one of the following characteristics.

KEY CONCEPT

Newsworthy Characteristic	Example
The event . . .	
makes a difference in people's lives	World leaders announce plans to help nations' starving people.
is current	A hurricane slams into the East Coast.
involves people who are famous or in power	A famous singer gives a free concert.
touches people's emotions	Students organize a fund-raiser to help an animal shelter buy supplies.

TIP Events can have more than one newsworthy characteristic. For instance, a school newspaper's story about the volleyball team's win in the state tournament is current *and* touches people's emotions. Reporters look for events with more than one newsworthy characteristic so more people will read their articles.

An article's newsworthiness also depends on the purpose of the newspaper. For example, school or community newspapers generally focus on local events. However, city and national newspapers focus on a range of events, from local to worldwide.

YOUR TURN 4 Choosing and Evaluating an Event

- Make a list of events that have happened recently in your school or community.
- Then, evaluate each event on your list by looking for newsworthy characteristics. (Assume you are writing for a community or school newspaper.)
- Choose the event with the greatest number of newsworthy characteristics as the subject of your news article.

Go to the Chapter Menu for an interactive activity.

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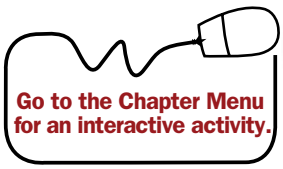
Identify Your Audience

Who Wants to Know? The school board meeting is over. Your teacher wants to know if the school board approved a pay raise for teachers, but you want to know what the board decided about school uniforms.

Different events interest different people. The people who will be interested in the event you have chosen are your **audience.** To figure out the audience for your news article, ask yourself, "Who will be interested in this event, and why?"

Here is how a student identified his news article's audience.

> Event: I am writing about the principal approving a longer passing period between classes at my school.
>
> Audience: I think teachers and students will be interested because this event happened at school, and the longer passing period will affect them.



YOUR TURN 5 Identifying Your Audience

In your notebook, complete the sentences below to identify the audience for your news article.

Event: I am writing about _____.

Audience: I think _____ will be interested because _____.

Gather Details

Just the Facts Your friend tells you he saw a famous sports star. You want to know all about it. "Who? When? Where? Tell me!" you beg.

KEY CONCEPT

Just as you want all the facts of your friend's encounter with a sports star, **your audience will want all the facts of the newsworthy event.** Answers to the *5W-How?* questions will provide your readers with the facts, or details, of the event. The following chart shows specific questions you should try to answer as you gather the details for your news article.

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Who?	Who was involved in the event? (Names are important, but also try to get other details about the people involved, such as titles, ages, or professions.)
What?	What was the event?
When?	When did the event occur? (Get the time and date of the event.)
Where?	Where did the event take place? (Find out the address or location.)
Why?	Why did the event happen?
How?	How did the event happen? (List the smaller events that made up the event.)

The *5W-How?* questions will give your audience the basic information about the event, but some readers will want to know even more. To help your audience fully understand the event, find the answers to these questions as well.

- What are the effects of the event?
- How do people feel about the event?

TIP A news article's **voice** is *objective,* or factual. When you write a news article, use words that simply state the facts. For instance, instead of writing about a "cute cocker spaniel," stick to the facts and write about a "one-year-old cocker spaniel." The dog's age is a fact because it can be proven. "Cute," on the other hand, is a matter of opinion.

Get to the Source You know what information you need, but how do you go about getting the answers to your questions? **Gather details for your news article by interviewing people who witnessed the event or played a part in it.** Even if *you* observed the event firsthand, you should still talk to other people.

KEY CONCEPT

As you interview, take notes about what people say, but also record a few direct quotations. In other words, write down what people say word-for-word instead of summarizing. Readers find direct quotations interesting because they have more force than a summary. You can see the power of a direct quotation in the example on the next page.

TIP In an interview, avoid asking questions with *yes* or *no* answers. Instead, ask questions that will give you more information, such as, "What do you think about the longer passing period?"

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Summary: Neil Armstrong was the first man to walk on the moon. Armstrong felt his first step was an exciting moment not only for him but for the rest of the world as well.

Direct Quotation: Neil Armstrong was the first man to walk on the moon. As he made his first step he said, "That's one small step for [a] man, one giant leap for mankind."

The following example shows the notes one student took as he interviewed people. Notice that he includes details that answer the *5W-How?* questions, information about the effects of the event, and people's reactions to it. The student also recorded direct quotations that support some of the details.

TIP Your job as a reporter is to present a balanced picture of news events. That means you should present a range of different opinions. You will not include your *own* opinions about the event. To give his audience a balanced picture of the event, the student reporting on the extended passing period got direct quotations from people on both sides of the issue.

Who? Principal Reyes

What? He approved a longer passing period between classes.

When? He announced it at today's pep rally.

Where? Main Street Middle School

Why? Principal Reyes agreed that students needed more time to go to their lockers and the restroom between classes.

How? Morgan Sykes passed a petition around last Wed. and Thurs. It was given to Principal Reyes on Fri.—134 people signed it.

What are the effects of the event? Starts Oct. 7. Classes—5 minutes shorter except 7th period. Passing period—5 minutes longer. School is still over at 3:00 P.M.

How do people feel about the event?
Negative reaction: Toby Washington, 7th grade: "I like my classes. I don't want them to be five minutes shorter. Those five minutes give me a chance to start my homework."

Positive reaction: Paul Brook, 6th-grade history teacher: "I'm so happy that instruction will not be interrupted by students leaving class to go to the restroom or their lockers."

Positive reaction: Joanna Tran, 6th grade: "The extra time will help me clear my head after one class and gear up for the next."

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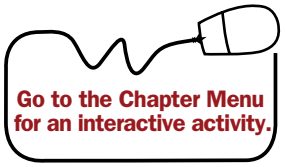
YOUR TURN 6 Gathering Details

Gather details and direct quotations for your news article by interviewing people involved in and affected by the event. Remember that you are looking for answers to the *5W-How?* questions, information about the effects of the event, and people's reactions to the event.

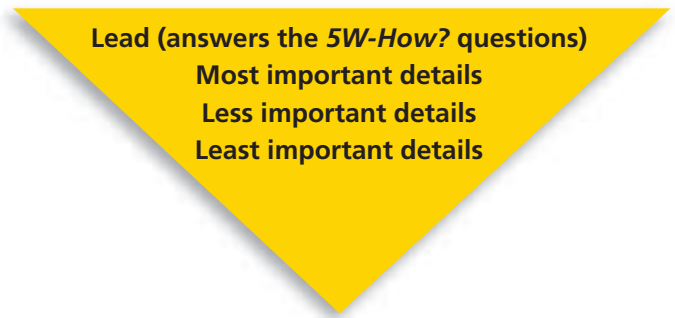


Organize and Evaluate Details

Go Ahead, Spoil Them! Your readers not only want information about an event, they want to read the most important information first. Give your readers what they want by organizing the details you have gathered in an inverted pyramid structure. **In an inverted pyramid structure, the most important details appear at the beginning of a news article, and the least important details appear at the end.** The inverted pyramid structure of a news article looks like this:

Reference Note
For more on **inverted pyramid structure,** see page 54.

KEY CONCEPT



To arrange your details in an inverted pyramid structure, start by identifying the details that will go in the *lead.* The **lead** is the beginning of an article, and it provides the answers to the *5W-How?* questions. If your audience reads only the lead, they will still have an idea of what happened.

Once you know which details go in the lead, evaluate the remaining details, and arrange them in descending, or decreasing, order of importance. How do you organize details from most important to least important? Look at your details about the effects of the event and people's reactions to it. Think about your audience and ask yourself the questions on the following page.

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- **Which details would give my audience a better understanding of the event?** The answer to this question will point to the most important details, the ones that will follow the lead.
- **What additional information is likely to interest my *whole* audience?** You have identified information for the lead and other important details of the event. Look over your remaining notes. What *other* information is likely to interest *all* your readers? This information, though less important than the lead, is important enough for the middle of the article.
- **What information might interest *just a few members* of my audience?** Your audience may contain a group with a special interest in certain details. The "least important" details may still be of interest to this group. These types of details go at the end of the article.

Reference Note

For more on **evaluating details,** see the second Tip on page 55.

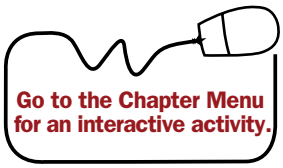
This is how the student writing about the passing period change arranged the details for his news article.

Lead: answers to the 5W-How? questions

Most important details:
—information about when the passing period starts and the effect on class time, passing period time, and school hours

Less important details:
—information about how students feel about the longer passing period
—positive quotation from Joanna Tran and negative quotation from Toby Washington

Least important details:
—information about teachers appreciating the extra time as much as the students do and positive quotation from Paul Brook



YOUR TURN 7 Organizing and Evaluating Details

Organize your details in an inverted pyramid structure. First, place the answers to the *5W-How?* questions in the lead. Then, arrange the remaining details from most important to least important by asking yourself the questions that appear at the top of this page.

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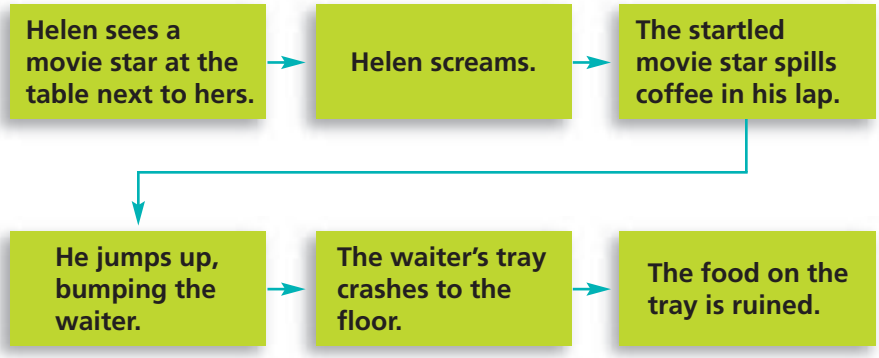
MINI-LESSON CRITICAL THINKING

Analyzing Cause and Effect

Have you ever set a series of dominoes upright in a row? When the first domino in line tips over, it causes the next one to fall, which causes the next one to fall, and so on. Analyzing a cause-and-effect chain is like watching a chain of dominoes, because it involves looking at how one thing leads to another.

Below is an example of a cause-and-effect chain. Can you see how each cause leads to an effect, which then causes another effect, and so on?



Your news article will explain the causes and the effects of an event. As you write, make sure that the relationships between the causes and effects are clear. If you leave out a portion of the cause-and-effect chain, your audience may not fully understand the event. For example, suppose your little brothers are happily playing together in the living room. You leave to get a snack. When you come back, one brother is crying, and the other brother is yelling. What happened? You missed what caused your brothers to fight. Causes and effects need to be connected clearly in order for them to make sense.

PRACTICE

Create five cause-and-effect chains. The following causes will be the first step in each chain. Use your imagination and experience to complete the chains. Each chain should have at least three steps.

1. A river overflows due to heavy rain.
2. A tornado is seen near town.
3. Sixth-grade students take snacks to a local nursing home.
4. Ms. Martinez, a science teacher, wins the Teacher of the Year award.
5. Greg Goldstein sings off-key during the choir's concert.

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Writing

News Article

Framework

Lead

- Attention-grabbing opening
- Answers to the *5W-How?* questions

Body

- Most important details
- Less important details
- Least important details

Directions and Explanations

Capture your audience's attention by beginning your article with an unusual or interesting detail.

Detail Several animals escaped from Pete's Pets on Friday.

Unusual Detail Charlie the chimpanzee led several of his animal friends on a daring escape from Pete's Pets on Friday.

Then, write a sentence that answers, at least, "*Who did what?*" Finally, give the remaining answers to the ***5W-How?* questions.**

Keep in mind your lead may be one to three short paragraphs, depending on the amount of information you gathered.

- Organize the remaining **details** in an inverted pyramid structure. Refer to your responses to Your Turn 7 for the order of these details. Be sure the remaining details include information about the effects of the event and people's reactions to it.
- Group the details in short paragraphs.
- Place **direct quotations** after the details they support.

Go to the Chapter Menu for an interactive activity.

YOUR TURN 8 Writing Your News Article

Now it is your turn to write a news article. As you write,

- keep your audience in mind
- order your details so that the most important ones come first and the least important ones come last
- refer to the framework above and to the Writer's Model on the next page

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A Writer's Model

The final draft below closely follows the framework for a news article on the previous page.

Principal Approves Longer Passing Period

A major change has taken place at Main Street Middle School: The period between each class is now five minutes longer. Principal Alan Reyes approved the longer passing period. His decision was announced at today's pep rally in Loftus Gymnasium.

Eighth-grader Morgan Sykes started the petition that led to the longer passing period. She passed the petition to other students last Wednesday and Thursday. When Principal Reyes received it last Friday, 134 students had signed it.

Principal Reyes agreed that students need extra time between classes. With a longer passing period, students will not have to leave class to go to their lockers or the restroom.

The longer passing period will go into effect on Monday, October 7. From now on, each class except seventh period will be five minutes shorter, and the passing periods will be five minutes longer. School will still be over at 3:00 P.M.

Most students are happy about the change, and they are already making plans for the extended passing time. Sixth-grader Joanna Tran said, "The extra time will help me clear my head after one class and gear up for the next."

At least one student disapproved of the new passing period. "I like my classes. I don't want them to be five minutes shorter," said seventh-grader Toby Washington. "Those five minutes give me a chance to start my homework."

Most teachers will enjoy the extra time as much as the students will. "I'm so happy that instruction will not be interrupted by students leaving class to go to the restroom or their lockers," said sixth-grade history teacher Paul Brook.

Attention-grabbing opening
Answer to *where*
Answers to *what* and *who*
Answer to *when*
Answer to *how*
Answer to *why*
Most important details
Less important details
Quotation
Quotation
Least important details
Quotation

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A Student's Model

When you write a news article, you want to choose a newsworthy topic. Natalie Banta and Amy Tidwell, reporters for Olympus Junior High's online newspaper the *Olympian,* write about an important school event—the principal leaving.

Mr. Sagers Moves to Cyprus High

Attention-grabbing opening

Maybe you have heard the rumor about Principal Sagers leaving Olympus Junior High School. Well, it is true. Mr. Sagers was promoted to be the principal of Cyprus High.

Answers to *who, what, why,* and *how*

The new principal of Olympus Junior High (OJH) will be Linda Mariotti. She has been the assistant principal at Bonneville and at Granite High, a coordinator at the Jones Center, and a language specialist. We will meet her next September.

Answer to *when*

Most important details

When we asked Principal Sagers what he would miss the most about OJH, he answered that he would miss the attitude of the community. "Everyone seems to have high expectations of learning," he said.

Less important details

Some of Principal Sagers's greatest accomplishments have been in the area of technology. He said, "We've achieved a lot [in the area of technology] in the last two years. We've also tried to create a positive climate and beautify the school." If Principal Sagers were not leaving, he would continue increasing literacy. "The goal was to identify all students not reading on their grade level. We're using technology as a vehicle to enhance instruction," he said.

Least important details

It is hard to go to a new school for everyone, but Principal Sagers said, "The first year at a new high school [for a principal] is extremely difficult. It's always hard to start over as a new leader."

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Revising

Evaluate and Revise Content, Organization, and Style

Check and Check Again As you look over a peer's article or your own, you should do at least two readings. First, focus on the article's content and organization. The guidelines below will help you edit your article. Then, in your second reading, go back and look for ways to make sentences stronger by using the Focus on Sentences on page 71.

TIP Try using a **reference source** when you revise the content and organization of your article and edit it for style. Reference sources such as the dictionary, a thesaurus, and Part 3 of this book can help you improve your article.

First Reading: Content and Organization Use the chart below to look for ways to improve the content and organization of your news article. Respond to questions in the left-hand column. If you need help answering the questions, use the tips in the middle column. If necessary, make the changes suggested in the right-hand column.

News Article: Content and Organization Guidelines for Self-Evaluation and Peer Evaluation

Evaluation Questions	Tips	Revision Techniques
1 **Does the lead answer the *5W-How?* questions?**	**Circle** the answers to the questions *who, what, when, where, why,* and *how.*	If needed, **add** answers to the *5W-How?* questions at the beginning of the news article.
2 **Are details in the body given in order from most important to least important?**	**Put a star** next to the details that help the reader better understand the event. **Put a check** next to the details that are not as important and could be cut.	If necessary, **rearrange** the details so those with a star next to them directly follow the lead and those with a check are at the end of the article.
3 **Does the body include details that explain the effects of the event and people's reactions to it?**	**Underline** the details that explain the effects. **Put a box** around the details that show people's reactions.	**Add** details that explain the effects and people's reactions if these details are missing.
4 **Does the article include quotations that support the details of the article?**	**Highlight** each quotation. **Draw an arrow** to the detail each quotation supports.	If needed, **elaborate** the details by adding quotations.

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ONE WRITER'S REVISIONS This revision is an early draft of the news article on page 67.

The longer passing period will go into effect on Monday, October 7. From now on, each class except seventh period will be five minutes shorter, and the passing periods will be five minutes longer. School will still be over at 3:00 P.M.

rearrange

Principal Reyes agreed that students need extra time between classes.

add

With a longer passing period, students will not have to leave class to go to their lockers or the restroom.

Responding to the Revision Process

1. Why do you think the writer changed the order of the two paragraphs?
2. How did adding a sentence improve the writing?

PEER REVIEW

As you look at a peer's news article, ask yourself these questions:

- What makes this article newsworthy?
- How do people feel about this event? Is more than one viewpoint presented?

Second Reading: Style Now that you have revised the content and organization of your news article, you can **edit** the individual sentences. You can improve your sentence style by using a variety of sentences—short sentences and long sentences. An article with too many short, choppy sentences or too many long, complex sentences will be difficult to read. To give your article a variety of sentence lengths, use the following guidelines.

Style Guidelines

Evaluation Question	Tip	Revision Technique
Does the news article have a variety of sentences—both short and long?	**Draw a wavy line** under short sentences.	**Combine** some of the short sentences by using *and, but,* or *or.* (Keep some short sentences for variety.)

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Sentences

Varying Sentences

A news article presents the facts simply and quickly. That does not mean, however, that all its sentences will be short. A series of short sentences can bore the audience. To vary your sentences, use *and, but,* or *or* to combine two short sentences.

All Short Sentences: An ice storm surprised downtown workers last night. Road crews responded. They were not prepared for the severity of the storm. The storm continued until 10:00 P.M. Roads remained icy. Workers found they had two options. They could risk driving. They could stay in their offices.

A Variety of Sentences: An ice storm surprised downtown workers last night. Road crews responded**, but** they were not prepared for the severity of the storm. The storm continued until 10:00 P.M.**, and** roads remained icy. Workers found they had two options. They could risk driving**, or** they could stay in their offices.

TIP A comma generally comes before the *and, but,* or *or* that connects two short sentences.

ONE WRITER'S REVISIONS

School will still be over at 3:00 P.M.

Most students are happy about the change. They are , and

already making plans for the extended passing time.

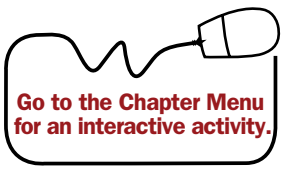
Responding to the Revision Process

How did combining the sentences improve the writing?

YOUR TURN 9

Evaluating and Revising Your News Article

Evaluate and revise the content and organization of your news article, using the guidelines on page 69. Then, use the Focus on Sentences above. If your class did peer evaluations, consider your peer's comments as you revise.



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Publishing

Proofread Your News Article

Upon Close Inspection . . . Mistakes in a news article will distract readers from the facts. Have another person proofread your article to find mistakes you might have missed.

Grammar Link

Correcting Run-on Sentences

Sometimes when you write, your pencil cannot keep up with your thoughts. When this happens, you may write *run-on sentences.* A **run-on sentence** is really two or more sentences that are written as one.

Mick loves old movies he also loves to read.

One way to correct a run-on sentence is to divide the sentence into separate sentences.

Mick loves old movies. He also loves to read.

You can also turn a run-on sentence into a compound sentence by adding a comma and *and, but,* or *or.*

Mick loves old movies**, but** he also loves to read.

PRACTICE

Correct the run-on sentences to the right. First, divide the run-on sentence into separate sentences. Then, rewrite the run-on sentence as a compound sentence by adding a comma and *and, but,* or *or.* If a sentence is correctly punctuated and is not a run-on, write *C* on your paper.

Example:

1. I like the longer passing period my friend does not.

1. I like the longer passing period. My friend does not.

I like the longer passing period, but my friend does not.

1. The passing period will be five minutes longer school will still be over at 3:00.
2. Morgan Sykes talked at the pep rally she received a standing ovation.
3. The students signed the petition asking for a longer passing period the principal agreed with them.
4. Students can use the extra time to go to their lockers they might use the time to go to the restroom.
5. Students will not miss important information by leaving class to go to their lockers or the restroom.

For more information and practice on correcting **run-on sentences,** see page 265.

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Publish Your News Article

Spread the News Before you publish your article, you will need to write a *headline.* A **headline** is an attention-grabbing title for a news article. A good headline will summarize the event in a short sentence that contains an action verb. Action verbs are important because they tell the reader specifically what happened. Look at the examples below.

Examples:
Sixth-Graders **Adopt** Terence the Tarantula
Teachers **Ban** Homework Next Week

After writing a headline for your article, publish it using one of the following ideas.

- With your classmates, publish your articles together in a newspaper and distribute it to your class.
- Record your article on videotape and show it to your class as part of a news segment. See pages 79–82 for more information.
- Submit your article to your school or community newspaper.

COMPUTER TIP

Make your news article look like a real one by typing it in **columns,** or vertical rows. Measure the width of a real newspaper column and set the margins of your document to the same width. Then, select the justify option to make straight edges at both the left and right margins.

Before you print your article, use the print preview feature to see what it will look like. You can usually find the print preview feature in the toolbar.

Reflect on Your News Article

Building Your Portfolio Now, take time to reflect on what you have done. Answer these questions.

- How is a lead for a news article like other introductions for other types of writing? How is it different?
- Would you use interviewing to gather information for other types of writing? Why or why not?

PORTFOLIO

YOUR TURN 10 Proofreading, Publishing, and Reflecting on Your News Article

- Correct spelling and punctuation mistakes. Make sure your article does not contain run-on sentences.
- Write a headline for your article and publish your article using one of the suggestions above.
- Answer the questions from Reflect on Your News Article above. Record your responses in a learning log, or include them in your portfolio.

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Connections to Life

Writing a Newspaper's Advice Column

You have a problem, and you are unsure how to solve it. Of course, you could turn to a friend or relative for help. Would you consider writing to the newspaper? Newspapers feature a special kind of **problem-solution writing** called an advice column. Newspaper advice columns provide information on how to solve all sorts of problems, from personal and financial to car and home repair. They are designed to be entertaining as well as informative.

What Is Your Problem?

Advice columns consist of two parts—the readers' problems and the columnist's answers. Newspapers publish these letters and responses to offer help not only to the person writing the letter but also to other readers who may have a similar problem. Maybe you can identify with this reader's problem below:

> Dear Pat the Problem Solver,
>
> My little brother always gets me in trouble by starting arguments. Then, when my mom comes to see what we are arguing about, he blames me for starting it. I try to explain my side of the story, but it's my word against his. What can I do to keep from being accused of a crime I have not committed?
>
> *Falsely Accused*

Help Is on the Way

What is the solution? An advice columnist does more than just provide the reader with an answer. In a response, you can usually find these items.

- **a restatement of the problem** The first thing an advice columnist does is restate the reader's problem. By restating the problem, the columnist lets the reader know that he or she understands what is wrong.
- **a solution** The next part of the response is the advice. Columnists give readers advice that they can actually use. The advice columnist will offer a solution that the reader can carry out to make the situation better.
- **an example** The final part of the response is an example that shows that the recommended solution really works. The advice columnist may give a personal example or one from someone else who tried the same solution. Readers are more likely to try the advice if they read that the solution has already worked in another situation.

Read the response Pat the Problem Solver wrote to Falsely Accused on the next page. The elements listed above are labeled for you.

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Dear Falsely Accused,

Brothers and sisters often start arguments and then try to pass the blame to someone else. There are two ways you can handle this type of situation. One way is to avoid arguing. When your brother wants to start a fight, walk away and ignore him. However, if you simply cannot hold your tongue, the second way is to discuss (not argue about) the issue in front of your parents. This will keep your little brother (and you) in line. When my little sister wanted to argue, I would ignore her or tell her we should ask our parents what they thought. Suddenly, she would drop the issue. My sister no longer had the fun of seeing me mad or in trouble. Good luck!

Pat

Restatement of the problem

Solution

Example

YOUR TURN 11 Writing a Newspaper's Advice Column

Pretend you are an advice columnist. Choose one of the following letters. Then, use the guidelines on page 74 to write a response. To publish your response, consider producing a newspaper in which you include an advice column or presenting your response in an oral presentation.

My father is coach of the soccer team. He made someone else goalie even though he knew that I wanted the position and that I am a good goalie. He said he didn't choose me because he didn't want to show favoritism. Can you help?

A Fan of Fairness

I just moved to a small school where everyone else has known each other since kindergarten. It has been really hard to make friends, and my shyness doesn't help. Do you have any suggestions?

New Kid in Town

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Producing a Newspaper

WHAT'S AHEAD?

In this section you will produce a newspaper. You will also learn how to

- **organize news articles into sections**
- **write editorials**
- **design the layout of a newspaper**

You and your classmates have written a variety of news articles that would interest others, so why not publish them in your own newspaper? Working with a small group, you can follow the guidelines below to produce a newspaper.

Make a Plan

Use What You Have To fill the pages of your newspaper, you can use the articles you and your group members wrote in the Writing Workshop. First, gather the articles together. Then, put the ones about school events in one stack and ones about community events in another stack.

Hand Out Assignments Your newspaper should include school articles and community articles. If you need more of one type of article, brainstorm a list of story ideas and choose a "reporter" to investigate and write an article.

In addition to school and community news, you will also need two *editorials* and an *editorial cartoon.* **Editorials** are articles that try to persuade readers to think or act a certain way. For instance, you may want to persuade others that your community needs to create bike lanes on busy streets. In the editorial, you would clearly state your opinion and support it with evidence—facts and examples. At the end of the editorial, you would ask your readers to take some action, such as signing a petition or changing a habit. You can also express your opinion in an **editorial cartoon.** Drawing a cyclist riding on top of cars because no room is available on the street would show that bike lanes are needed.

TIP The outline of an editorial looks like this:

Opinion statement
- First reason
  - Fact or example
- Second reason
  - Fact or example
- Third reason
  - Fact or example

Call to action

Reference Note

For more on **persuasive writing,** see page 237.
For more on **editorial cartoons,** see page 752 in the Quick Reference Handbook.

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The Name Game Before you put your paper together, you should decide on an original name for your newspaper. The name should be related to your school or community and appeal to readers. For example, if your school's mascot is an alligator, you could call your newspaper the *Gator Gazette.*

Put It Together

To put your newspaper together, use the instructions in Designing Your Writing below.

Designing Your Writing

Newspaper Layout If your newspaper is clearly organized and appeals to the eye, people will be eager to read it. Your newspaper will consist of four pages. Each page will represent a section.

Page 1—The front page will have a **flag,** the title of the newspaper and the date of publication, across the top. It will also include the most newsworthy school article and the most newsworthy community article.

Page 2—School news section

Page 3—Community news section

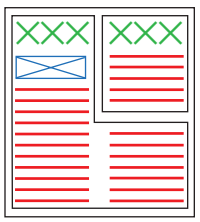
Page 4—Editorial section

Follow these steps to design the layout of your newspaper.

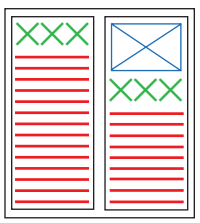
- First, draw what each newspaper page will look like on an $8\frac{1}{2}'' \times 11''$ piece of paper. Use ××× to represent headlines, ≡ to indicate articles written in columns, and ☒ to stand for pictures or graphics. As you design the layout, keep in mind the following guidelines.
  1. Articles in a newspaper should fill a square or rectangular block. Blocks help readers know where an article begins and ends. Look at the examples to the right.
  2. Generally, headlines should not be placed side by side. Headlines attract readers to the article because they are written or typed in a larger size than the articles. If two headlines are next to one another, readers will have difficulty separating them. Look at the difference in the examples to the right.
  3. Each page should have one image. Your group can paste or scan actual photographs onto the pages. If you do not have photographs, you can draw pictures. Make sure that the picture or photograph is related to the topic of the article.

TIP You can add more pages to your newspaper by including other sections, such as sports, movie reviews, and classified ads.

Poorly Designed



Well Designed



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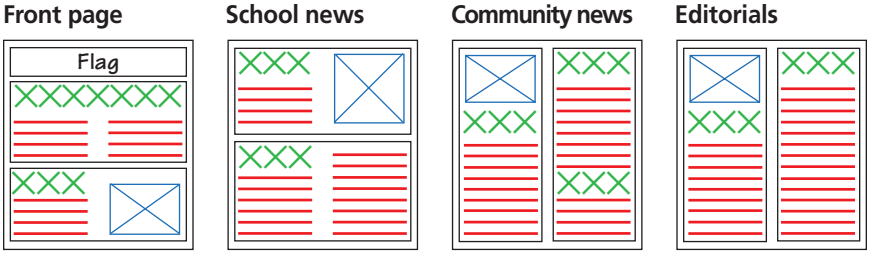
Here is an example of one group's drawing of their newspaper's layout.



- After you have decided on the placement of the articles, you can begin to make the pages of the newspaper. Tape two $8\frac{1}{2}'' \times 11''$ pieces of paper together like a book. Fold the taped paper in half to make four pages. Set your newspaper pages aside.
- On separate pieces of paper, write or type the articles in columns that are two or three inches wide. On an $8\frac{1}{2}'' \times 11''$ piece of paper, you can fit three 2-inch columns or two 3-inch columns. You also need to write or type the flag and headlines, and draw or print the images.
- Finally, glue the flag, the articles, the headlines, and the pictures onto the pages of the newspaper.

Reference Note

For more on laying out articles in **columns,** see the Computer Tip on page 73.

TIP If a news article is too long to fit within the block you have assigned to it, you can cut the article from the bottom. The least important details are at the end because you arranged them in an inverted pyramid structure.

YOUR TURN 12 Producing a Newspaper

In a group, use the following steps to produce a newspaper.

- First, decide whether the articles you wrote in the Writing Workshop are school news or community news.
- Next, assign some reporters to write editorials and others to draw editorial cartoons. If you need more school or community articles, assign reporters to write them, too.
- Then, use the guidelines in Designing Your Writing on pages 77–78 to design the layout of your newspaper.
- Finally, when your newspaper is complete, place it in your school's library so other students can read it.

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Producing a TV News Segment

Watching a news segment on TV can affect you differently than simply reading a newspaper article or listening to a news story on the radio. The visual images that you see on TV can make you feel as if you are witnessing an event firsthand. In this section you and a few classmates will work together to produce a short news segment (around three minutes) that will help others experience the excitement of a news event.

WHAT'S AHEAD?

In this section you will produce a television news segment. You will also learn how to

- **recognize the different roles of a television production team**
- **convert a news article into a script**
- **perform, record, and evaluate your news segment**

Select Your Story

Look over the articles you and your group members wrote for the Writing Workshop. Which one is most newsworthy? Which news article has the greatest potential for interesting visuals? Identify the news article that is both newsworthy and has visual interest, and use it as the story for your news segment.

Reference Note

For more on **newsworthy characteristics,** see page 59.

Choose Your Part

In your group, decide who will play each of the following roles.

- **Producer** The producer coordinates the production and is a link between the camera person and the anchor and reporter. The producer signals the camera person to start and stop taping and points to the anchor or reporter to begin talking. He or she also keeps the cue cards ready for the anchor and reporter to use if they need help with their lines.
- **Camera Person** The camera person is responsible for operating the video camera and taping the news segment.

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- **Anchor** The anchor introduces the news story and the reporter. The anchor almost always sits behind a desk in the studio. Your group can create a studio by setting up a table or desk and chair in front of a solid-color background.
- **Reporter** The reporter presents the details of the event, usually from the scene where the event occurred. If your group cannot get to the scene, the reporter can sit in the studio. Sometimes the reporter sits beside the anchor. Other times the reporter is located in a different part of the studio. The reporter may also interview people who witnessed or were involved in the event.

Prepare the Script

A script tells what will be *said* and *shown* in the news segment. It consists of two parts, audio and video. The audio part includes the music and words that people will hear in your news segment. The video part shows what people will see as they watch your news segment. Look at the example below.

Video: What Is Seen	Audio: What Is Heard
Shot of the studio with anchor behind desk (Begin taping when music starts.)	Begin music
Move in to a close-up shot of anchor	Fade music
Close-up shot of anchor (Put camera on pause.)	Anchor: *Good evening. I'm Fatima Rahman. Tonight we bring you a story about the decision of Main Street Middle School's Principal Reyes to extend the passing period. We go now to our reporter on the scene, Kyle Lucas. Kyle . . .*
Close-up shot of reporter outside principal's office (Begin taping when reporter speaks.)	Reporter: Thank you, Fatima. I'm here at Main Street Middle School where today Principal Reyes announced . . .

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Your group is now ready to write its own script. To turn the news article you have chosen into a script for the news segment, fold a piece of paper in half to create two columns. Label one column *Video* and the other *Audio*. Then, follow the steps below.

Writing a Script	
Step 1	**Write the anchor's dialogue.** In your article's lead, find the answer to the question "Who did what?" The answer will be what the anchor says to introduce the news story. The anchor will also introduce the reporter.
Step 2	**Write the reporter's dialogue.** The reporter will tell the remaining information in the lead and the body of the news article. The reporter will also interview the real people involved in the event or classmates playing the parts. This way, the quotes that are in the article will also be in the news segment.
Step 3	**Write the camera shots.** Next to the dialogue, write the directions for the camera person. The camera person will need to know what images to shoot and when to start and stop taping.
Step 4	**Make cue cards.** Transfer the dialogue to large pieces of poster board. Write in big letters so the anchor and reporter can use the cards for reference.
Step 5	**Decide on hand signals.** The producer will give hand signals to tell the rest of the group when to start and stop. That way, the producer's voice will not be heard on the videotape.

TIP Your group may choose to complete the steps in this chart together, or you may assign specific tasks to different group members.

Practice Your Performance

Practice does make perfect, so you should have several practice sessions before filming your news segment. Time your practices so your group can be sure the segment will not run more than the time your teacher allows.

TIP Check with your teacher to see if your school has video equipment. If not, you can perform your news segment live.

All for One and One for All Each group member should practice his or her role.

- The **producer** should be familiar with the script so that he or she knows when to use hand signals. He or she should also keep the cue cards ready and in order during taping so the anchor and reporter can use them.

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- The **camera person** should practice using the video recorder. He or she should know how to start, stop, pause, and focus the camera. The camera person should also practice moving in for close-ups and pulling back for long shots.
- The **anchor** and **reporter** should be familiar with their lines so that they depend on cue cards as little as possible. Unless they are interviewing someone, they should practice looking directly into the camera when speaking. The anchor and reporter should speak slowly, clearly, and loudly enough for the microphone to pick up their voices.

TIP Anchors and reporters should dress appropriately. Anchors usually dress professionally, and reporters dress for the scene. For instance, a reporter on location at city hall may wear a suit, but a reporter at a football game may wear jeans.

All Together, Now Once your group has practiced a few times and feels confident, do one practice run with the camera. As you watch the video, look for errors your group can avoid the next time you tape. For instance, if the camera person notes problems with shaking or blurring, he or she can try to avoid those same mistakes by holding the camera more steady and focusing more carefully. The anchor and reporter can listen for misreadings or quiet voices. The producer can make sure the transitions between shots are smooth.

TIP Good news segments flow smoothly from beginning to end. If you notice long shots of the anchor or reporter without audio, you should retape those parts to improve the flow of your segment.

Record and Evaluate Your News Segment

Now that you have practiced, make a final tape. Follow the instructions in your script to create your news segment.

When taping is complete, evaluate your news segment. How does it look? With your group, watch the video and ask yourselves the following questions about language, medium, and presentation.

- **Language:** Are the details of the event told clearly and completely?
- **Medium:** Do the sounds and images used enhance the written story?
- **Presentation:** Do the anchor and reporter speak clearly and look directly into the camera? Are camera shots steady and focused?

YOUR TURN 13 Producing a TV News Segment

Follow the guidelines beginning on page 79 to produce a TV news segment. When you finish, share it with your classmates.

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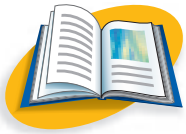
Reading Workshop



Reading a "How-to" Article

PAGE 86

Writing Workshop

Writing a "How-to" Paper

PAGE 94

Focus on Viewing and Listening

Viewing and Listening to Learn

PAGE 112

Here is a riddle for you: How are you and a computer alike? Computers follow a set of instructions to perform a function, and so do you. Think about it. In math class, for instance, your teacher tells you how to turn an improper fraction into a mixed number. This evening, you may heat up a frozen dinner by following the instructions on the box. The instructions you listen to, view, and read are all designed to teach you to complete a process.

Once you know how a process is done, you can share that information by giving instructions. Whether you share instructions orally, in writing, or through a demonstration, your goal is still the same: to teach others what you know.

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YOUR TURN 1

Examining a Process

Find an example of instructions for how to do or how to make something. Share your example with a partner and discuss the following questions.

- Do the instructions tell you how to do something or how to make something? What process do they explain?
- Do you think you could follow the instructions? Why or why not?

Go to the Chapter Menu for an interactive activity.

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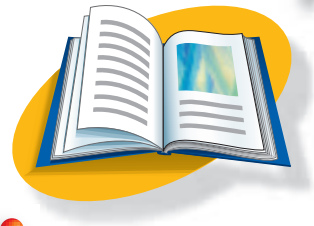

Reading a "How-to" Article

WHAT'S AHEAD?

In this section, you will read a "how-to" article. You will also learn how to

- **make predictions**
- **form mental images from specific language**

Holidays are a special time for families and friends to gather together and celebrate. Holidays are also a great time to do fun activities. Maybe you have made a card for Valentine's Day, planned a picnic for the Fourth of July, or planted a tree for Earth Day. You will read about one of these activities on the following pages. You will also read about a holiday activity that children take part in halfway around the world. Every May fifth, Japanese children make windsocks called *koinobori* (koi•nō´bô•ri) to hang outside their homes to celebrate Children's Day. The instructions for making *koinobori* appear in "Making a Flying Fish" on page 89.

Preparing to Read

READING SKILL

Making Predictions A **prediction** is a guess you make about what will happen next. As you read instructions, you may predict what you will do with the supplies that are listed, what the outcome of a step will be, or what the final product will look like. Predictions give you a purpose for reading. You can find out whether your prediction is right by reading further and finding out what happens.

READING FOCUS

Forming Mental Images Writers of "how-to" articles use **specific language** to name and describe the parts and the activities involved in a process. As you read the "how-to" article on page 89, look for words and phrases that create a picture in your mind of the steps for making a windsock.

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Making Predictions

READING SKILL

I Wonder What Will Happen As you enter your math class, you see that you have a substitute teacher. You go to your seat, get out your review, and begin studying for the test you are about to take. After the bell rings, the substitute announces that the test has been canceled for today. Your friend will have the same substitute teacher later that day, so you go to tell her that her test will be canceled, too. How do you think she will react to the news that the test has been canceled? What if you find out your friend spent four hours studying last night? Now, what do you think her reaction will be? Has your prediction changed?

In life, you are constantly making predictions and adjusting them. For instance, your mind may follow this pattern:

1. what you know	There is no math test today.
2. your prediction	My friend will be happy.
3. new information	My friend studied for four hours.
4. adjusted prediction	My friend will not be happy.

Your mind also makes predictions when you read. The flowchart below shows what your mind is doing as you make a prediction.

Your mind . . .

takes what you already know about the subject → adds information from your reading → forms a prediction that makes sense

As you read on, your mind . . .

checks to see that your prediction is right **or** corrects your prediction using new information

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Try making a prediction now. The following paragraph is from a set of "how-to" instructions for an Earth Day activity. Read the list of materials and steps. Think about what you already know about the subject. Then, make a prediction about what you think the next step will be. If you need help, use the steps in the Thinking It Through below the instructions.

> To plant a tree, you should gather the following materials: tree, shovel, mulch, and a watering can. First, dig a hole twice as deep as the tree's container. The hole should also be twice as wide as the container. Second, remove the container and place the tree in the hole. Then, using the same soil you removed, fill the hole. When the hole is completely filled, apply a two-inch layer of mulch around the base of the tree.

THINKING IT THROUGH — Making Predictions

STEP 1 Read a part of the passage. Ask yourself, "What is the passage explaining or telling?"	*The passage is telling me how to plant a tree.*
STEP 2 Consider the information you have just read. Ask yourself these questions: ■ "Does the information remind me of anything?" ■ "What do I already know about this information?"	*The information reminds me of the time when I helped my mom plant a tree in our backyard. I already know about the materials because we used the same materials.*
STEP 3 Use what you already know, plus clues from the passage, to make a guess about what will happen next.	*I have already been told to plant the tree, but I haven't been told to use the watering can yet. I think the next step will tell me to water the tree.*

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Reading Selection

Read the following article. In a notebook, write down the answers to the numbered active-reading questions in the shaded boxes. If necessary, use the Thinking It Through steps on page 88 for the questions that ask you to make a prediction. The underlined words will be used in the Vocabulary Mini-Lesson on page 92.

Making a Flying Fish

by Paula Morrow
from FACES

Japanese boys and girls have their own special day each year on May 5. It is called Children's Day and is a national holiday. This is a time for families to celebrate having children by telling stories, feasting, going on picnics, or visiting grandparents. . . .

A special feature of Children's Day is the *koinobori* (koi•nō´bô•ri) that families display in their yards—one for each child in the family. A tall pole is placed in the garden. . . . Fish made of cloth or strong paper are attached to the pole. Each fish has a hoop in its mouth to catch the wind. The largest fish is for the oldest child, and the smallest is for the youngest.

1. Based on this paragraph, predict what materials might be discussed later in the selection.

These fish represent a kind of carp known as a strong fighter. These carp battle their way upstream against strong currents. When the *koinobori* dance in the wind, they remind the children of carp leaping up a waterfall. This is

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supposed to inspire children to be equally brave and strong.

You can make your own *koinobori* and fly it from a pole or hang it from your window on May 5. In that way, you can share Children's Day with the boys and girls of Japan.

You need an 18- by 30-inch piece of lightweight cloth (cotton, rayon, or nylon), felt-tip markers, a needle and thread, scissors, a narrow plastic headband, and string.

2. Make a prediction about what you might do with the needle and thread based on this paragraph.

First, choose a piece of cloth with a bright, colorful pattern or decorate it yourself with felt-tip markers. Fold the fabric in half lengthwise, with the bright side on the inside. Sew a seam ½ inch from the long (30-inch) edge, making a sleeve.

3. What do you predict the "sleeve" will be used for?

On one end of the sleeve, make a 1-inch-wide hem by turning the right side of the fabric over the wrong side. Then, sew the hem, leaving three 1-inch-wide openings about 5 inches apart.

Make cuts 5 inches deep and 1 inch apart all around the unhemmed end of the sleeve to form a fringe. This is the fish's tail.

4. How do you know how long the fringe will be?

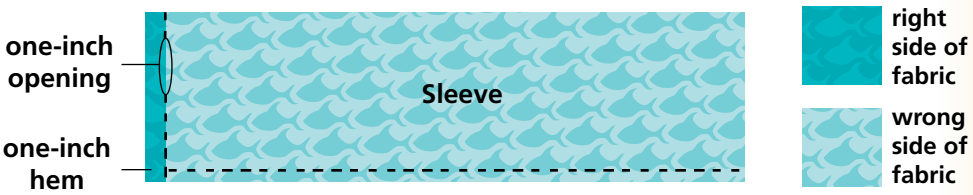
Next, turn the sleeve right side out. With . . . a felt-tip marker, add eyes near the hemmed (head) end (away from the fringed tail).

Thread the narrow plastic headband into the hem through one of the openings. Continue threading it until the open part of the headband is hidden.

Then, tie a 12-inch-long piece of string to the headband at each of the three openings. Tie the loose ends of the strings together.

Finally, hang your windsock from the strings on a tree limb, a clothes pole, or the eaves of your house. On windy days, it will dance like a carp swimming upstream against a waterfall!

5. What word lets you know this is the last step?



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First Thoughts on Your Reading

1. **Could you picture the steps for making a *koinobori*? Why or why not?**
2. **Were your predictions about the materials, the needle and thread, and the "sleeve" correct? If not, identify the information in the selection that helped you adjust your predictions.**

Forming Mental Images

READING FOCUS

It's All in Your Head Pictures in your first books probably helped you understand the words. Even though the books you read today may lack pictures, you can create your own **mental images**—pictures in your mind—using the words on a page.

Most writers of "how-to" instructions know that they should use specific language to describe a process. As a reader, you can use these specific words and phrases to come up with a mental image.

The chart below gives examples of different kinds of specific language. As you read, think about how these examples help a reader *visualize*, or create a mental picture of, a process.

Specific Language	Examples
Numbers	12 x 15 inches, 3 pieces, 450 degrees
Descriptive Words	small circle, large piece of fabric, hollow pipe
Exact Verbs	fold, turn, hang, sprinkle, twist
Comparisons	sew cloth like a sleeve, fold like a hot dog bun
Transitions	after, first, next, finally; above, below, behind, into

TIP Drawing the instructions you read will help you understand a process better. Drawing can make it easier to picture a process. What do you picture when you read, "Turn the poster over and shake gently to remove any excess glitter"? Is it something like this?

YOUR TURN 2 Forming a Mental Image

Find examples of specific language in the selection on pages 89–90. Choose one example and draw a picture of what you see in your mind. Share your drawing with a classmate who drew the same example and discuss the similarities and differences.

Go to the Chapter Menu for an interactive activity.

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MINI-LESSON VOCABULARY

Compound Words

As you read a "how-to" article, you may find words that are unfamiliar to you. Some of these unfamiliar words may be *compound words*. **Compound words** are formed by putting together two or more words to make a new word. A compound word might be written as one word, as separate words, or as a hyphenated word.

Examples: roadrunner
free fall
ice-skating
hand-me-down

THINKING IT THROUGH — Discovering the Meanings of Compound Words

Here is one example of a compound word from "Making a Flying Fish":

You need an 18- by 30-inch piece of lightweight cloth.

STEP 1 Break the compound word down into its parts.

Lightweight breaks down to light and weight.

STEP 2 Define each of the parts.

The word light means "not very heavy." Weight means "how much something weighs."

STEP 3 Use the definitions of the parts to come up with a full definition.

Lightweight must mean "not weighing very much."

STEP 4 Check that your definition makes sense by inserting the definition for the compound word into the sentence.

"You need an 18- by 30-inch piece of not weighing very much cloth." The definition makes sense to me.

PRACTICE

Define the meanings of the following compound words by using the steps in the Thinking It Through above. The words are underlined in "Making a Flying Fish."

1. felt-tip (page 90)
2. headband (page 90)
3. windsock (page 90)
4. upstream (page 90)
5. waterfall (page 90)

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MINI-LESSON TEST TAKING

Making Predictions

Some reading tests may ask you to make predictions. Read the following passage and question. How would you answer the question?

> Several Mexican holidays are celebrated in the United States. One is Cinco de Mayo. Cinco de Mayo is a national holiday in Mexico. On May 5, 1862, a small group of Mexican patriots defeated an invasion by the French army in Puebla, Mexico. Today, Cinco de Mayo is recognized as a celebration of not only that victory but also of Mexican culture.

Based on the information in this paragraph, what might the next paragraph be about?

A. how the French invaded Mexico

B. other Mexican victories

C. how Cinco de Mayo is celebrated

D. French holidays

THINKING IT THROUGH Making Predictions

STEP 1 Read the passage and the question. Try to answer the question in your own words.

I think the next paragraph will talk more about other Mexican holidays.

STEP 2 Look for an answer choice that closely matches your own.

The answer choices don't really say the same thing as my prediction, so I will go to the next step.

STEP 3 If no answer choice matches your prediction exactly, look at each answer choice and ask,

- "Does the choice make sense?"
- "Is this choice supported by information in the passage?" If you cannot support the choice, then it is not the correct one.

If you answer "yes" to both questions, you may have found the right answer.

A—The author has already told me how the French invaded Mexico.

B—The author does not mention other Mexican victories.

C—The passage says that Cinco de Mayo is celebrated to honor Mexican culture. The author could discuss how it is celebrated.

D—The passage is talking about a Mexican holiday, not French holidays.

I think the correct answer is C.

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Writing a "How-to" Paper

WHAT'S AHEAD?

In this workshop you will write a "how-to" paper. You will also learn how to

- **create a time line**
- **elaborate ideas with specific language**
- **use transitional words**
- **use commas in a series**

"Mmm, mmm. No one makes a smoothie as well as you do!" Everyone knows how to make something, whether it is a simple product such as a delicious fruit smoothie or a more complicated one such as a two-level treehouse. Whether the process is easy or difficult, making things takes knowledge and talent. What special skills do you have?

In this workshop you will have an opportunity to share your knowledge with others by writing a "how-to" paper. You will use specific details and **transitional words,** words that connect one idea to another, to give exact instructions for making a product.

Prewriting

Choose a Topic

I Know, I Know Follow the rule successful writers live by: *Write about what you know.* Brainstorm a list of products that you have successfully made before. Consider the following questions.

- Look around your house. What have you built or made?
- What school projects have you made in the past?
- What is your favorite recipe to make?

How Do I Decide? Once you have listed several products, you will need to evaluate them to choose the best one to write about. The chart on the next page shows how one student decided on one of three topics by asking questions about each topic.

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Topic	Have I made this product before, and do I know the process well?	Does this process have a manageable number of steps (between three and five)?
Paper swan	yes	no—it has over five steps
Snowman decoration ✓	yes	yes—it has about five steps
Soapbox car	not really—I helped my big brother make it	no—this probably takes more than five steps

After evaluating each of his topics, the student whose chart appears above chose the topic that had the most *yes* answers. His "how-to" paper will tell others how to make a snowman decoration.

Think About Purpose and Audience

Show Some Consideration Your friend teaches you a great magic trick. You amaze your little brother with the trick, and he begs you to teach it to him. After you explain it twice, your brother is still confused. Obviously, you need to explain the trick to him in a different way.

KEY CONCEPT

Your purpose for writing instructions is to teach someone how to make something. That person could be a teacher, a friend, or even a young child. Before you begin to write, you should consider what information your audience will need. To do that, use the steps in the Thinking It Through below.

THINKING IT THROUGH Considering Your Audience

STEP 1 Identify your audience.	My audience will be fourth-graders.
STEP 2 What words should you define so your audience can understand the process?	The snowman decoration has a muffler. Fourth-graders may not know that a muffler is a scarf.
STEP 3 Ask yourself, "What steps caused me trouble?" How can you make those steps clearer?	I had a problem keeping the sequin eyes in place. I used straight pins to hold them until the glue dried.

TIP Not only do you have a speaking voice, you also have a writing voice. Your writing **voice** shows the attitude you have about a topic. Since you are writing instructions, use a clear, straightforward voice. To do that, leave out information that may distract the reader from the steps you are trying to explain. Get right to the point and focus on the instructions.

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Go to the Chapter Menu for an interactive activity.

YOUR TURN 3 Choosing a Topic and Thinking About Your Audience

Brainstorm a list of products that you have made. Then, make a chart like the one on page 95 and evaluate each product as a possible topic for your "how-to" paper. Choose the product that has the most "yes" answers in the chart.

Once you have a topic, choose an audience. Then, think about the information your audience will need by completing the steps in the Thinking It Through on page 95.

Plan Your Instructions

As Easy as 1, 2, 3 Imagine the frustration of trying to build a model car if the instructions described painting the model before the car was even put together. **Putting steps in the correct order makes the process easier to understand.** Most "how-to" papers are written in **chronological order,** or time order.

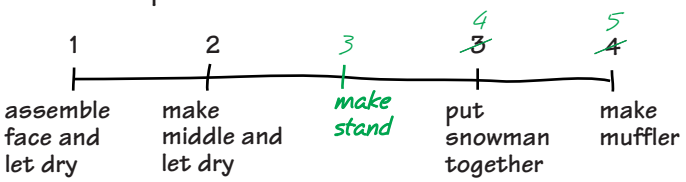
KEY CONCEPT

One way to think of the steps in chronological order is to imagine yourself making the product. As you perform each step, write it on a time line, recording the **progression,** or order, of the process. Then, look over your steps and add anything you left out.

TIP Look over your time line for steps that may distract the reader. Ask yourself, "Does my audience already know how to do this step?" If the answer is "yes," then you do not need that step.

For example, if you were writing instructions for making a peanut-butter-and-jelly sandwich, it would not be necessary to tell readers to open the jar of jelly. They would already know to do that.

Steps to make a snowman decoration:



Next, brainstorm the materials you need to make the product. Think carefully about everything you need. If you forget to list a material, your reader will not be able to make the product.

Go to the Chapter Menu for an interactive activity.

YOUR TURN 4 Planning Your Instructions

Write the steps for making your product in chronological order on a time line. Then, list the needed materials.

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MINI-LESSON WRITING

Elaboration: Using Specific Language

Suppose a friend gave you the following recipe for making Zesty Bagels. Could you follow the directions?

Zesty Bagels

Step 1: Gather materials—pan, bagels, sauce, olives, mushrooms, cheese.

Step 2: Place bagels on pan and pour sauce.

Step 3: Put on toppings.

Step 4: Bake.

As you read the steps, you probably asked yourself many questions. *How many bagels do I need? What are the measurements for the toppings? How long do I bake the bagels and at what temperature?* The recipe leaves you guessing because your friend's directions are not specific.

To help a reader understand a process, you should write your instructions using **specific language.** For example you can give *numbers* to tell how much or how many, such as "six plain bagels." You can also describe supplies using *descriptive words,* such as "finely chopped mushrooms." *Exact verbs* (V) and *transitions* (T) will help tell a reader exactly what to do and where to put supplies.

V
Sprinkle black olives, mushrooms, and
T
cheese evenly **over** the sauce.

Notice how specific language eliminates all guesswork in the recipe below.

Zesty Bagels

Step 1: Gather these materials: a cookie sheet, 6 plain bagels cut in half, 18-ounce jar of spaghetti sauce, ¼ cup chopped black olives, 6 finely chopped mushrooms, and 1 cup grated Parmesan cheese.

Step 2: Place bagel halves on cookie sheet. Evenly spread 1 tablespoon of spaghetti sauce over the face of each bagel.

Step 3: Sprinkle black olives, mushrooms, and cheese evenly over the sauce.

Step 4: Bake in oven at 350 degrees for 15–20 minutes. When done, remove from oven and cool.

PRACTICE

Read the following steps. Then, rewrite the instructions, adding specific language. For more information on specific language, see the chart on page 91.

Directions for Preparing a Can of Soup

Step 1: Gather supplies.

Step 2: Heat soup.

Step 3: Serve.

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Writing

"How-to" Paper

Framework	Directions and Explanations
Introduction ■ Attention-grabbing opening ■ Identification of product ■ Reason(s) for making the product	Grab your reader's attention quickly with an interesting introduction. For example, you could **ask questions** to get your reader involved in your paper. Also, **clearly state reasons** why your reader will want to learn to make the product you will explain.
Body ■ List of materials ■ Step 1 (with specific language) ■ Step 2 (with specific language) ■ Step 3 (with specific language) and so on	In the first body paragraph, **list the materials your reader needs** to make the product. One way to list the materials is to put them in the order in which your readers will use them. Another way is to group similar types of materials together. Then, write the steps in the correct **chronological order.** As you write, you should ■ place each step in a **separate paragraph** ■ elaborate on each step with **specific language.** Specific language includes numbers, exact verbs, comparisons, transitions, and descriptive words. (See mini-lesson on page 97.) Transitions are especially useful because they create **coherence.** That is, they show how all the ideas connect.
Conclusion ■ Restatement of reason(s) and/or ■ Suggestions for using or displaying the product	**Restate the reasons** for making the product. You can also suggest **ways to use or display** the product.

Go to the Chapter Menu for an interactive activity.

YOUR TURN 5 Drafting Your "How-to" Paper

Now it is your turn to draft a "how-to" paper. As you write, refer to the framework above and the Writer's Model on the next page.

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A Writer's Model

The final draft below closely follows the framework for a "how-to" paper on the previous page.

A Snowman of Style

Are you at home with nothing to do? Are you eager to do something fun? If so, you can make a snowman. It is easy and fun, and you can make one without snow.

Attention-grabber

Identification of product

Picture a plump snowman with bright shiny eyes, a muffler, and a black hat. You can make the same winter wonder with these materials, which you can find at many hobby and craft stores:

Reasons for making the product

List of materials

a 5-inch, a 4-inch, and a 3-inch foam ball
two 12-inch black pipe cleaners
one 1-inch orange pipe cleaner
a 2-inch piece of black yarn
three medium-size buttons
two medium-size sequins
a 1- × 15-inch piece of bright cloth
an 8½- × 11-inch piece of black paper
a 2-inch black pompom
two straight pins
scissors
white glue

Step one

The first step is making the snowman's face and hat. The orange pipe cleaner will be the nose. Push the pipe cleaner into the center of the smallest foam ball until it sticks out about ½ inch. Next, make the mouth using the black yarn. Happy snowmen wear smiles. Confused snowmen have mouths like a series of mountain peaks. Choose an emotion for your snowman, and glue the black yarn down to match the feeling you are trying to create. To make the eyes, glue down the two sequins. Use the straight pins to pin the eyes in place while they dry.

(continued)

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(continued)

Snowmen often wear hats. You can make one by cutting a 3-inch circle of black paper. Pin the circle to the top of the snowman's head. Glue the black pompom to the center of the paper, and set the head aside to dry.

Step two

Next, you will make the snowman's middle using the 4-inch foam ball. Cut one of the black pipe cleaners in half to make the arms. Shape each pipe cleaner like a tree branch or jagged line. Then, push each arm in place on the sides of the ball. The three black buttons will make the snowman's shirt. Glue them down the front of the ball. Set the middle aside to dry.

Step three

While you are waiting for the face and middle to dry, you can make a stand to keep your snowman from falling over. Cut a 1- × 5-inch piece of black paper. Form it into a ring by gluing the ends together.

Step four

When everything is dry, you are ready to put the snowman's body together. Take your last black pipe cleaner and cut four 2-inch pieces. Push two of the pipe cleaners in the top of the 4-inch foam ball 1 inch apart. Push the other two pipe cleaners in the bottom of the 4-inch ball 1 inch apart. Make sure you use two pipe cleaners because they will keep the snowman from wobbling. Then, push the snowman's head on top of the pipe cleaners to attach it to the 4-inch ball. Push the 5-inch ball on the bottom pipe cleaners to finish making the snowman's body.

Step five

The final step is making a muffler for your snowman. A muffler is a long fringed scarf that wraps around the neck. The strip of cloth will make the muffler. Create fringe by making cuts into each end of the fabric. Once that is done, tie the muffler around the snowman's neck.

Suggestions

You can make a variety of snow people by changing the style of the hat and clothing. Make a snow woman or snow child. Give your snow person a job. Doctors wear stethoscopes around their necks, and movie stars wear sunglasses.

Restatement of reasons

No matter what type of snowman you choose to create, making one is easy and fun.

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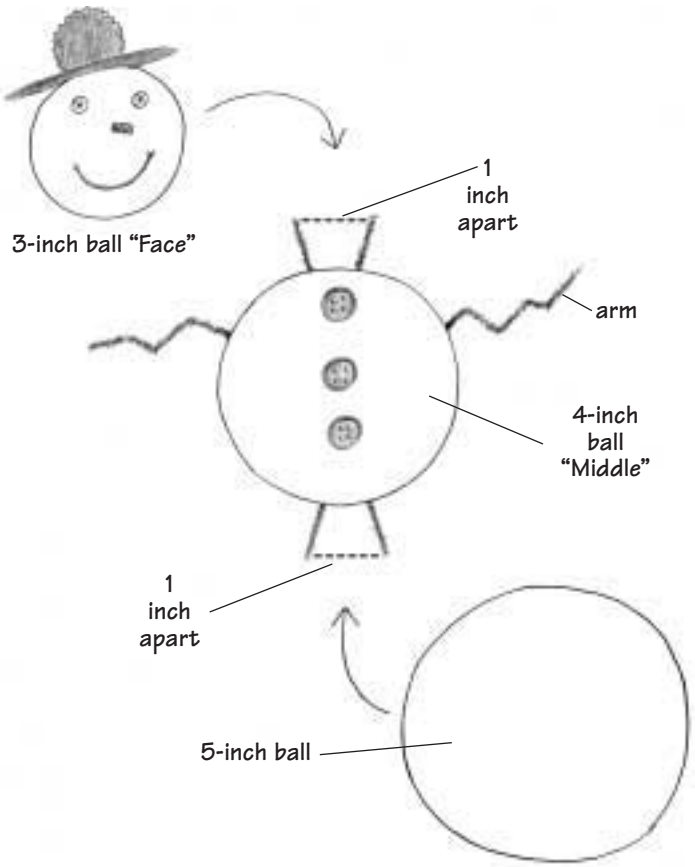
Designing Your Writing

Illustrating Steps in a Process When you are writing a "how-to" paper, consider using pictures to help readers understand what you are writing about. You can show readers how to complete individual steps by drawing pictures of the materials and using arrows or lines to show the action that will take place. You can also provide an illustration of the final product so that readers will know what their product should look like. To illustrate your "how-to" paper, you can print or scan images using a computer, cut out pictures from magazines, or even draw graphics by hand. Below is an illustration drawn by the writer of the Writer's Model to help readers understand one step in his "how-to" paper.



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A Student's Model

It is important to have detailed knowledge and enthusiasm about the product you are explaining in your "how-to" paper. Stephanie Thompson wrote the following paper as a middle school student in St. Peters, Missouri. In it, she shares her knowledge and enthusiasm as she provides the instructions for growing ivy.

Make It Grow

Attention-grabbing opener

Have you ever tried growing ivy from a clipping? It is not as hard to do as it might seem. To get started, the following supplies are needed: an existing ivy plant, a fence or trellis for the ivy to climb, a pan about two inches deep, water, and sunlight.

List of supplies

Step one

First, cut about seven or eight leaves from the ivy plant. Make sure that you cut above where the leaf joins the stem, and cut at the same angle as the leaf grows. Then, fill the pan with water and place each leaf in the water. Let the leaves soak until they form roots that are about three to four inches long.

Step two

Step three

When the roots reach the desired length, it is time to find the best location for the ivy to grow. Although ivy is a hardy plant, it does need some care when it is grown from a clipping. Look for a place where there is plenty of sunlight, good drainage, and where no animals can damage it. Make sure that there is a fence or trellis in the location for the ivy to climb.

Step four

Next, hook the ivy leaves on to the fence or trellis so that the roots are almost touching the ground. As they receive sunlight and moisture from the dew, the roots will grow into the ground and the leaves will continue to sprout upward. In no time the ivy will be covering the fence or trellis, and you can start all over again!

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Revising

Evaluate and Revise Content, Organization, and Style

Two Is Better Than One When revising your paper or a peer's, you should read the rough draft twice. First, look at the content and organization, using the guidelines below. The second time you read, concentrate on the sentences, using the Focus on Sentences on page 105.

First Reading: Content and Organization Use the chart below on your first reading. It will help you evaluate a "how-to" paper and revise its content and organization.

"How-to" Paper: Content and Organization Guidelines for Self-Evaluation and Peer Evaluation

Evaluation Questions	Tips	Revision Techniques
1 **Does the introduction give a reason for making the product?**	**Put brackets** around the reason.	If needed, **add** a reason for making the product.
2 **Does the body list all the materials needed to make the product?**	**Circle** all the supplies needed to make the product.	**Add** any supplies that have been left out.
3 **Are the steps of the process in the correct chronological order? Is each step in a separate paragraph?**	**Write a number** next to each step in the margin of the paper.	If needed, **rearrange** the steps so they are in the correct order and so that each step is in its own paragraph, as needed.
4 **Is each step described with specific language?**	**Underline** numbers, descriptions, comparisons, verbs, and transitions.	If necessary, **elaborate** on the steps by adding specific details.
5 **Does the conclusion restate the reason for making the product and/or give suggestions on how to use the product?**	**Put a star** beside the sentence that restates the reason. **Draw a wavy line** under the suggestions for using the product.	If needed, **add** a restatement of the reason for making the product. **Add** some suggestions for how to use the product.

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ONE WRITER'S REVISIONS Here is an early draft of the "how-to" paper on pages 99–100.

Next, you will make the snowman's middle using the 4-inch foam ball. Cut one of the black pipe cleaners in half to make the arms. Then, push each arm in place on the sides of the ball. The three black buttons will make the snowman's shirt. Glue them down the front of the ball. Set the middle aside to dry. While you are waiting for the face and middle to dry, you can make a stand to keep your snowman from falling over. Cut a 1- × 5-inch piece of black paper. Form it into a ring by gluing the ends together.

elaborate: *Shape each pipe cleaner like a tree branch or jagged line.*

rearrange: *A*

Responding to the Revision Process

1. How does adding a sentence improve this part of the instructions?
2. How does breaking the one paragraph into two paragraphs make the instructions clearer?

PEER REVIEW

When looking over a peer's paper, ask yourself these questions:

- Would I be able to make this product? Why or why not?

Second Reading: Style You have improved the content and organization of your paper. Now you will concentrate on the style of your sentences. One way to improve your style is to use transitional words, such as *first*, *next*, and *finally*. Transitional words connect one idea to another. The following guidelines will help you.

Style Guidelines

Evaluation Question	Tip	Revision Technique
Do transitional words connect one step to another, creating coherence?	▸ **Highlight** each transitional word.	▸ **Add** transitional words to paragraphs that need them.

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Transitional Words

A reader should be able to follow your ideas as easily as a driver follows road signs. Adding **transitional words** between your thoughts will steer the reader in the right direction. Notice how the underlined transitional words make this paragraph easy to read and understand.

> To make a tie-dyed shirt, first you will need to wrap rubber bands around several parts of a T-shirt. Next, fill a tub or sink with dye. Then, dunk the shirt into the dye. Rinse the shirt with water and hang to dry. Finally, take off the rubber bands when the shirt is completely dry.

TIP Listed below are common transitional words for chronological order, the order used to explain a process.

after	next
before	often
finally	then
first	when

ONE WRITER'S REVISIONS

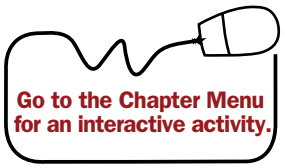
The orange pipe cleaner will be the nose. Push the pipe cleaner into the center of the smallest foam ball until it sticks out about ½ inch. Next, ~~You will~~ make the mouth using the black yarn.

Responding to the Revision Process

How did adding a transitional word make this part of the instructions clearer?

YOUR TURN 6 Evaluating and Revising Your "How-to" Paper

First, improve content and organization using the guidelines on page 103. Then, use the Focus on Sentences above to add transitional words to your paper. If a peer evaluated your paper, consider his or her suggestions as you revise.



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Publishing

Proofread Your Paper

Clear the Path Reading a paper full of errors is like running an obstacle course: Progress is often slow. If you *and* a peer proofread your paper, you are more likely to catch distracting mistakes.

Grammar Link

Using Commas in a Series

When you write a "how-to" paper, you may list materials or give directions in a series. A series consists of three or more items written one after the other.

Use commas to separate three or more items in a series.

Incorrect Get out a pen, and paper.

Correct Get out a pen**,** a ruler**,** and paper.

To make the meaning of a sentence clear, use a comma before the *and* or *or* in a series.

Unclear Lori's favorite sandwiches are turkey, ham and cheese. [Does Lori have two or three favorite sandwiches?]

Clear Lori's favorite sandwiches are turkey**,** ham**,** and cheese.

Do not use commas if *all* of the items are joined by *and* or *or*.

Incorrect You can throw, or roll, or bounce the ball.

Correct You can throw or roll or bounce the ball.

PRACTICE

Some of the sentences below need commas. Refer to the rules to the left to decide when to use commas. If a sentence needs commas, rewrite the sentence, adding commas where they are needed. If a sentence is correct, write *C*.

Example:

1. Your snow woman could have long hair a lace collar and earrings.

1. Your snow woman could have long hair, a lace collar, and earrings.

1. Glue the eyes hold them with a pin and allow them to dry.
2. My snowman has green eyes a red scarf and blue buttons.
3. Miguel gave his snow teen a headset a T-shirt and a book bag.
4. A snow baby has a bib cap or bow.
5. You can place your snowman on a shelf or a table or a countertop.

For more information and practice on **commas,** see page 566.

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Publish Your Paper

Tell Them How It Is Done Since you are the expert, you can share your instructions with others. How do you get your paper to your audience? Use the following suggestions to get people to read your "how-to" paper.

- If you wrote your "how-to" paper for a younger audience, make copies of your instructions and give them to an elementary teacher. If your audience is your classmates, ask your teacher if you can demonstrate how to make your product in class.
- Gather all the "how-to" papers in your class and organize them into categories such as recipes, crafts, and decorations. Compile a "how-to" book and place it in your school's library.

Reflect on Your Paper

PORTFOLIO

Building Your Portfolio Now that you are finished writing and publishing, take a moment and reflect on your "how-to" paper. Remember your purpose for writing, and think about how your paper will achieve that purpose. Reflecting on a paper you have already completed will help make your next one better.

- Which step in your paper is the easiest to follow? What makes this step clear and easy to understand?
- You created a time line to list your steps in order. In what other types of writing would a time line be useful?
- Take time to examine all the papers in your portfolio. What is one goal you would like to work toward to improve your writing?

YOUR TURN 7 Proofreading, Publishing, and Reflecting on Your Paper

- Correct any grammar, usage, and mechanics errors. Pay attention to spelling and punctuation, particularly the use of commas in a series.
- Publish your paper so others can use your instructions.
- Answer the questions from Reflect on Your Paper above. Record your responses in a learning log, or include them in your portfolio.

COMPUTER TIP

If you have access to a word processor, use its **spellchecker** feature when you edit your paper to catch and correct misspelled words. However, a spellchecker cannot check homonyms such as *its* (showing possession) and *it's* (it is).

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MINI-LESSON TEST TAKING

Writing Instructions

Sometimes an essay test may ask you to write instructions, such as how to do or how to make something. Read the prompt to the right. How would you respond to this prompt on a test?

A new student in your school needs to find the cafeteria. Write the directions for walking from your classroom to the cafeteria.

THINKING IT THROUGH — Writing Instructions for Tests

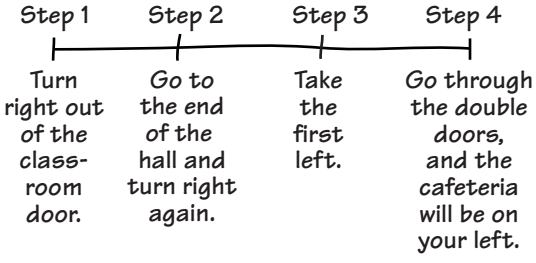
STEP 1 Read the prompt. Find out
- what it is asking you to explain
- who your audience is

The prompt is asking me to explain how to get from my classroom to the cafeteria. A new student will be reading my instructions.

STEP 2 List the materials, if any, you would need to complete the process. Provide definitions of key terms, if necessary.

The new student will not need any materials to learn the way to the cafeteria. There are no terms to define.

STEP 3 Create a time line to list the steps of the process in order.



STEP 4 Write your instructions in paragraphs. Remember to use specific language.

I will give specific locations and use directions, such as right and left.

STEP 5 Review your instructions, checking to make sure that
- you listed any materials needed
- your steps are in order
- you have not left out any steps
- you have included specific language

I don't need materials, and my steps are in order. I can add a specific detail to step 3, though. The first left will come after a water fountain. I also need to explain where the student will find the double doors in Step 4.

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Connections to Life

Writing a Descriptive Paragraph

You are reading instructions for building a basketball backboard. Does having a picture of the backboard in your mind make understanding the instructions easier? It certainly does. You know what the final product looks like, so you already have an idea of what you need to do to make it.

Here's an opportunity for you to help the readers of your "how-to" paper. You will write a **descriptive paragraph** about the product they will make. The written description will help your audience create a mental picture, making the instructions easier to follow.

Do You See What I See? To describe something another person has not seen, you can use descriptive words and phrases to paint a picture in that person's mind. What kinds of descriptive words and phrases help someone picture an object? The following chart provides some examples for you.

Descriptive Words and Phrases	Definitions	Examples
Sensory Details	Details that express what you experience through your five senses—What you hear, see, taste, touch, and smell	sight—blue, tall, leaning hearing—pops, hisses, whispers taste—sweet, salty, sour touch—hot, soft, rough smell—smoky, fresh, spicy
Location Words	Words that describe where something is located	across from on the top near next to to the right to the left
Figurative Language	**Simile**—Language that compares two unlike things using *like* or *as*	The wire is rigid and curled *like* corkscrew pasta. The eyes are *as* shiny *as* emeralds.
	Metaphor—Language that compares two unlike things saying one *is* the other	The string *is* a lifeline keeping the two parts together.

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First Things First To write a descriptive paragraph, you first need to decide what *spatial order* you are going to use to organize your description. **Spatial order** organizes the details according to their location. You might describe a product from right to left, from top to bottom, or from far away to close up. Choosing an order first will help you be organized as you observe and list all the important details about your product.

For instance, if you choose to describe your product from the left to the right, you will look at the left side of the product and list the details. Then, you will observe the middle of the product, and then the right side, writing down details as you go. You should describe what the product looks like, but you should also consider other sensory details. Does your product make a sound? How does it taste or smell? What does it feel like? Make sure you use location words to tell where the sensory details are located.

To help organize your details in the spatial order that you chose, list them in a chart as you observe your product. The chart below shows a top-to-bottom order for describing a foam snowman.

Spatial Order	Sensory Details and Location Words
Top	small foam ball, black hat on top, fluffy pompom in the center, green sequin eyes, orange nose, black yarn mouth that smiles
Middle	medium foam ball; soft, blue muffler around his neck; three black buttons down the front; black arms stick out
Bottom	large foam ball, black stand made out of paper

Ready, Set, Write Once you have your information in a chart, you are ready to write a descriptive paragraph. All you have to do is follow the order that you chose and write complete sentences using the details that you listed.

When you are finished with your first draft, **elaborate** on your description by adding figurative language. To add figurative language, look at the details to see what comparisons you can make. In the chart above, for instance, the snowman has a mouth that smiles. To whom can a smiling snowman be compared? The snowman smiles like a child with a new toy. The snowman also has green eyes

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made of sequins. Can you compare his eyes to anything?

Now Picture This The following is an example of a descriptive paragraph that could be included with the Writer's Model on pages 99–100. You can see how the writer uses sensory details, figurative language, location words, and spatial order to describe the snowman decoration. Do you see how adding description will help readers make the snowman?

My snowman is not a typical snowman made of snow. He does not have to be kept outdoors, and he will not melt. Instead, my snowman is a decoration made of three foam balls, 3 inches, 4 inches, and 5 inches in diameter. He can be placed anywhere and enjoyed anytime. The smallest foam ball is my snowman's head. On top of the head sits a black hat with a fluffy, black pompom in the center. The snowman's eyes are green, sparkling sequins, and his nose is bright orange. The black yarn of his mouth is made to smile like a child with a new toy. The middle foam ball makes his body. He is dressed with a soft, blue muffler around his neck and three shiny black buttons down his front. His arms are also black, and they stick out from his body like branches of a tree. The largest foam ball is on the bottom, and it sits in a circular stand made of black paper. The stand is an anchor keeping the snowman in place.

description begins at the top

sensory details and figurative language

description moves to the middle

sensory details and figurative language

description ends at the bottom

figurative language

YOUR TURN 8 Writing and Revising a Descriptive Paragraph

Write a descriptive paragraph using the suggestions above. Remember to

- use spatial order to organize your paragraph
- describe the product with sensory details and location words
- revise your paragraph by adding figurative language

When you have finished writing and revising, make a final draft and include it with your "how-to" instructions.

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Viewing and Listening to Learn

WHAT'S AHEAD?

In this section you will learn how to listen to and watch instructions in different forms. You will also learn how to

- **understand instructional charts and graphics**
- **summarize "how-to" instruction in computer software**
- **take notes while watching directions on TV or video**

You and your friend are neck and neck as you swim to the side of the pool. You both turn at the same time, but you come out ahead. Why? You know how to do a flip turn. You hold on to the lead and declare a victory as you touch the other side.

"Where did you learn to do that?" your friend asks.

You confess, "I learned how from TV."

Instructions come in many forms. Not only can you read a how-to paper, you can also learn how to do or make something from **charts and graphics, computer software,** and **"how-to" videos** or **TV shows.** To follow instructions in these forms, you will need to work on your viewing and listening skills.

Charts and Graphics

Charts and graphics provide you with the same information as a "how-to" paper. Both tell the materials, the instructions, and the order in which you should do the instructions. However, charts and graphics do not rely only on words. They *show* the steps in a process by using pictures, symbols, and labels.

One type of chart is a flowchart. Look at the flowchart on the next page. The steps are easy to follow because arrows direct you from one step to another. Labels, such as Step 1, Step 2, and Step 3,

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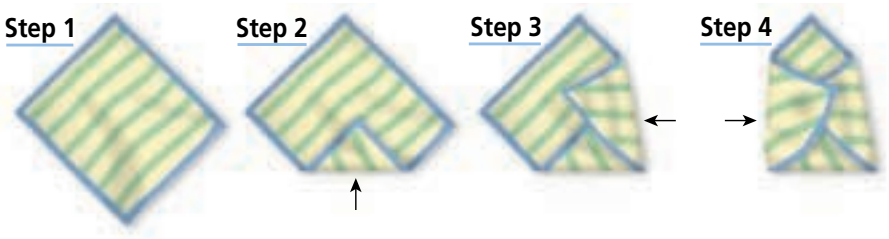
also help you see the order of the steps, and the instructions are brief and to the point.

How to Make a Friend

Step 1: Introduce yourself to someone new by smiling, giving your name, and asking the new person his or her name. → **Step 2: Begin a conversation. You might offer help or make a friendly joke.** → **Step 3: Plan to talk or meet again. You could ask for the new person's phone number or an e-mail address, or name a date and time for your next meeting.**

Now, look at the graphic below. This type of graphic is called a diagram. The diagram shows how to fold a blanket like a sleeping bag. As on the flowchart, the steps are labeled, but pictures and symbols give the instructions. These features make it easy to understand what the diagram is demonstrating.



YOUR TURN 9 Understanding Charts and Graphics

Answer the following questions about the flowchart and diagram above.

- What material do you need to make the sleeping bag? How is the material presented?
- How are the instructions presented in the flowchart and the graphic? Do words, pictures, or symbols tell you what to do?
- What order is used in the flowchart and the graph (chronological? spatial?)? How is that order shown in each?

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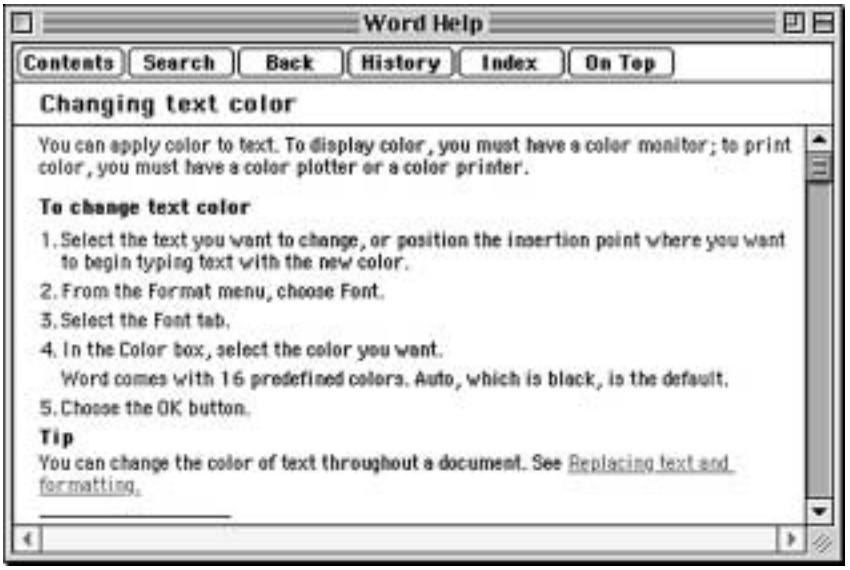
Computer Software

Most software, including word-processing programs, computer games, and encyclopedias, comes with built-in "how-to" instructions, usually called a help menu. Help menus are set up differently from one program to another, but you can usually get to one by using the help button in the toolbar or on the keyboard. The help menu will list the features of the program. Click on the feature you are interested in, and a help box will appear, giving you specific directions. Here is an example of a help box.



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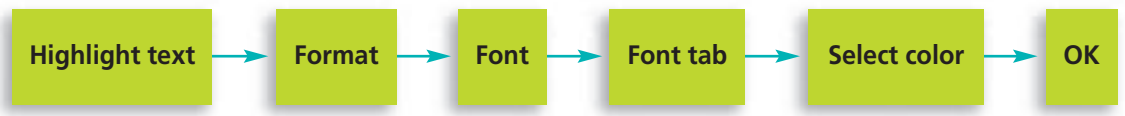
You may find that you go to the same item in a help menu again and again. How can you remember the steps in a process so that you don't have to keep returning to the menu? Summarizing the instructions in a flowchart can help you remember them. To do that, read each step and write down only the important words and details. Use arrows to show the sequence of steps. A flowchart for the instructions in the help box above might look like this:



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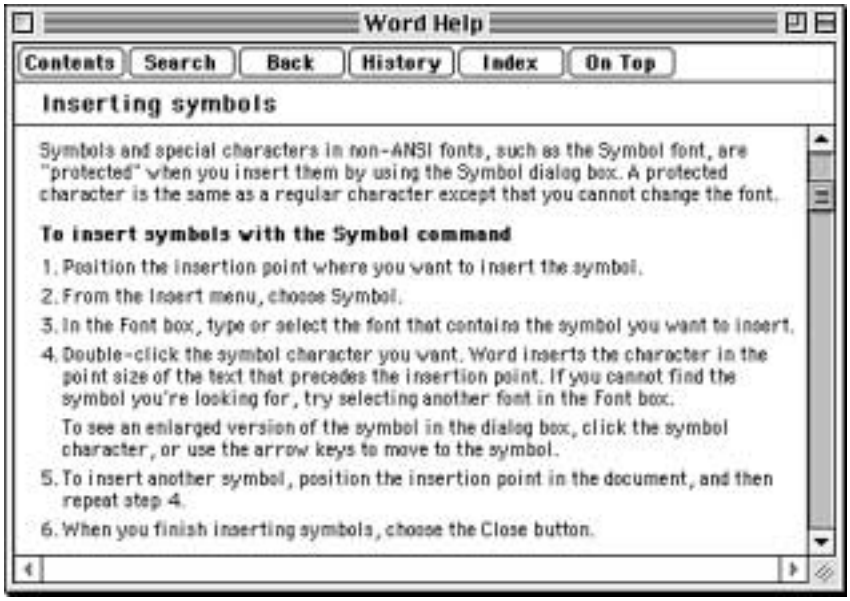
YOUR TURN 10 Summarizing Instruction

Create a flowchart that summarizes the steps in the following help box.



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TV and Video

There are "how-to" programs and videos about a variety of topics, but popular ones include cooking, exercise, and home repair. "How-to" programs and videos are very helpful—not only do you *hear* the directions, you also *see* the steps.

When you watch "how-to" instructions on TV or on video, you are doing two things at once. First, you are *listening to* and *viewing* the information. At the same time, you are *trying to understand* how to do the steps in the process. If you are watching a TV program, you cannot ask questions. If you are watching a video, you might hit "pause" or "rewind," but having control over the VCR is not always possible. However, you can get a better understanding of the steps of a process if you take notes. The

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following chart gives useful suggestions for taking quick and complete notes while viewing "how-to" instructions.

TIP The guidelines below can apply to viewing *any* informative video. Always watch for important facts, on-screen graphics, and ideas emphasized through repetition or dramatic phrasing. In addition, always take a minute after viewing to record important points and to think about the video producer's purpose.

Note-Taking Guidelines

Guidelines	Tip
Prepare to listen.	Think about your purpose for listening, and prepare to focus on the message by eliminating distractions.
Listen to each step.	Clue words such as the transitions *first, second, then,* and *finally* will let you know when a step begins and ends.
Create an outline of the steps.	Organize your notes by numbering steps as they are presented.
Take notes on each step.	Do not try to write every word. Instead, make a note of each major idea and its support. Listen for words and phrases that are repeated. Watch for on-screen graphics.
Listen for a conclusion.	Major points may be repeated.
Check your notes.	Make any necessary additions or corrections. Summarize the information while it is still fresh in your mind. If possible, discuss the message with others who viewed it. Compare your different perceptions of the message, and add to your notes any points you may have missed.

YOUR TURN 11 Taking Notes to Learn

- Watch a "how-to" program on TV or find a "how-to" video at a video rental store or at your local library.
- Use the note-taking guidelines above to take notes.
- After viewing the video, take five minutes to complete the following sentence starters:

  The producers created this video to ____.

  The most important facts or ideas were ____.

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3 Choices

Select one of the following activities to complete.

▶ CROSSING THE CURRICULUM: SCIENCE

1. How Did That Happen? Use your science book to find information on how something occurs, such as how fish breathe underwater or how taste buds work. Create a **flowchart** or **graphic** that shows the steps of the process. You can use drawings, magazine cutouts, or computer art to illustrate the steps.

▶ CROSSING THE CURRICULUM: SPEECH

2. You Be the Teacher Choose a product and learn how to make it by listening to someone or by watching a "how-to" program. Then, demonstrate how to make it for your class. Select something entertaining, unique, or appealing to others your age.

Give clear, precise **directions** as you show classmates how to make the product. Use visuals to help your audience understand the process.

▶ CAREERS

3. Do You Have What It Takes? Choose a career that interests you. Find out what sort of training, education, and skills you would need to pursue that career by looking in books in the library, using informational Web sites, or interviewing people who are in that career field. Write a **letter** to a friend explaining how to enter the profession you choose.

▶ WRITING

4. Games People Play Invent a game. Your game could be a board game, an athletic game, a card game, or any other type of game. Write the **instructions** for playing your game. First, state the goal of the game. Is the goal to advance to the center of the board, put a ball through a basket, or get rid of all of your cards? Next, write all the steps required for playing the game. Finally, provide the instructions and materials needed to play the game for a group of your classmates.

PORTFOLIO

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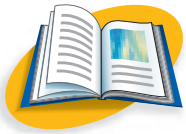
Reading Workshop



Reading a Comparison-Contrast Essay
PAGE 120

Writing Workshop

Writing a Comparison-Contrast Essay
PAGE 128

Focus on Viewing and Representing

Comparing Ideas in Photographs
PAGE 147

Baked potato or salad? Art or band? You make choices every day. Sometimes those choices are easy, such as deciding on a baked potato for lunch. Other choices require more thought, such as choosing an elective in school. How do you make these important decisions? One way is to **compare** and **contrast** the two choices: You can look at how the two things are alike and how they are different. Once you understand the similarities and differences, you are ready to make a decision.

Comparing and contrasting is useful in other ways, too. Comparison-and-contrast structure may be used to define something unfamiliar by comparing it to something well known. For instance, did you know that the English sport rugby is like American football? Comparing and contrasting two subjects is a great way to share useful or interesting information with others.

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KEYWORD: EOLang 6-4

YOUR TURN 1

Practicing Comparing and Contrasting

Answer the following questions, and then discuss them with a few classmates. Share your group's findings with the class.

- How are fifth grade and sixth grade different?
- How are fifth grade and sixth grade alike?

Go to the Chapter Menu for an interactive activity.

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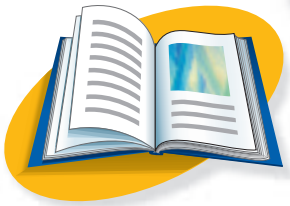

Reading a Comparison-Contrast Essay

WHAT'S AHEAD?

In this section you will read a comparison-contrast essay. You will also learn how to

- **identify points of comparison**
- **examine two comparison-contrast structures**

The two men faced each other down, ready for the big fight. One was the clear favorite; the other was a rookie. Who would win? The event had all the drama of a boxing match, but this was a debate. The following comparison-contrast essay shows how television made the presidential debate between John F. Kennedy and Richard M. Nixon different from previous ones. The debate was not just a war of words. Other elements made one candidate more successful than the other. Read on to see if you can identify those winning elements.

Preparing to Read

READING SKILL

Points of Comparison Not every similarity and difference between two subjects is important, so an author must choose the most important areas to compare and contrast. These areas are called the author's **points of comparison.**

READING FOCUS

Comparison-Contrast Structure The **structure,** or organization, of a comparison-contrast essay can help a reader see the similarities and differences more clearly. A writer may give all the information about one subject and then all the information about the other subject, or the writer may shift back and forth between the subjects. As you read Edward Wakin's essay on the next page, try to follow the organization he uses.

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Reading Selection

Read the following essay. In a notebook, jot down answers to the numbered active-reading questions in the shaded boxes. The underlined words will be discussed in the Vocabulary Mini-Lesson on page 126.

from HOW TV CHANGED AMERICA'S MIND

The Nixon-Kennedy Presidential Debates

BY EDWARD WAKIN

A trim, tanned presidential candidate dressed smartly in dark suit, dark tie, and blue shirt stood at the podium on the left in the Chicago studio of WBBM–TV. He looked vigorous, confident, and businesslike.

His opponent at the other podium wore a light suit, pale tie, and a shirt with a collar that was too big for him. He looked tired, nervous, and in need of a shave.

1. In the first two paragraphs, are the two candidates shown as being similar or different? How?

Both faced the pitiless eye of TV cameras carrying the first televised presidential debate. For one hour of prime time on all three networks, 75 million Americans watched on the evening of September 26, 1960.

The candidate on the left side, Democrat John F. Kennedy, looked nothing like the underdog he was supposed to be. An unproved junior senator from Massachusetts, he faced the highly experienced Republican candidate, Richard M. Nixon.

2. Whose appearance does the writer describe first, Nixon's or Kennedy's? Whose experience does he describe first?

Kennedy needed national exposure. Nixon was seasoned and already nationally known. Twice elected vice president, Nixon had prepared himself for eight years to take over from President Dwight D. Eisenhower.

TV critic Robert Lewis Shayon described the televised debate as if it were a boxing match: "The atmosphere was clearly that of a prizefight: the referee (producer) instructing the champ and the challenger (the candidates), the seconds (advisors) milling around, and the 'come out fighting' handshake."

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The rules of the match called for an eight-minute opening statement by Kennedy followed by eight minutes from Nixon. Then a panel of four reporters would ask questions.

Kennedy won.

He won on style and image—two key ingredients for success on TV. Nixon challenged and rebutted[1] what Kennedy said as if he were out to win debating points. He addressed Kennedy rather than the TV viewers.

3. Whom does each of the candidates address during the debate?

On the other hand, as the celebrated chronicler[2] of presidential campaigns Theodore H. White noted, Kennedy "was addressing himself to the audience that was the nation."

4. Are Kennedy and Nixon alike or different in the way they come across to the audience?

Kennedy came across as assured, energetic, dynamic. The camera was his friend.

Nixon came across as uncomfortable and ill at ease.

Nixon lost not on what he said, but on how he appeared. TV viewers saw Nixon as a gray man against the studio's gray backdrop. They saw Nixon forcing nervous smiles and perspiring under the studio lights. He "looked terrible," historian David Culbert stated.

5. When listening, what does each candidate do?

At one point, the camera showed Nixon wiping perspiration from his brow and upper lip as he listened to Kennedy. When the camera was on Kennedy listening, he looked attentive, alert, and self-assured.

6. What similarity do Kennedy and Nixon share?

Neither candidate said anything that was memorable or headline making. The importance of style and image became obvious when audience reactions to the televised and radio versions were compared. Those who heard the debate on radio thought Nixon had won!

But what counted was the televised debate. Half the country had watched it. White had a clear verdict: "In 1960 television had won the nation away from sound to images, and that was that."

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1. rebutted: provided opposing arguments in a debate.

2. chronicler: person who records historical events.

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First Thoughts on Your Reading

1. **Name one thing about Kennedy and Nixon that the author compares.**
2. **Was the article's organization easy to follow? Why or why not?**

Points of Comparison

READING SKILL

The Same, Only Different? Your two closest friends are probably both alike and different. To help someone understand these two friends, however, you wouldn't discuss every similarity and difference. Is it really important to know that one friend has a blue bike helmet while the other has a white bike helmet? You would focus on more important areas, such as personality and hobbies. These main areas would be your **points of comparison.**

A writer does not always announce points of comparison directly. A reader can usually figure out what they are, though, by looking at the details the writer provides.

Look back at the first two paragraphs of "The Nixon-Kennedy Presidential Debates" on page 121. Can you identify the first point of comparison? If you have trouble, look at the chart below.

THINKING IT THROUGH

Identifying Points of Comparison

STEP 1 Does the first paragraph talk about one subject or both? Write down the topic of the paragraph.	*The first paragraph is about what Kennedy wore and how he looked confident.*
STEP 2 Read the next paragraph and write down what it is about.	*This paragraph is about what Nixon wore and how he looked tired and nervous.*
STEP 3 Identify the author's first point of comparison. Repeat the process until you have identified all points of comparison.	*The author talks about the candidates' overall appearance. This is the first point of comparison.*

TIP Sometimes you can identify the point of comparison by reading one paragraph. If an author provides information about both subjects in one paragraph, you can skip Step 2.

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TIP Paragraphs providing background information may interrupt the author's points of comparison. You should keep reading to find details that describe one subject or both.

YOUR TURN 2

Identifying Points of Comparison

Use the steps in the Thinking It Through on page 123 to identify and list the points of comparison in the reading selection that begins on page 121. You will use your list of points of comparison in the Your Turn on the next page. **Hint:** You should find at least four points of comparison.

READING FOCUS

Comparison-Contrast Structure

A Question of Style Everything has a style. Sports cars have a specific look. You dress in a certain way. Even a comparison-contrast piece has a particular appearance. Not all comparison-contrast writings look just alike, though, because they can be organized in different ways. Two common patterns of organization for comparison-contrast writing are the *block style* and the *point-by-point style.* You can identify the structure of a comparison-contrast piece by looking at the points of comparison.

Go to the Chapter Menu for an interactive activity.

Block Style A comparison-contrast piece organized in the **block style** discusses all the points of comparison for the first subject and then all the points of comparison for the second subject. Suppose you are reading a comparison-contrast article about going to the movies versus renting a video. The points of comparison are *cost* and *choice of movies.* Here is how a writer using the block style would organize the article.

Subject 1: going to the movies	cost
	choice of movies
Subject 2: renting a video	cost
	choice of movies

In block style, the writer would first discuss going to the movies. The writer would tell about the ticket prices and the choices of movies available. Then, the writer would discuss renting a video. You would read about how much a video costs and what choices you have when renting a video.

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Point-by-Point Style A comparison-contrast piece organized in the **point-by-point style** goes back and forth between two subjects. It explains how the two subjects are alike and different for *one* point of comparison. Then, it explains how they are alike and different for the *next* point of comparison, and so on. The example below shows how the movies-versus-video comparison would be organized in point-by-point style.

Point of Comparison 1: cost	going to the movies renting a video
Point of Comparison 2: choice of movies	going to the movies renting a video

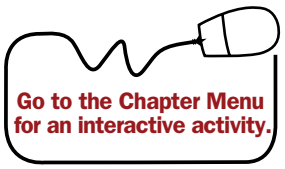
In point-by-point style, the writer would discuss cost first. You would read about how much going to the movies costs in comparison to renting a video. Then, you would read about the choice of movies you have when you go to the movies, followed by a discussion of the choice of movies available at a video store.

TIP Did you notice how the point-by-point style always discussed movies first and videos second? This **predictable order** makes it easy for a reader to understand and follow the points of comparison.

? Look back at the block style organization on the previous page. What is predictable about the order in the block style?

YOUR TURN 3 Identifying Comparison-Contrast Structure

Use your list of points of comparison from Your Turn 2 to identify the organization of the reading selection. Overall, does the article tend to use the block style or the point-by-point style? Support your answer with examples from the essay. **Hint**: Do all the details about Kennedy come before the details about Nixon (block style), or do the details switch back and forth between Kennedy and Nixon (point-by-point style)?



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MINI-LESSON VOCABULARY

Prefixes and Suffixes

A comparison-contrast piece may contain unfamiliar words. Knowing the meanings of common *prefixes* and *suffixes* may help you figure out these words' meanings. A **prefix** is a word part added *before* the root. A **suffix** is a word part added *after* a root. The **root** is the main part of the word. The charts below provide you with the definitions of common prefixes and suffixes.

Prefix	Definition	Example
un–	not	uneven
re–	again	rerun
pre–	before	preview
semi–	half	semifinals

Suffix	Definition	Example
–ous	characterized by	victorious
–ion	act or condition of	inspection
–ic	nature of	angelic
–less	without	careless

THINKING IT THROUGH

Using Prefixes and Suffixes

Here is an example based on the word *uncomfortable* from page 122.

STEP 1 Separate any prefixes or suffixes from the word's root. Define the root.

Un– is a prefix and –able is a suffix. Comfort is the root. It means "free from worry."

STEP 2 Add the prefix or suffix to the root, and define the word. If you have another prefix or suffix, add it and define the word.

I'll add –able. Comfortable means "able to be free from worry." I'll add un–. Uncomfortable means "not able to be free from worry."

STEP 3 Check your definition by placing it in the original sentence.

"Nixon came across as not able to be free from worry and ill at ease." That works.

PRACTICE

Using the steps above, figure out the meanings for the following words underlined in "The Nixon-Kennedy Presidential Debates."

1. vigorous (page 121)
2. pitiless (page 121)
3. unproved (page 121)
4. dynamic (page 122)
5. reactions (page 122)

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MINI-LESSON TEST TAKING

Recognizing Supporting Details

Maybe you have had this experience: Your friend tells you, "I met this person the other day who reminds me so much of you." Your first question would probably be "How are we alike?" You want **supporting details** that show how this other person is like you. A reading test may ask you to identify supporting details that show how two subjects are alike or different. Suppose the following passage and the question below it were in a reading test. How would you answer the question?

> Sonja and Maria sometimes seem like the same person. First, they look alike, since each has shiny black hair and big brown eyes. They also have the same interest in collecting stamps from all over the world. They have similar families, too. Sonja has four brothers and Maria has three brothers. Although they complain about their brothers sometimes, each is proud to be the only sister.

What is similar about Sonja and Maria's appearance?

A. They like to wear the same clothes.

B. They both have dark hair and brown eyes.

C. They both have beautiful curly hair.

D. They both are the only sister.

THINKING IT THROUGH — Recognizing Supporting Details

STEP 1 Identify what detail the question is asking about.

This question asks about the girls' appearance.

STEP 2 Scan the passage to find the section where this detail is discussed.

The passage doesn't use the word "appearance," but it talks about what the girls look like.

STEP 3 Find the place in the passage that gives you the answer.

The sentence about their "shiny black hair and big brown eyes" holds the answer.

STEP 4 Look for the choice that best matches your answer. It may not be stated in the same words, but it should mean the same thing.

Choice D talks about their families. That leaves choices A, B, and C. Clothes are not mentioned, so choice A is not right, and choice C does not match the information in the passage. Choice B is the correct answer.

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Writing a Comparison-Contrast Essay

WHAT'S AHEAD?

In this workshop you will write a comparison-contrast essay. You will also learn how to

- **choose and narrow two subjects**
- **find points of comparison**
- **evaluate supporting details**
- **improve choppy sentences**
- **use comparatives correctly**

You and your best friend wear the same brand of tennis shoes, save your allowances, and spend too much time on the phone. You seem exactly alike, but are you really? You keep your room neat and organized, while your friend's room is always messy. You love Mexican food, but your friend prefers Thai food. You and your friend share many similarities, but you also have differences. Whenever you recognize that two things are both alike and different, you are comparing and contrasting.

You can understand many things by comparing and contrasting two subjects. In letters, reports, journal entries, and tests, you will find many occasions to write about how two subjects are alike and different. This workshop will prepare you.

Prewriting

Choose and Narrow Two Subjects

Apples and Oranges? Maybe you have heard this statement: "That's like comparing apples and oranges!" This expression means that you should only compare things that are alike,

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such as a red apple with a green one. If you think about it, though, comparing apples and oranges makes sense. They are similar enough to be compared, yet different enough to contrast with each other. **When you choose two subjects for your comparison-contrast essay, make sure they have basic similarities as well as differences.**

KEY CONCEPT

You should also choose two subjects you know well. For example, you probably know apples and oranges well enough to give specific details about their similarities and differences. What other subjects do you know well? **Brainstorm** about these categories:

- two TV shows
- two people, such as relatives, friends, or movie or sport stars
- two holidays
- two sports
- two musical groups

TIP One way to choose two subjects for a comparison-contrast essay is to pick a category first. Then, select two subjects within that category. For example, apples and oranges are part of the same category—fruit. Apples and motorcycles are from two different categories—food and transportation—so comparing them would be difficult.

Set Your Limits The two subjects you choose should be narrow enough for you to write about in an essay. For instance, you could compare apples and oranges in a short essay, but to compare fruits and vegetables, you would need to write a book. Use the steps in the following Thinking It Through to figure out if you need to narrow your subjects.

THINKING IT THROUGH Narrowing Your Subjects

STEP 1 Write down a possible subject you know well.	*big pets and small pets*
STEP 2 Ask yourself, "Can I break down my subjects into smaller or more specific groups?"	*These subjects seem too big. Maybe I should focus on pets I have actually had, like dogs, cats, fish, hamsters, and hermit crabs.*
STEP 3 Choose two specific groups that could be discussed in an essay. These are your narrowed subjects.	*Since I have a dog and a hamster as pets, I can talk about those in a short essay. They will be my two subjects.*

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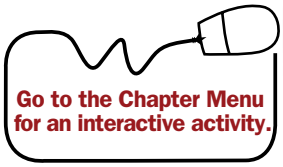

YOUR TURN 4

Choosing and Narrowing Subjects

Make a list of possible subjects to compare and contrast. Consider the following questions to help you choose two subjects you can write about in your essay.

- Are the subjects alike enough to make a comparison?
- Do I know enough about the subjects to provide details?
- Are the subjects narrow enough to discuss in an essay? (Use the Thinking It Through steps on page 129.)

Consider Purpose and Audience

A Reason for Everything Comparing apples and oranges might make sense, except for just one thing: Who cares about them? Most people already know how apples and oranges are alike and different. In other words, there is no strong **purpose** or **audience** for the essay. To determine a specific purpose and audience, first ask yourself the reason for comparing and contrasting the two subjects. Then, ask yourself who would be able to use the information.

Subjects: *dogs and hamsters*

Purpose: What is the reason for comparing and contrasting dogs and hamsters?	✓ to help people choose a family pet to help students from other countries understand two American pets
Audience: Who would be able to use this information?	✓ students and families who want a pet students from other countries who do not have dogs or hamsters as pets

The student whose chart is shown above chose to help other students and families decide on a family pet. Because her essay will help readers choose a pet, the student will need to provide more information about caring for these pets. Once you have identified your purpose and audience, you can decide what background information or definitions to include in your essay.

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YOUR TURN 5 Considering Purpose and Audience

Determine your specific purpose and audience for the subjects you have chosen. Create a chart like the one on page 130. Then, think about the background information and definitions your audience will need. Use the following questions to guide you.

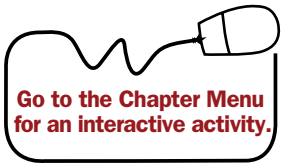
- What is the reason for comparing and contrasting the two subjects you have chosen?
- Who would be able to use this information?
- What background information will I need to provide?
- What words will I need to define?

TIP The **voice** of your essay should match your purpose. For example, with a serious purpose such as helping families choose a dog, you would choose words that give specific, direct information: You might refer to a "Lab-Poodle mix" instead of "a mutt." If you want to show the humor in caring for dogs, you might use words that express a lighter tone, such as *pooch, pup,* or *canine comrade.*

Think of Points of Comparison

Generally Speaking How are your two subjects alike? How are they different? As you answer these questions, **begin to notice the larger areas in which you find both similarities and differences.** These areas will be the points of comparison that will help you organize your essay.

KEY CONCEPT



THINKING IT THROUGH Choosing Points of Comparison

Here is how to choose the points of comparison for your comparison-contrast essay.

STEP 1 Think about the subjects of your comparison-contrast essay. What points do they share?

When I think of dogs and hamsters, I think about how they look and act, what they need to survive, how they relate to people, and how long they live.

STEP 2 Choose two or three of these points of comparison for your essay. Select the ones that you know well so you can provide specific details.

Because I take care of both pets, I can give lots of details about what they need. I also know how they relate to people.

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Go to the Chapter Menu for an interactive activity.

YOUR TURN 6 **Choosing Your Points of Comparison**

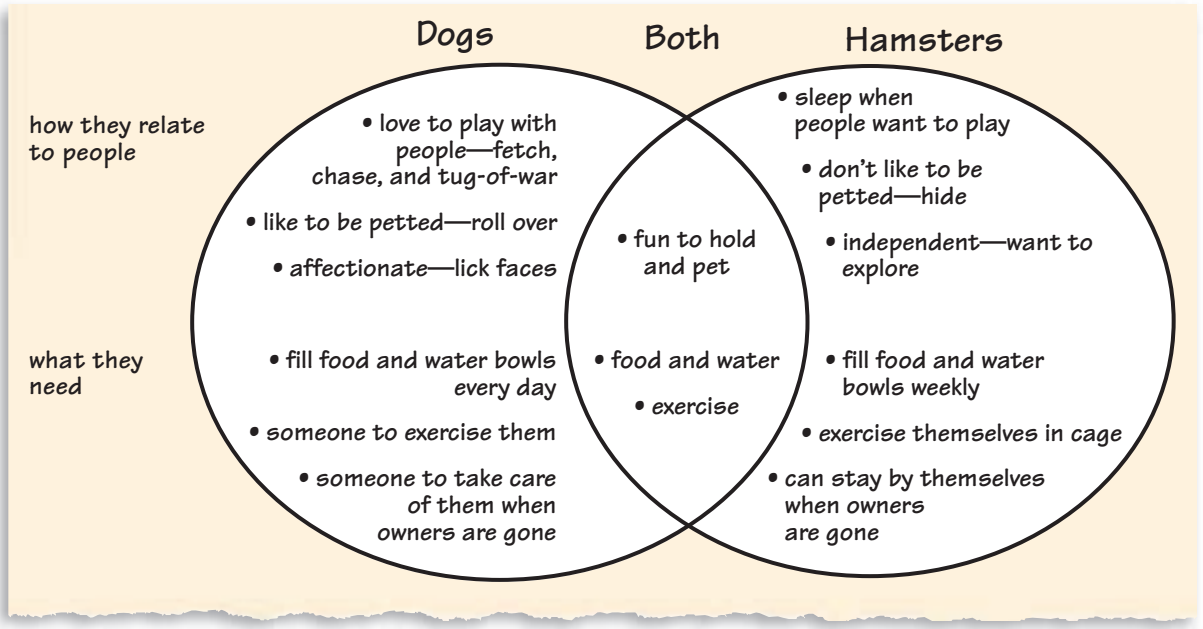
Decide on the points of comparison you will use by following the steps in the Thinking It Through on page 131.

Gather Support and Organize Information

TIP Since you are writing to inform, you want to be sure your details are accurate. If you are unsure about a detail, use **reference materials** and other **resources.** Look up and verify your information in books, in magazines, or on the Internet. You can also verify information by asking teachers or friends who are experts on the subjects you have chosen.

A Leg to Stand On Strong bones support your body just as details support a good essay. How do you get details that will provide the support your ideas need? Start by listing as many details as possible for each point of comparison. Just be sure each detail relates directly to your point of comparison. If it does not, it will weaken, not support, your point.

Getting Organized A Venn diagram can help you organize your details. To make a Venn diagram, draw two overlapping circles like the ones in the student's example below. In the example, the points of comparison are listed to the left of the circles. Each circle represents one of the subjects. The overlapping section includes the details that the subjects have in common. The sections that do not overlap include the details that make each subject different.



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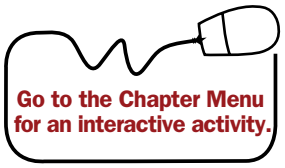
YOUR TURN 7 Gathering and Organizing Support

Brainstorm a list of details for your two points of comparison. Organize your details in a graphic organizer like the Venn diagram on page 132.

Reference Note

For more on **evaluating details,** see page 135.



Develop a Main Idea Statement

My Point Is . . . Have you ever had a conversation with someone who gives you an endless list of details? The entire time that person is talking, you are thinking, "What is the point of all this?" In an essay, you can get to the point by writing a **main idea statement,** or **thesis.** This statement is similar to a topic sentence for a paragraph except that it summarizes the main idea of the entire essay. The main idea statement for your comparison-contrast essay will tell readers the subjects you are comparing and contrasting, the purpose of your essay, and your points of comparison. You can write a main idea statement in one or two sentences. See how one student wrote a main idea statement in the example below.

Subjects: dogs and hamsters

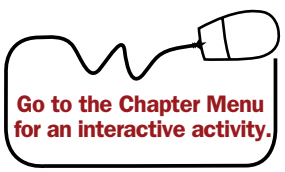
Purpose: helping students and families decide on a family pet

Points of comparison: how dogs and hamsters relate to people and what dogs and hamsters need

Main idea statement: Dogs and hamsters both make good family pets, but they are different in the way they relate to people and in their needs.

YOUR TURN 8 Writing a Main Idea Statement

Think about the subjects, purpose, and points of comparison for your comparison-contrast essay. Then, write a main idea statement to communicate these ideas.



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Arranging Details

What Goes Where? You will organize your essay using the block style, which presents all the information about one subject and then all the information about the other subject. Here is how the student using the block style would arrange the points of comparison for dogs and hamsters.

Subject 1: Dogs

how they relate to people

what they need

Subject 2: Hamsters

how they relate to people

what they need

As you can see, the block style presents the points of comparison in the same order for both subjects. For each subject, how the pet relates to people is discussed first, and what the pet needs is discussed second. Follow the same structure in your essay.

TIP For short comparison-contrast essays, the block style is a good way to group similar ideas together. The arrangement of ideas based on similarities is called **logical order.** However, there are other ways to achieve logical order. The chart on page 125 shows the point-by-point style. Still another type of structure is the **modified block style.** In this style, all the *similarities* for the points of comparison are discussed. Then all the *differences* for the points of comparison are discussed. The modified block style looks like this:

Similarities of rugby and football: rules
equipment

Differences between rugby and football: rules
equipment

Go to the Chapter Menu for an interactive activity.

YOUR TURN 9 **Arranging Details**

Arrange the points of comparison for your comparison-contrast essay as in the student example above. Check to see that the points of comparison are in the same order for each subject.

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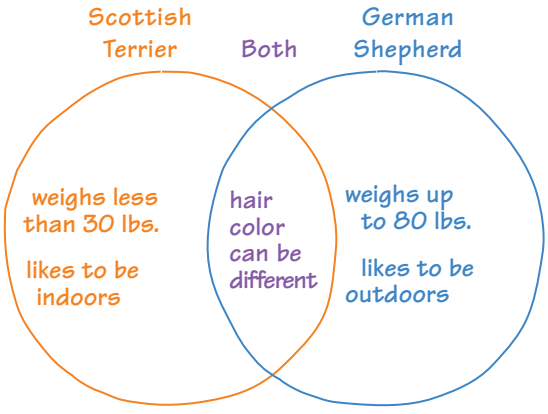
MINI-LESSON CRITICAL THINKING

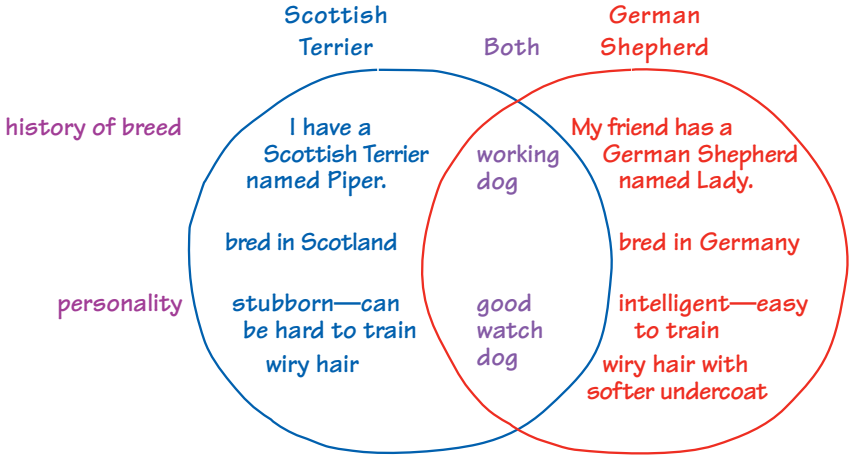
Evaluating Details

When you write a comparison-contrast essay, it is important that your details provide **logical support** for the points of comparison. A feature of logical support is *relevance*. **Relevant details** are related to the point they support. Examine the Venn diagram to the right. Can you identify any details that do not support the point of comparison "appearance"? The details that do not support the point of comparison "appearance" would be either listed with a different point of comparison or removed from the essay.



PRACTICE

Look at the example below and evaluate the details for each point of comparison. Decide whether any detail does not belong with the point of comparison where it is listed.



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Writing

Comparison-Contrast Essay

Framework	Directions and Explanations
Introduction ■ Attention-grabbing opener ■ Main idea statement	Pull your reader in right away with an **interesting beginning.** You could begin with a mysterious statement which you go on to explain, as the writer of the model to the right did. You could also begin with a funny story or a question. Then, include your **main idea statement** so that the reader understands exactly what you are comparing and contrasting.
Body ■ Subject #1 Point of comparison #1 (with logical support) Point of comparison #2 (with logical support) ■ Subject #2 Point of comparison #1 (with logical support) Point of comparison #2 (with logical support)	Here you will point out how the two subjects are alike and different for at least two points of comparison. ■ Present your first subject by discussing both **points of comparison** in the first body paragraph. ■ When you present your second subject in the next paragraph, discuss the **points of comparison** in the same order. To help you discuss the similarities and differences, use **transitional words.** Transitional words that show similarities are *also, like, in addition,* and *another.* Transitional words that point out the differences are *on the other hand, but, however,* and *unlike.*
Conclusion ■ Summary of body paragraphs	Briefly **sum up** the result of the comparison. **Relate** your summary to the main idea you included in the first paragraph.

Go to the Chapter Menu for an interactive activity.

YOUR TURN 10 Drafting Your Essay

Write a comparison-contrast essay. As you write, refer to the framework above and the Writer's Model on the next page.

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A Writer's Model

The final draft below closely follows the framework for a comparison-contrast essay on the previous page.

Puppy Love or Hamster Heaven?

Your friends have one, maybe even two or three. The neighbors have one. Does it seem that everyone has one but you? No, it is not the latest video game, but something much more fun—a family pet. Dogs and hamsters both make good family pets, but they are different in the way they relate to people and in their needs.

Dogs and hamsters are both fun to hold and pet, but they relate to people in different ways. For instance, dogs enjoy human contact. They love to play fetch, chase, and tug-of-war with their owners. Dogs like to be petted, and most dogs will roll over to have their bellies rubbed. Dogs are also affectionate and love licking their owners' faces. However, dogs need lots of care, too. They need fresh food and water every day, and they need regular exercise. They also need someone to take care of them when their owners go out of town.

Hamsters are very different from dogs. Having contact with people is not important to them. They like to sleep when people want to play. Unlike dogs, hamsters do not like being petted. Many will hide when their owners want to pick them up. Hamsters are also very independent. They like to spend their time exploring. Hamsters may be low on affection, but they need less daily care than dogs do. They need food and water just as dogs do, but an owner usually fills up the food and water dishes only once a week. Hamsters need exercise too, but they get their exercise by running on wheels in their cages. If their owners go out of town, hamsters can be left alone.

Dogs and hamsters both make good pets. Dogs provide plenty of affection, but they are also high maintenance. Hamsters are definitely low maintenance, but they are also less cuddly. The choice is yours.

Attention-grabbing opener

Main idea statement

Subject 1: First point of comparison

Supporting details

Second point of comparison

Supporting details

Subject 2: First point of comparison

Supporting details

Second point of comparison

Supporting details

Summary of body paragraphs

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A Student's Model

When you write a comparison-contrast essay, make sure you have a purpose for writing. Matthew Hester, a middle school student from Laurel Hill, Florida, wants to help his audience make a decision. He compares two types of collections that may interest beginner collectors.

A Collection Question

Attention-grabbing opener

Collecting is very popular today. Collectors have their own magazines, television shows, and Internet sites. If you are thinking about starting a collection, I suggest considering trading cards or airplane models. They are both good investments and fun, but they differ in storage and use.

Main idea statement

Subject 1: First point of comparison

Second point of comparison

Collecting trading cards is an enjoyable hobby. They are easy to store and transport in bags, boxes, or notebooks. Trading cards with friends is a super way to spend an afternoon. Cards also provide adventure and challenge as you seek that one card essential to completing your set.

Subject 2: First point of comparison

Second point of comparison

Model collecting differs from card collecting in several ways. Model airplanes require more storage space than cards do and are more difficult to transport due to their larger size. However, models do allow for more realistic play. The zooming and swooshing of miniature airplanes give the feeling of being in the center of the action.

Summary of body paragraphs

Trading cards and model airplanes both make good collections due to their current and possible future value. This makes them a wise investment for your allowance dollars. Trading cards are excellent choices if you have limited storage space and enjoy a challenge. Model airplanes are better if your storage space is unlimited and you enjoy live-action play. If you have trouble deciding, join me in collecting both. Either way, start your collection today!

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Revising

Evaluate and Revise Content, Organization, and Style

Double Vision Look twice when you evaluate a peer's paper or your own. On the first reading, concentrate on content and organization, using the guidelines below. The second time you read the essay, pay attention to the sentences, using the Focus on Sentences on page 141.

First Reading: Content and Organization Use this chart to evaluate and revise your essay so the ideas are clear.

Comparison-Contrast Essay: Content and Organization Guidelines for Self-Evaluation and Peer Evaluation

Evaluation Questions	Tips	Revision Techniques
1 **Does the introduction state the main idea?**	**Underline** the main idea statement.	**Add** a main idea statement if one is missing.
2 **Does the first body paragraph discuss the first subject with at least two points of comparison?**	**Put a star** next to each point of comparison.	If there is no clear point of comparison, **add** one or **revise** an existing one.
3 **Does the second body paragraph discuss the second subject using the same points of comparison in the same order?**	**Draw a wavy line** under each point of comparison.	If the same points of comparison are not used, **add** one or **revise** an existing one. **Rearrange** the points of comparison if they are not in the same order.
4 **Do relevant details logically support each point of comparison for both subjects?**	**Put a check mark** next to the supporting details for each point of comparison. **Underline** any details that do not support the point of comparison.	If needed, **elaborate** on a point of comparison by adding details. **Delete** details that do not directly support the point of comparison.
5 **Does the conclusion summarize the body paragraphs and refer to the main idea?**	With a colored marker, **highlight** the summary.	If needed, **add** a brief summary that is related to the main idea.

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ONE WRITER'S REVISIONS This revision is an early draft of the essay on page 137.

Hamsters are very different from dogs. Having contact with people is not important to them. They like to sleep when people want to play. ~~I have to go to bed by 10:30~~. Unlike dogs, hamsters do not like being petted. *Many will hide when their owners want to pick them up.* Hamsters are also very independent. They like to spend their time exploring.

delete

elaborate

Responding to the Revision Process

1. Why do you think the writer deleted a sentence in the paragraph above?
2. Why do you think the writer added a sentence to the paragraph?

PEER REVIEW

As you evaluate a peer's paper, ask yourself the following questions:

- What points of comparison does the writer discuss?
- Who will be able to use this information?

Second Reading: Style During your first reading, you looked at what you said in your essay and how you organized your ideas. Now, focus on how your essay *sounds*. Good writing has an easy rhythm that is not choppy. To achieve an easy rhythm, writers use a variety of sentences in their essays. They avoid long series of short sentences by combining two short sentences into one sentence. Use the following guidelines to evaluate the rhythm of your writing.

Style Guidelines

Evaluation Question	Tip	Revision Technique
Are sentences combined so that they are not choppy?	**Underline** any short sentence that repeats several words or a phrase from the sentence before or after it.	**Combine** sentences by cutting repeated words and inserting necessary words or phrases.

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Combining Sentences

Good writers use some short sentences. Too many short sentences are a problem. Many short sentences in a row bore readers. The ideas in the previous three sentences are important for writers to know, but you might have found it difficult to pay attention to them. Their choppy sound and their repeated words and phrases probably bothered you. Combining short, choppy sentences can be as easy as moving a word or phrase from one sentence to another.

Choppy Sentences ~~The car was~~ black. The car was hot. [move a word]

Combined Sentence The black car was hot.

Choppy Sentences Jamal played disc golf. ~~He played~~ in the afternoon. [move a phrase]

Combined Sentence Jamal played disc golf in the afternoon.

ONE WRITER'S REVISIONS

They love to play fetch and tug-of-war with their owners.

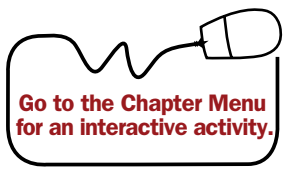
~~Dogs also like to play~~ chase.

Responding to the Revision Process

How does combining the two sentences improve the writing?

COMPUTER TIP

If you have access to a computer, speed up the revision process by using the cut-and-paste feature. You can rearrange the details in your comparison-contrast essay by cutting words and sentences and then pasting them in a new location. Cutting and pasting saves you the trouble of typing the information twice.



Evaluating and Revising Your Comparison-Contrast Essay

First, evaluate and revise the content and organization of your essay, using the guidelines on page 139. Then, use the Focus on Sentences above to see if you need to combine any choppy sentences. Finally, if a peer evaluated your paper, think carefully about his or her comments as you revise.

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Publishing

Proofread Your Essay

Reference Note

For more on **proofreading,** see page 13.

Look Out Two sets of eyes are better than one when trying to find mistakes. After you proofread your essay, see if you can catch more mistakes by enlisting the help of another proofreader.

Grammar Link

Using Comparatives Correctly

In a comparison-contrast essay, you have to make comparisons. When you make comparisons between two subjects, you use the **comparative** form of adjectives and adverbs. To write comparatives correctly, follow the guidelines.

The comparative form of one-syllable modifiers is usually made by adding *–er.*

Modifier	Comparative Form
fast	faster

Some two-syllable modifiers form the comparative by using *more.*

Modifier	Comparative Form
nervous	more nervous

Modifiers with three or more syllables use *more* to form the comparative.

Modifier	Comparative Form
successful	more successful

Be sure not to use *–er* together with *more.* That combination is never correct.

Incorrect Mandy always arrives more earlier than Liza.

Correct Mandy always arrives *earlier* than Liza.

PRACTICE

Complete each of the following sentences with the correct form of the given modifier.

Example:

1. quickly Sam finished his test ____ than Liam.

1. *more quickly*

1. lovable I think dogs are ____ than hamsters are.

2. small Hamsters are ____ than dogs.

3. playful Hamsters are ____ at night than during the day.

4. frequently Dogs have to be fed ____ than hamsters.

5. easy Do you think hamsters are ____ to take care of than dogs?

For more information and practice on **comparatives,** see page 497.

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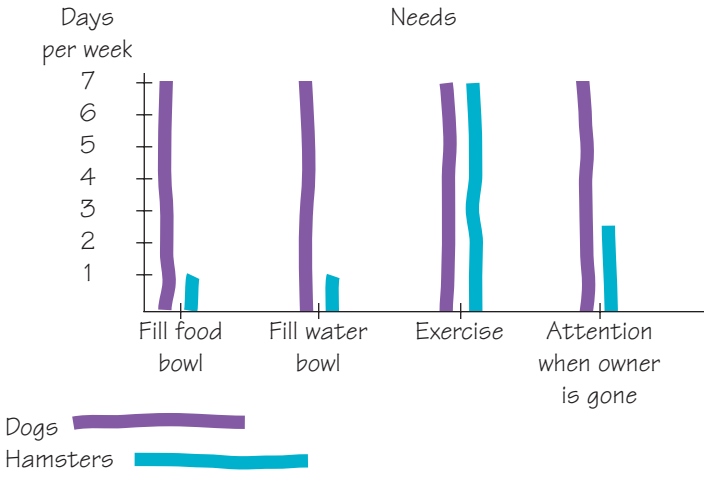
Publish Your Essay

Experience to the Rescue Your experience with the two subjects you wrote about in your comparison-contrast essay can provide information that people need and want. What is the best way to reach the audience who will benefit from your experience?

- Does the topic of your comparison-contrast essay relate to a school subject? Did you compare two sports? two artists? two countries? Make copies of your essay and share them with teachers. They might use your essay in their classes.
- Display your essays and those of your classmates on a wall in your school. Invite teachers, parents, and other students to view the "Authors' Wall."

Designing Your Writing

Creating a Bar Graph A quick and visual way to show your readers the similarities and differences between two subjects is to provide a bar graph. Each point of comparison can be a separate graph. Some word-processing programs allow you to create graphs, or you can draw one by hand. Either way, make sure you use colors and provide a **legend,** or explanation of what each color represents. Colors will help your reader identify each subject in your graph. Below, see how the writer of the Writer's Model used a bar graph that includes a legend to compare the needs of hamsters and dogs.



TIP By looking at the bar graph to the left, readers can tell which pet needs more daily care.

? Do you know which pet has more needs?

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PORTFOLIO

Reflect on Your Essay

Building Your Portfolio Take time to reflect both on the process of comparing and contrasting two subjects and on the process of writing your essay. Thinking about how you wrote this assignment will help you when you write your next paper.

- Do you think the two subjects you wrote about are more similar or more different? Why?
- Before you wrote your essay, you arranged your ideas in a certain order. Did you find that helpful? Why or why not?
- Think about the reason why you compared the two subjects you chose. How does your essay achieve that purpose?

YOUR TURN 12 Proofreading, Publishing, and Reflecting on Your Essay

- Correct grammar, usage, and mechanics errors.
- Publish your essay by following one of the suggestions on the previous page.
- Answer the questions from Reflect on Your Essay above. Record your responses in a learning log, or include them in your portfolio.

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MINI-LESSON TEST TAKING

Writing a Classification Essay

A common question on essay tests is one that asks you to classify the similarities and differences between two subjects or the good and bad points about one subject. You must quickly determine how to generate ideas. A T-chart can help. Suppose the prompt to the right appeared on a writing test. How would you approach it?

Think about your language arts class and your science class. They are alike in some ways and different in other ways. Write a composition in which you explain how your language arts and science classes are alike and how they are different.

THINKING IT THROUGH

Writing a Classification Essay

STEP 1 Identify what the prompt is asking you to do.

It asks me to explain how my language arts and science classes are alike and different.

STEP 2 Think of at least two points of comparison. Then, create a T-chart and fill it in with supporting details.

	Similarities	Differences
What I learn	information about people and events	L. A. – grammar, writing Sci. – plants, animals
What I do	homework write papers read	L. A. – act out plays, write essays Sci. – labs, draw diagrams

STEP 3 Plan how you will develop your essay.

I'll use block style. I'll talk all about language arts in the first body paragraph and science in the second body paragraph.

STEP 4 Write your essay. Make sure to elaborate on the supporting details from your T-chart with facts, examples, and explanations.

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Connections to Life

Comparing Documentaries

Is truth stranger than fiction? Many filmmakers and writers would answer with a booming "Yes!" Filmmakers who want to show that truth is interesting will make a *documentary.* A **documentary** is a nonfiction film that creatively portrays an actual event, person, place, thing, or issue.

Filmmakers have the same reasons for producing documentaries as writers have for writing essays, articles, stories, or poems. Their purposes are *to inform, to entertain, to persuade,* and *to express themselves.* Like many writers, filmmakers may also have the purpose of *making money.* Every documentary will have at least one of these purposes. In fact, a documentary, like a written work, may have several purposes.

Two of a Kind? For this assignment, you will compare the purposes of two documentaries on the same topic. To do that, ask yourself the questions to the right.

- Does the filmmaker provide facts and explanations about a topic? If so, the purpose may be **to inform.**
- Does the filmmaker focus on a famous person, a funny event, or an attention-grabbing topic? Does the documentary contain flashy graphics, an appealing soundtrack, and eye-catching camerawork? If so, the purpose may be **to entertain.**
- Does the filmmaker appeal to viewers' emotions and try to get the viewers to think a certain way? If so, the purpose may be **to persuade.**
- Does the filmmaker explore a topic using a first-person narrator who reveals his or her inner thoughts about the topic? If so, the purpose may be **to express.**
- Does the filmmaker focus on a popular topic? If so, the purpose may be **to make money.** The larger the audience a documentary attracts, the more ads the network can sell.

YOUR TURN 13 Comparing Documentaries

View two documentaries on the same topic. As you watch, take notes on how information is presented in each, using the questions above as a guide. Then, write a paragraph or two comparing the two documentaries. Discuss how the documentaries' purposes are similar, and how they are different.

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Comparing Ideas in Photographs

When you look at a photograph of yourself, what do you see? You see yourself, right? The picture shows the color of your eyes and hair, the shape of your nose and mouth, and the style of clothing you wear. Actually, while the person in the picture certainly seems to look like you, it is not the *real* you.

WHAT'S AHEAD?

In this section you will compare ideas in photographs. You will also learn how to

- **explain the difference between a photograph of an object and the real object**
- **analyze how photographs provide information**

Photographs vs. Reality

Many people believe that photographs truly represent reality, but they do not. In truth, photographs, like all illustrations, only resemble an actual person, place, thing, or event. What you see in a photograph is not the same as what you see in real life because photographs have the following unique characteristics.

- **Photographs are two-dimensional and flat.** If you took a picture of the palm of your hand, could you turn the picture over and see the top of your hand? No. The photograph shows only one side. In real life, you can view all sides.
- **Photographs are easily reproduced and distributed.** It is easy to make copies of your birthday party pictures and send them to relatives and friends. Although it might be fun, it would be impossible to reproduce the real party over and over again.
- **Photographs contain a single point of view.** When you look at a head-on photograph of a baseball player hitting a baseball, you are looking at the action from the photographer's point of view. You do not see what the hitter sees. Photographers use the element of point of view to show how an image looks from a specific position.

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Photographs Provide Information

Even though looking at a photograph is not the same as actually seeing the real thing, photographs are helpful because they provide information in an easily accessible way. For example, if you want to know what a Tasmanian devil looks like, you could visit the nearest zoo, fly to Tasmania, or look at a photograph. The easiest choice, of course, would be to look at a photograph.

Photographs are also a powerful partner to the written and spoken word. In a newspaper, for instance, you might read about an erupting volcano. Not until you look at the picture that accompanies the article would you fully understand the massive destruction the volcano caused. Because photographs are so powerful and easy to reproduce, they are a popular form of media. Look in any magazine, newspaper, or textbook and you will find many photographs. You should be aware, however, that the information photographs provide can be changed by adjusting the *camera angle,* by *cropping* the photograph, and by using *captions.*

TIP Photography is not the only media form that provides information.

? Can you think of any others? **Hint:** The paragraph to the right can give you a few answers.

Up, Down, Sideways A photographer can change the appearance of a person, place, thing, or event by changing the **camera angle.** Look at the examples below. In the picture on the left, the photographer stood on a ladder and shot the picture looking down. Do you see how the boy looks small and rather fragile? Now, look at the picture on the right taken of the same boy from a low angle. From this point of view, the boy looks big and powerful, even a little intimidating.

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What's Missing? Photographs can be **cropped,** or cut, so background details do not distract the viewer from the main subject. However, cropping can change the meaning of a picture, as you can see below. In the picture on the left you see a spaceship hovering in the sky. In the picture on the right, though, you see what was cut from the first picture. Aliens are not landing; a girl is holding the spaceship by a string.

More Than Words Some photographs have **captions,** which are like titles. A caption provides viewers with a summary of what is shown in a picture. Captions can be neutral, giving only facts, or they can show a positive or negative attitude toward the subject. Look at the pictures and captions below and on the next page. You can see that the images are the same, but the captions show two very different attitudes toward grizzly bears.

Enjoying the spring weather, a mother bear and her young relax by the riverside.

TIP What attitude toward bears does this caption express?

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TIP The purpose of any illustration is to illustrate an idea. Illustrators make choices about what style and medium will best suit their purpose. For example, the photograph to the right uses a realistic style, complementing the informative caption. The choice of photography as a medium also contributes to the informative purpose. Could a different medium (such as a cartoon) or a different style (one using symbols to represent bears, for example) be as effective in complementing the caption text? Explain.

Here is the same picture with a different caption. Notice how the caption changes what you "see" in the photo.

Rangers warn park visitors not to approach mother grizzly bears. They will fiercely protect their cubs.

YOUR TURN 14 Comparing Ideas in Photographs

- Look at the photograph on the left below, while covering up the photo next to it. How do you feel about the subject? Write a caption for the photograph that summarizes what you see and expresses your feelings.
- Next, look at the photograph on the right. How do you feel about the subject now? Write a caption for the photograph that summarizes what you see and expresses your feelings.
- Finally, write a paragraph in which you compare the two photographs. Explain how the differences in the way each photo is presented may have affected the captions you wrote.

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CHAPTER

4 Choices

Choose one of the following activities to complete.

CAREERS

1. Tool Time Comparing and contrasting two subjects is a favorite tool of journalists, consumer advocates, scientists, sports commentators, and campaign managers for politicians. Find examples of how comparing and contrasting is used in these fields or in other fields. Then, write a **report** that describes examples of how people in their fields make comparisons.

CROSSING THE CURRICULUM: ART

2. An Eye for Detail Sharpen your powers of observation by creating two **illustrations** in which several details have been changed from one to the other. For instance, if you drew two illustrations of a pizza with many toppings, the second would be slightly different from the first because you added, removed, or changed the toppings. Once your two illustrations are drawn, ask a partner to circle the items that are different.

CREATIVE WRITING

3. It's Like This Compose a **humorous poem** about a person, place, thing, or idea using similes. A simile is a comparison of two unlike things using *like* or *as*. For example, you could write a simile poem about happiness that begins, "Happiness is like a day without homework." In the rest of the poem, you would explain in a funny way the ways in which these two things are alike.

CROSSING THE CURRICULUM: MUSIC

4. The Beat Goes On Does your favorite musician or band follow the same formula from one CD to the next? Find specific examples that show how the musician or band has changed or stayed the same over time. You might focus on lyrics, style, vocals, or other areas. Give a **multimedia presentation,** using audio or audiovisual clips to demonstrate your points.

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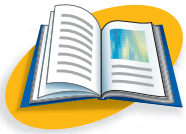
Reading Workshop



Reading a Book Review
PAGE 154

Writing Workshop

Writing a Book Review
PAGE 161

Focus on Viewing and Representing

Comparing Media: Film, TV, and Literature
PAGE 181

You stand staring at the rows of bookshelves in your school library. You need to choose a book to read, but how can you? With so many books to choose from, it sometimes seems impossible to settle on just one.

One way to choose a book is to read a book review. A **book review** tells what a book is about and the reviewer's opinion of the book. You can find book reviews in many newspapers and magazines. Some sites on the World Wide Web are devoted entirely to book reviews.

Book reviewers help readers sort through the many choices they have when deciding what to read. Reviewers base their ideas about books on careful reading and on knowledge of what makes a book good. You can be a book reviewer, too. You can use your skills as a reader to judge a book. Then, by sharing your ideas, you will help others decide if a book might be good to read.

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YOUR TURN 1

Reviewing a Book

With a partner, think of a book that you liked and give two reasons why you liked it. Then, think of a book you disliked and give two reasons why you disliked it. Discuss your reasons.

Go to the Chapter Menu for an interactive activity.

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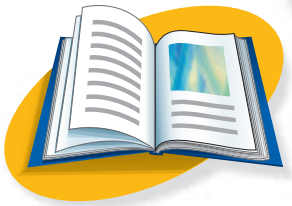

Reading a Book Review

WHAT'S AHEAD?

In this workshop you will read a book review. You will also learn how to

- **identify the elements of a novel**
- **identify a writer's point of view**

"Hilarious," "humorous," and "sarcastic" are words a reviewer uses in the review of the book *Catherine, Called Birdy.* Does this description make you interested in knowing more about the book? Read the following book review to see more of the reviewer's ideas about the book. Will it be a "thumbs up" or "thumbs down" review?

Preparing to Read

READING FOCUS

Elements of a Novel A novel does not just happen. A writer must put certain parts, or **elements,** into a book. Plot, character, setting, and a problem—a novel must have these elements, just as a baseball team needs a pitcher, a catcher, infielders, and outfielders. Reviewers focus on the elements of a novel when they read novels and when they write reviews about them. Notice which elements are mentioned in the review of *Catherine, Called Birdy* by Karen Cushman.

READING SKILL

Point of View We all have an attitude sometimes. Book reviewers specialize in having an attitude, and they will let you know what it is. The attitude of the reviewer (or of any writer) toward his or her topic is sometimes called the **point of view.** A book review will often end with a statement telling you whether the reviewer recommends reading the book. Long before you reach the end of a review, though, you will know how the reviewer feels. The reviewer's point of view will come across in the words he or she uses to talk about the book. What is the point of view of the reviewer of *Catherine, Called Birdy?*

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Reading Selection

Read the following book review. In a notebook or on a separate sheet of paper, jot down answers to the numbered active-reading questions in the shaded boxes. The underlined words will be discussed in the Vocabulary Mini-Lesson on page 159.

from Great Books for Girls

Catherine, Called Birdy

BY KAREN CUSHMAN. 1994. CLARION. AGES 12–14.

Reviewed by Kathleen Odean

Catherine, daughter of a small-time nobleman in medieval England, is hilarious. In a diary format she records her daily life, the outrages she suffers as a girl, and her often humorous assessment of things. She longs to be outside frolicking instead of inside sewing, and she chafes at her lessons in ladylike behavior. Birdy is the sort of girl who organizes a spitting contest and starts a mud fight. She makes a list of all the things girls cannot do, such as go on a crusade,[1] be a horse trainer, laugh out loud, and "marry whom they will." She battles with her father, who wants to marry her off to the highest bidder, no matter how repulsive. Many of her best sarcastic remarks are reserved for him, and she irritates him whenever possible. She has a lively sense of humor and a palpable love of life. Few fictional characters are so vivid and funny—do not miss this one.

1. Who or what is the focus of the reviewer's comments?

2. What does the reviewer think about the book?

3. Does this review make you want to read the book? Why or why not?

1. **crusade:** In the eleventh, twelfth, and thirteenth centuries, Christian nations repeatedly sent armies to the Holy Land, the region that is now made up of parts of Israel, Jordan, and Egypt. These armies repeatedly tried but failed to win back the Holy Land from the Muslims. These missions were called crusades.

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First Thoughts on Your Reading

1. **According to the review, what is the main character of *Catherine, Called Birdy* like?**
2. **What is the reviewer's main point?**

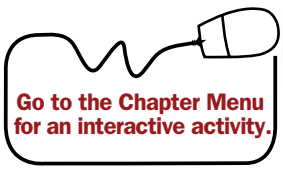
READING FOCUS

Elements of a Novel

A Recipe for Greatness When you cook, you must have certain ingredients for a dish to turn out well. A spaghetti dinner, for example, needs pasta and a good sauce.

Good stories and novels have several ingredients, or **elements.** A book reviewer will tell you about the elements of a particular novel. The reviewer will also let you know if he or she thinks the novelist got the recipe right. The chart below defines some elements of stories and novels and provides examples from a fairy tale you may know.

Elements of Stories and Novels	Examples from "Snow-White"
The **plot** is a series of related events that make up a story. The events revolve around a central problem, or **conflict,** which must be resolved before the story ends.	A jealous queen wants to kill her beautiful stepdaughter, Snow-White. Snow-White hides in the forest. She lives in a cottage with seven dwarfs. The queen tricks Snow-White into eating a poisoned apple that makes her appear dead. Snow-White is rescued by a prince.
The **main character** is the central person in the story.	Snow-White is the main character.
The **setting** is the time and place of a story.	The story is set a long time ago in a forest.



YOUR TURN 2 Identifying Elements of a Novel in a Book Review

Re-read the review of *Catherine, Called Birdy* on page 155. Find the elements of the novel by answering the following questions.

- **Plot:** What does the reviewer tell you about what happens?
- **Character:** Who is the main character? What is she like?
- **Setting:** Where and when do the events take place?

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Point of View

READING SKILL

Grade "A" Quality

A book reviewer's job is to evaluate, or judge the quality of, a novel. A reviewer's **point of view** often comes through in the way he or she discusses the elements of the novel. Positive or negative words reveal the reviewer's attitude toward the book.

Read the following review of the fairy tale "Snow-White." Look for the reviewer's point of view by noting which elements the reviewer mentions and whether he or she uses positive or negative words. If you need help, the Thinking It Through that follows the review will guide you.

TIP Reviewers use **positive words** (such as *powerful, exciting, fascinating,* and *funny*) to praise or compliment a novel. They use **negative words** (such as *weak, boring, unrealistic,* and *silly*) to criticize a novel.

> The character of Snow-White is unbelievably good and beautiful, but she is also much too trusting. Her beauty keeps the hunter and wild animals from harming her and provides her a charming home in the forest. However, her beauty does not hide her helplessness. She knows that the queen is trying to kill her, yet she continues to talk to strange women who come to the dwarfs' house. Three times she accepts deadly gifts from the disguised evil queen. Three times she survives. Anyone else would probably not be so lucky. Her character leaves the reader wondering how she manages to live happily ever after.

THINKING IT THROUGH Identifying Point of View

STEP 1 You can make a chart like the one on the next page to analyze a book review. In the middle column, note positive or negative words and phrases the reviewer uses to discuss each element. You may write *none* if the reviewer does not discuss a certain element.

STEP 2 Based on the negative or positive words that the reviewer uses, decide what his or her point of view is. Write the point of view in the right-hand column of the chart. If the element is not discussed, you may leave the space blank.

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Element	Positive or Negative Words and Phrases	Reviewer's Point of View
Plot	none describing plot	
Main Character	positive: good, beautiful, lucky negative: unbelievably, much too trusting, helplessness	Snow-White is beautiful, but that does not make her a great character.
Setting	positive: charming negative: none	There is not enough information to tell.

STEP 3 Put it all together. Look at the positive and negative words and phrases and decide what the reviewer thinks.

The reviewer does not think "Snow-White" is a good story because the main character is too helpless and unbelievably lucky.

Go to the Chapter Menu for an interactive activity.

YOUR TURN 3 Identifying a Reviewer's Point of View

Re-read the review of *Catherine, Called Birdy* on page 155. Then, use the Thinking It Through steps to identify the reviewer's point of view. Be prepared to explain *why* you think the reviewer takes the point of view you have identified.

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MINI-LESSON VOCABULARY

Wordbusting Strategy (CSSD)

A reviewer may use very specific words to communicate exactly what he or she thinks of a book. Often, the word *good* is just not good enough.

When you come across an unfamiliar word in a book review, you can use a four-part strategy called **Wordbusting.** The letters ***CSSD*** can help you remember the steps of the strategy. Use only as many steps as it takes to understand the word.

- **Context** Use clues from the words and sentences around the word.
- **Structure** Look for familiar roots, prefixes, or suffixes.
- **Sound** Say the word aloud. It may sound like a word you know.
- **Dictionary** Look up the word.

THINKING IT THROUGH — Using the Wordbusting Strategy

Here is an example of Wordbusting, using the word *outrages* from the review of *Catherine, Called Birdy.*

Context: "In a diary format she records her daily life, the *outrages* she suffers as a girl, and her often humorous assessment of things."

In the sentence, outrages are something she suffers. Suffers tells me that outrages are bad.

Structure: out + rage + s

Rage means "anger," so the word must have something to do with getting mad.

Sound: out′ rāj′ iz

It sounds like out and rage. I think an outrage must be something that makes you mad.

Dictionary: *Outrages* are acts that hurt someone or disregard a person's feelings.

My definition is pretty close.

PRACTICE

Use the Wordbusting strategy to figure out the meanings of the words to the right. The words are underlined in the review of *Catherine, Called Birdy* on page 155, so you can see the context of each word. After each definition, list the steps of CSSD that you used for that word.

1. assessment
2. frolicking
3. chafes
4. repulsive
5. palpable

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MINI-LESSON TEST TAKING

Answering Questions About Unfamiliar Vocabulary

Reading tests may ask you to identify the meanings of new words. The words may be technical or specialized terms that you normally do not use. To figure out their meanings, you must find clues in the reading passage. Look at the reading passage below and the test question that follows it. Then, use the Thinking It Through steps to figure out the answer.

> In the Middle Ages, books and other documents had to be copied by hand. Professional writers, called scribes, copied documents onto a kind of paper made from sheepskin. Often, many scribes sat together in a scriptorium, writing with ink and quill pens made from feathers. Scribes left wide margins on pages so that artists could draw colorful illustrations. When the handmade pages were complete, they were sewn together into a book.

You can tell from the passage that a scriptorium is

A. a person who copies documents

B. a pen made from feathers

C. a room where scribes work

D. a book made from sheepskin

THINKING IT THROUGH

Answering Questions About Unfamiliar Vocabulary

STEP 1 Read the whole passage and get a sense of what it is about.

The passage is about how scribes copied documents in the Middle Ages.

STEP 2 Look at the context of the word. Pay attention to words near the new term that may provide a clue to the word's meaning.

The passage tells me that scribes sat in a scriptorium. I can tell from the words "sat" and "in" that a scriptorium is a building or room.

STEP 3 Check your answer against the items in the test question.

A is wrong. The people who copied are scribes.

B does not match my answer.

C matches my answer. This is correct.

D is wrong. The scribes would not sit in a book.

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Writing a Book Review

WHAT'S AHEAD?

In this workshop you will write a book review. You will also learn how to

- **preview and summarize a novel**
- **identify the elements of a plot**
- **replace clichés with your own words**
- **use appositives**

You have just taken a journey. Maybe you went back in time or visited a foreign land. Perhaps you fought dragons, danced with royalty, and conquered evil. How did you do these wonderful things? You read a book, of course.

You think that all your friends should visit the world in the book you have just read. You can show your friends this world by writing a **book review.** In this workshop you will write a book review about a young adult novel. You will summarize the book and tell whether you think it is worth reading.

Prewriting

Select a Novel

Plucky Heroines in the City For this review, you will read a young adult novel. Think of the types of characters or settings you like to read about in novels. Then, look for a book with the type of character or setting that interests you most. To find a book, you might

- browse in bookstores—in person or online
- ask friends for recommendations
- go to the HRW Web site
- ask a librarian or media specialist for suggestions
- read some book reviews
- look for a new book by one of your favorite authors

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TIP You can use a library's **card** or **online catalog** to find a book. These catalogs list books by their titles, by their authors' names, and by their subjects. For more on **libraries** and **catalogs** see page 695 and page 698 in the Quick Reference Handbook.

Preview of Coming Attractions Once you have found several possible choices for your book review, **preview** each one to make your final decision. One student previewed *Tuck Everlasting* by Natalie Babbitt by following the steps in the Thinking it Through below.

THINKING IT THROUGH

Previewing a Novel

STEP 1 Look at the cover. Is there something that makes you interested in the book?	The front cover has a mysterious pair of eyes on it. The back cover has a quotation that makes me curious about the book.
STEP 2 Read the book jacket summary. What does the summary tell you?	The story is about a young girl who is kidnapped by a family who drank from a spring that lets them live forever.
STEP 3 Skim some pages. Do you like the way the characters are shown? Do you see any interesting action taking place?	There are lots of examples of dialogue, and I like to hear the characters talking. Somebody escapes from jail.
STEP 4 Consider what you have found. Does the book look interesting? Do you want to know more about the characters?	Yes, I want to know more about these characters. I think that this is a good choice for me.

Read Your Novel

KEY CONCEPT

TIP As you read, keep in mind the deadline for your review. Set aside time to read each day and set goals for how many pages you will read.

Please Note . . . **As you read the book you have chosen, remember that you will be writing about it later.** Keep nearby a sheet of paper divided into three columns. Label the columns *plot*, *setting*, and *main character*. Fill in the columns by answering the questions at the top of the next page as you read. Include page numbers next to important notes. The page numbers will help you if you need to go back and re-read some sections of the novel.

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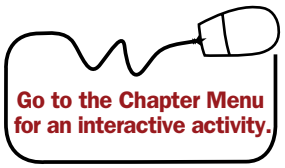
Plot	Setting	Main Character
■ What are the key events of each chapter? ■ What problem does the main character face? ■ How is the problem solved?	■ Where does the story take place? ■ When does the story take place? ■ How much time passes in the story?	■ Name: ■ Age: ■ What does the character look like? ■ What does the character like to do or play or eat?

Selecting and Reading a Novel

Brainstorm a list of the types of novels you like to read. Follow the Thinking It Through steps on page 162 to preview a few novels and choose one that you think you will enjoy. Then, read your book and take notes in a three-column chart based on your answers to the questions above. Save your notes for later.

TIP Keep notes on your reaction to the book. Record your **opinions,** any **quotations** that you like, and **questions** you have about the book. As you read, jot down notes about anything that jumps out at you.

Think About Purpose and Audience



The Big Picture You have read your book and are ready to tell people what you think. Before you begin, think about

- the **purpose** of your book review
- the people who will be reading it (your **audience**)

Your purpose for writing a book review will be closely linked to your audience and to *their* purpose for reading the review. Here are some questions and possible responses to help you think about your audience and their purpose.

Who is the audience for my book review?	Why might these people read my book review?	What types of information might interest my audience?
classmates	to decide whether to read a book	What is the book about?
community librarian	to decide whether to get a book for the library	What type of book is it? (mystery, fantasy, western, general fiction, and so on)
parents	to decide if a book is right for younger readers	How easy (or difficult) is it to read?
gift shoppers	to decide whether to buy a book as a gift	How much does it cost?

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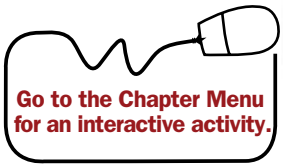
The audience for the review of *Tuck Everlasting* will be the student's classmates. Their purpose for reading will be to decide whether to read the book themselves. This audience will probably want to know what the book is about, but not how it ends. They might also be interested in knowing how easy or difficult the book is to read.



YOUR TURN 5 **Thinking About Purpose and Audience**

Use the chart at the bottom of page 163 to help you consider your audience and their purpose for reading your review.

Gather and Organize Details

You Get the Idea If you want people to read the book you have chosen, you need to say more about it than "It's good." You need to give them a *summary* of the book. A **summary** of a piece of writing includes only the key ideas of the piece. When you summarize a novel, you will briefly retell the important events. The notes that you took while you read your novel and the instructions on page 166 will help you write your summary.

There Is More to the Story If a story were plot alone, it would not be much fun to read. Readers will be more interested in plot events if they know something about the people and places involved. When you write a summary, include a description of the characters and the setting. The chart below contains examples from *Tuck Everlasting*.

Character	Who is the main character? What is he or she like?	The main character is Winnie. She is a spoiled only child who is bored and tired of being told what to do.
Setting	Where and when does the story take place?	The novel is set in 1880 in the village of Treegap.
Plot	What problem does the main character face? How does he or she deal with the problem?	Winnie has to decide if she should keep the Tucks' secret—the fountain the Tucks drink from that gives them eternal life. She decides to help them. Helping them makes her brave.

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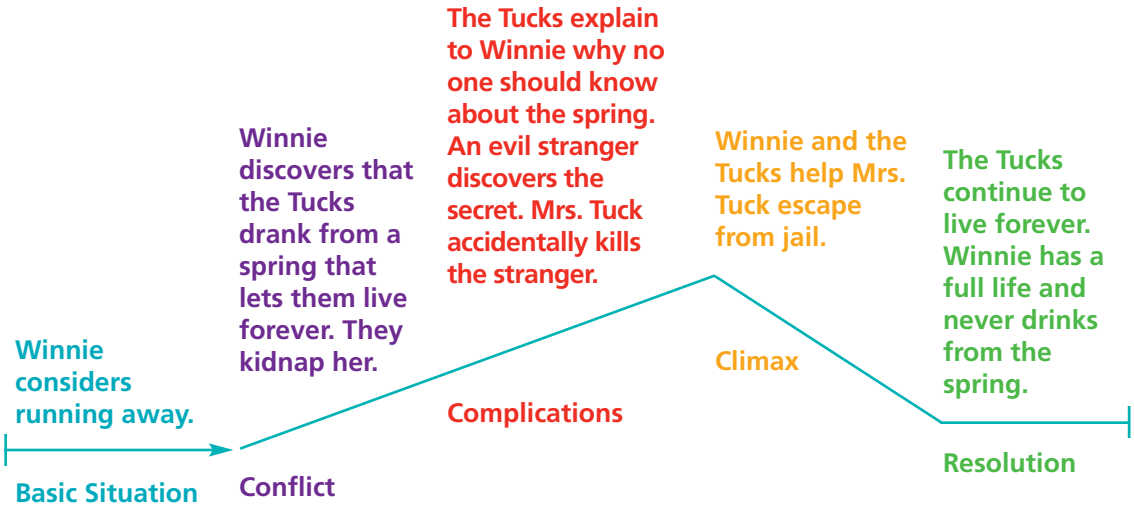
MINI-LESSON CRITICAL THINKING

Identifying the Elements of a Plot

Once upon a Time Most fairy tales begin with "Once upon a time . . ." and end with ". . . happily ever after." The plot in between is usually easy to follow. Novels, on the other hand, usually have a more complicated plot. However, they, too, follow a plot pattern.

- Most stories begin with a **basic situation** in which you learn about the characters and the setting.
- The main character usually runs into a **conflict,** or problem, early in the story.
- This problem sets in motion a series of events, or **complications,** that make up the action of the story.
- All of these events build to a high point, the **climax.** The climax is the most exciting moment in the plot.
- Following the climax is the **resolution,** or outcome. In this part of the story, we see how everything works out for the main character.

A **plot line** helps you figure out all the important steps of a plot. Below is an example of a plot line for *Tuck Everlasting.*



PRACTICE

Create a plot line for the novel that you read.
(**Hint:** As you decide which events are the most important, think about what sticks out in your mind. What are the events that any reader would need to know for the story to make sense?)

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Order! Order! You may want to begin your summary with details about character and setting. Then you can start summarizing the plot. Follow **chronological order,** telling what happens in the beginning and middle of the novel but do not tell how the novel ends, unless your audience is a group (such as librarians) who would prefer to know. **When you write your summary, use transitions like *first, next,* and *last* to link the details of the plot together.**

KEY CONCEPT

Go to the Chapter Menu for an interactive activity.

YOUR TURN 6 Gathering and Organizing Details

Record details from your reading notes about plot, main character, and setting in a chart like the one on page 164. Put a number next to each detail in your chart to show the order in which you will present the details when you write your summary.

Designing Your Writing

Highlighting a Quotation Book reviews sometimes highlight a quotation from the book. The stand-alone quotation sparks the reader's curiosity. To include a quotation, follow these guidelines.

- Select a quotation by thinking about what the main character says or does at an important moment in the book.
- Set the quotation apart from the rest of your book review by placing it directly below your title and indenting it on both sides. List the title and author of the book beneath the quotation, indented on the left side. Here is an example.

A Review of Natalie Babbitt's Tuck Everlasting

> She would try very hard not to think of it, but sometimes, as now, it would be forced upon her. She raged against it, helpless and insulted, and blurted at last, "I don't want to die."
>
> Tuck Everlasting, by Natalie Babbitt

If you could live forever just by drinking water, would you do it? The Tuck family unknowingly does just that in Natalie Babbitt's fantasy novel Tuck Everlasting. . . .

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Preparing Your Evaluation

Four Stars ★★★★ After you have prepared notes for your book's summary, you should think about your *evaluation*. The evaluation is the last part of a book review. In an **evaluation,** you

- tell readers why you like or dislike the book
- include a recommendation to read or not to read the book

It is important to know whether or not you would recommend the book. After all, you want your **point of view,** or attitude, about the book to come across throughout your review. Also, remember who your audience is when you make your recommendation. For example, you might think a book is too easy to read, but if your audience is younger readers, the reading level might be just right for them.

Here are two example evaluations based on *Tuck Everlasting*.

> The question of whether Winnie would drink from the spring remained open through the whole book. I could tell she might go either way, so the suspense was great. I enjoyed watching Winnie discover a world beyond her sheltered life. I would recommend Tuck Everlasting to readers who wonder what it might be like to live forever and who like suspense and fantasy.

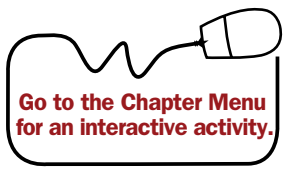
> Winnie's conflict over whether she would tell the Tucks' secret ended early in the book. From then on, I knew exactly how the book would end, and I found too many parts of the story unbelievable. I thought Winnie was weak and boring. She liked rules and order too much, and she hated getting dirty. I would not recommend the book except to big fans of fantasy.

TIP Your **voice** shows your **point of view,** or attitude, about the book. Use positive words for characters and events that you like. Use negative words to describe characters you do not like and parts of the plot that do not work. For more on **point of view,** see page 157.

TIP Many people know what types of books they like to read. If you tell your audience whether the book is a mystery, a western, a historical novel, a fantasy, or another type of book, it helps them decide whether to read it. Not all books fit into the above categories, so you may simply describe your book as "a novel for young adults."

YOUR TURN 7 Preparing Your Evaluation

Write an evaluation of the young adult novel you read for your book review. State clearly why you like or dislike the book and whether you think others should read the book or not.



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Writing

Book Review

Framework

Introduction
- Attention grabber
- Statement of author and title

Body
- Summary
  - Details about setting
  - Details about main character
  - Details about plot

Conclusion
- Evaluation
  - Reason
  - Recommendation

Directions and Explanations

Get your readers' attention by **introducing the topic of the book** in an interesting way. You may use a quotation, dialogue, a question, a metaphor or simile, or a slice of action to get your readers' attention. Be sure to identify the **author and title.** You might also tell readers what **type of book** it is: mystery, fantasy, historical fiction, and so on.

A **plot summary** should follow **chronological,** or time, **order.** Start with the beginning events, followed by the middle events, but do not reveal the novel's ending unless you think your audience would prefer to know it.

Use **transition** words to give your paper *coherence.* In a **coherent** composition, one idea flows logically to the next. For more on **transitions,** see page 287.

Write your **evaluation.** Give readers at least one **reason** why you like or dislike the book. Finally, make a **recommendation** to your readers: Should they read the book or not?

Go to the Chapter Menu for an interactive activity.

YOUR TURN 8 Drafting Your Book Review

Now it is your turn to draft a book review. As you write,
- keep your audience in mind
- refer to the framework above and the Writer's Model on the next page

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A Writer's Model

The final draft below closely follows the framework for a book review.

A Review of
Natalie Babbitt's *Tuck Everlasting*

If you could live forever just by drinking water, would you do it? The Tuck family unknowingly does just that in Natalie Babbitt's fantasy novel *Tuck Everlasting*. Living forever is complicated, though, especially when other people discover the secret.

Winnie, a lonely, sheltered, and spoiled only child, lives in a house at the edge of a village called Treegap. One hot August day in 1880, she discovers the Tuck family and the magic spring that lets them live forever. The Tucks are kindhearted, but they do not want anyone to know their secret. To keep Winnie from telling what she has seen, the Tucks kidnap her and take her to their home. There, Mr. Tuck explains why no one else should know about the spring. He feels that living forever is a lonely and empty experience. No one has ever talked to Winnie about such important things before. Winnie begins to see the world a bit differently and becomes friends with the Tucks. The next day, however, an evil stranger threatens to tell the secret. Mrs. Tuck gets upset and accidentally kills the man when he tries to take Winnie away. The Treegap constable takes Mrs. Tuck to jail. Next, Winnie bravely helps rescue Mrs. Tuck from jail. Winnie courageously struggles with some tough decisions. For starters, she must decide whether to keep the Tucks' secret. She also faces the opportunity to drink from the spring and live forever with the Tucks.

Tuck Everlasting is excellent. It is full of suspense as Winnie makes choices, takes risks, and learns about life. Although it is a fantasy book, it contains some truths about life. I recommend it to anyone who has ever dreamed about living forever or has had to make a tough choice.

TIP The highlighted words show the writer's point of view about the book's main character.

Attention grabber

Statement of author and title

Summary: Details about main character

Details about setting

Details about plot

Evaluation and reason

Recommendation

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A Student's Model

When you write a book review, you want your point of view about the book to be obvious. Diana DeGarmo, a sixth-grade student from Sand Springs, Oklahoma, makes her feelings known by clearly describing the main character and her situation in the following book review.

A Review of
Out of the Storm by Patricia Willis

Attention grabber

When single mother Vera lost her job in Garnet Creek, the family had to move to a new town. Patricia Willis, author of *Out of the Storm*, wrote this story from the viewpoint of Mandy, Vera's twelve-year-old daughter.

Statement of author and title

Summary

Mom and nine-year-old Ira adjusted to the new setting quickly, but Mandy resented everything about their new location. She held on to a dream that she and her deceased father had, and that dream prevented her from accepting her new life. She resented living with grumpy Aunt Bess and detested having to tend the sheep.

Mandy lived with her unhappiness and pitied herself until several incidents happened that made her realize that she was not the only kid who did not have a perfect life. She also found that others had dreams and perhaps by forgetting herself and helping someone else, she might find real happiness.

Evaluation

I think if a reader is looking for a book that tells of a family's struggle to live, *Out of the Storm* by Patricia Willis would be a good choice. I really liked this book because it showed characters learning to tough out bad situations. I also like the book's motto, "Sometimes it takes something Bad to make you see the Good."

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Revising

Evaluate and Revise Content, Organization, and Style

A Second Look Once you have written a first draft, you need to think about how to improve it. Do this by taking a break from your review and then reading the draft twice. In the first reading, focus on your ideas. Do they make sense? Are they in the right order? The guidelines below will help you decide. In the second reading, look at your words and sentences. The Focus on Word Choice on page 173 will help you.

First Reading: Content and Organization Use the following chart to evaluate and revise your book review.

COMPUTER TIP

If you are writing your review using a computer, you can use several word-processing features to help you revise. As you use the Self-Evaluation chart below, use the underlining feature for Tips 1, 3, and 5. For Tip 2, highlight or color the text on your screen.

Book Review: Content and Organization Guidelines for Self-Evaluation and Peer Evaluation

Evaluation Questions	Tips	Revision Techniques
1 **Does the introduction grab the reader's attention and give the book's author and title?**	**Put a check mark** next to any interesting statements. **Underline** the title and author of the book.	**Add** a quotation, question, or interesting statement to the introduction. **Add** the book's title and author if necessary.
2 **Does the summary include information about the book's setting and main character?**	**Highlight** the book's setting. **Draw a wavy line** under information about the main character.	**Elaborate** with details about the book's setting and main character.
3 **Does the summary retell the book's major plot events? Does it give details that would interest readers?**	**Put a star** next to each major plot event. **Underline** any information that would appeal to the review's audience.	**Delete** unimportant plot events and information. **Add** any important plot events missing from the summary.
4 **Does the summary show how the major events are connected?**	**Draw a box around** each word that shows how the events are related.	**Add** transition words or **rearrange** events to make their order clearer.
5 **Does the conclusion include a clear evaluation with at least one reason? Does it include a recommendation?**	**Underline** the evaluation. **Draw two lines** under the reason or reasons given for it. **Circle** the recommendation.	**Add** reasons to the evaluation, if necessary. **Add** a recommendation, if necessary.

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ONE WRITER'S REVISIONS This revision is an early draft of the book review on page 169.

elaborate

delete

add

, a lonely, sheltered, and spoiled only child,
Winnie lives in a house at the edge of a village called Treegap. One hot August day in 1880, she discovers the Tuck family and the magic spring that lets them live forever. ~~She had been following a frog into the forest.~~ The Tucks are kindhearted, but they do not want anyone to know their secret. To keep Winnie from telling what she has seen, the Tucks kidnap her and take her to their home.

PEER REVIEW

If you are evaluating a peer's book review, ask yourself these questions:

- Do I understand what the book is about?
- Do I know what the writer thinks of the book?
- Does the book review make me want to read the book? Why or why not?

Responding to the Revision Process

1. Why do you think the writer elaborated by adding words to the first sentence?
2. Why do you think the writer deleted a sentence from the paragraph above?
3. Why do you think the writer added the last sentence?

Second Reading: Style Now that you have looked at the big picture, it is time to focus on your sentences. There are many ways to edit sentences. One way is to eliminate *clichés*. **Clichés** are expressions that have been used so often they have lost their original meaning. When you hear or read a cliché, you probably do not even bother to picture the image in your mind. As a writer, the last thing you want is to have your readers ignore your ideas. The following guidelines will help you make your writing clear and original.

Style Guidelines

Evaluation Question	Tip	Revision Technique
Does the review contain any overused phrases?	**Circle** every word or phrase that you think is a cliché.	**Replace** each cliché with your original words.

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Word Choice

Clichés

When you are writing about a book you have read, you may want to use certain familiar expressions. However, clichés will weaken the punch of your writing. Here are some examples of clichés. See if you can think of others.

It is **raining cats and dogs.** She is **as busy as a bee.**

Replacing clichés with more original wording will make your meaning clearer and your writing more interesting.

The rain is pummeling the ground.

She zips around from 7:00 A.M. until 7:00 P.M. each day.

ONE WRITER'S REVISIONS

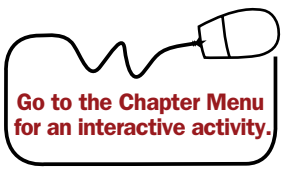
There, Mr. Tuck explains why no one else should know about the spring. He feels that living forever is *a lonely and empty experience.* ~~no bowl of cherries.~~

Responding to the Revision Process

How did replacing the cliché "bowl of cherries" with another phrase improve the sentence above?

Evaluating and Revising Your Book Review

- First, evaluate and revise the content and organization of your review by using the guidelines on page 171.
- Next, replace any clichés in your writing. Use the guidelines on page 172 and the Focus on Word Choice above to help you.
- If a peer read your paper, think carefully about his or her comments before you revise.



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Publishing

Proofread Your Book Review

Getting It Right Now you need to proofread, or **edit,** your book review. If you have too many errors in your book review, your readers may not take your recommendation seriously. To make sure you catch every error, also have a classmate proofread your review.

Grammar Link

Using Appositives

An **appositive** is a noun or pronoun that identifies or describes another noun or pronoun. An **appositive phrase** includes an appositive and its modifiers. Appositives and appositive phrases often answer the question *Who?* or *What?*

Appositive: My Spanish teacher, **Ms. Alvarez,** was born in Cuba. [*Ms. Alvarez* identifies *who* the Spanish teacher is.]

Appositive Phrase: I am interested in geology, **the study of the earth and rocks.** [*The study of the earth and rocks* explains *what* geology is.]

Appositives that are not essential to the sentence are set off with **commas.**

Our new gym teacher**, Mr. Samson,** trained as a gymnast. [The name *Mr. Samson* is extra information. Commas must be used to set it off.]

Commas are not needed if the appositive is essential to the meaning of the sentence.

My brother **Abdul** wants to be a gymnast. [The speaker has more than one brother.]

PRACTICE

Copy the sentences below on your own paper. Underline the appositive in each sentence, and insert commas where needed.

Example:

1. Last week I read *Tuck Everlasting* a novel about living forever.

1. *Last week I read* Tuck Everlasting**,** *a novel about living forever* **.**

1. The novel a fantasy for young adults is set a long time ago in a small village.
2. The main character Winnie Foster learns many things in the book.
3. Angus Tuck head of the Tuck family talks to Winnie about the loneliness of living forever.
4. Mae Tuck a character in the book accidentally kills a man.
5. The Tucks' son Jesse wants Winnie to drink from the spring. (They have two sons.)

For more information and practice on **punctuating appositives,** see page 570.

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Publish Your Book Review

Read All About It Finally, your book review is finished. Your goal was to write a review that would inform others about a book. How will you get your audience to read your review? Here are some suggestions.

- Find a Web site or online bookstore that asks for reader reviews of young adult literature, and send in your review.
- Create a reading suggestion bulletin board in your classroom. Post a copy of your book review there. If you have access to a school Web site, help create a Web page for all the book reviews written by your classmates.
- Deliver your book review as an **oral response** to the novel. Summarize the book for your listeners, and then explain your evaluation. Be sure to provide clear reasons why you like or dislike the book.

Reflect on Your Book Review

Building Your Portfolio Take time to think about your book review now that it is finished. What did you learn from it? Good writers are always learning from their writing. You can, too, by answering the following questions.

- What did you find easy or difficult about writing a summary?
- When else could you use summary writing?
- Which evaluation guideline (page 171) was most helpful in evaluating and revising your book review? Why?

YOUR TURN 10 Proofreading, Publishing, and Reflecting on Your Book Review

- Correct any punctuation, spelling, or grammar errors in your book review. Look closely at any appositives you used.
- Publish your book review so that others can read it.
- Answer the questions from Reflect on Your Book Review above. Record your responses in a learning log, or include them in your portfolio.

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Connections to Literature

Writing a Short Story

Like a novel, a short story has characters, a setting, and a conflict. Because short stories are usually only a few pages long, they deal with just a few characters, a single setting, and a simple plot. As a result, short stories often seem more focused than novels. The challenge in writing a short story is getting the focus just right. Here is an opportunity to write your own short story.

Read All About It Read the beginning of the story "Ta-Na-E-Ka." Notice how the writer introduces the main character, setting, and conflict.

> As my birthday drew closer, I had awful nightmares about it. I was reaching the age at which all Kaw Indians had to participate in Ta-Na-E-Ka. Well, not all Kaws. Many of the younger families on the reservation were beginning to give up the old customs. But my grandfather, Amos Deer Leg, was devoted to tradition. He still wore handmade beaded moccasins instead of shoes and kept his iron-gray hair in tight braids. He could speak English, but he spoke it only with white men. With his family he used a Sioux dialect. . . .
>
> *Eleven* was a magic word among the Kaws. It was the time of Ta-Na-E-Ka, the "flowering of adulthood." It was the age, my grandfather informed us hundreds of times, "when a boy could prove himself to be a warrior and a girl took the first steps to womanhood."
>
> "I don't want to be a warrior," my cousin Roger Deer Leg confided to me. "I'm going to become an accountant."
>
> "None of the other tribes make girls go through the endurance ritual," I complained to my mother.
>
> Mary Whitebird, "Ta-Na-E-Ka"

Plot a Course Every project needs a plan. Here is a plan to help you write your story.

1. **Brainstorm characters, settings, and conflicts.** Make a chart like the one below to generate ideas. For each column, think of all the possibilities you can imagine. One example is given.

Main Character	Setting	Conflict
Hector, an 11-year-old detective	a shopping mall	A storm knocks out all the electricity.

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2. **Choose a main character, a setting, and a conflict.** To create a story beginning, select one idea from each column in your chart. You can mix and match, choosing the character, setting, and conflict that give you the most interesting ideas.
3. **Generate details about character and setting.** To come up with details, answer the following questions.

Main Character	■ What does he or she like to do? ■ How old is the character? ■ What does he or she look like?
Setting	■ Where does the story take place? ■ When does the story take place? ■ What **sensory details** will help the reader imagine the setting?

4. **Map out the plot of your story.** Think of details for your plot, using the questions that follow. You may want to use a plot line like the one shown on page 165.

Questions:

- What events happen because of the conflict?
- How can you create **suspense,** keeping the reader wondering what will happen next?
- What happens first, second, or later?
- What event will be the climax?
- How will the conflict be settled?

Getting Started Once you map out your plot, start writing. If you need help getting started, look again at the first paragraphs of "Ta-Na-E-Ka." You may find it easier to begin in the middle of your story, and then write the beginning and the ending. Finally, remember that a good story has suspense, dialogue, description, and sensory details, and that its resolution ties up loose ends.

YOUR TURN 11 Writing a Short Story

Write a draft of a short story by following the steps you have just read. Exchange your draft with a partner. Read your partner's draft and look for the story elements of character, setting, and plot. Are any missing? Share your ideas with your partner. Then, revise your story as necessary.

After you have written the story, consider preparing a **dramatic interpretation** of it to present to your class. (For information on **dramatic interpretation,** see page 725 in the Quick Reference Handbook.)

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Connections to Literature

Writing an Essay About a Poem's Sound Effects

Poets play with words to give their readers new ways of looking at the world. In just a few words, a poem can express a wealth of meanings. Many poems rely partly on the sounds of words to convey meaning. You can recognize and appreciate a poem's **sound effects** when you understand some of the special techniques poets use. In this section, you will choose a poem and write an essay analyzing its sound effects.

Sound Effect Check Poets often choose and arrange words to create sound effects. They may try to imitate a specific sound (such as the wind's howling or a bee's buzzing) or to create a mood (such as excitement or joy). Sound effects may provide a clue to a poem's meaning. Three kinds of sound effects are rhyme, rhythm, and repetition.

Rhyme is the repetition of vowel sounds and all sounds following them.

shelf and *elf* *comb* and *gnome*

Rhyme is used to emphasize ideas, organize the poem, and entertain the reader.

Rhythm is a musical quality created by the repetition of stressed (´) and unstressed (˘) syllables in a line or by the repetition of certain sounds.

You may notice the rhythm of words when you talk. Poets sometimes emphasize the rhythm and pattern of words to imitate actions described in the poem.

> How doth the little crocodile
> Improve his shining tail,
> And pour the waters of the Nile
> On every golden scale!
>
> Lewis Carroll,
> "How Doth the Little Crocodile"

Repetition is the effect of repeating a word, phrase, or line throughout a poem. Repetition creates rhythm, helps organize a poem, and emphasizes feelings or ideas. Notice the repetition in the following poem.

> Last night I dreamed of chickens,
> there were chickens everywhere,
> they were standing on my stomach,
> they were nesting in my hair,
> they were pecking at my pillow,
> they were hopping on my head,
> they were ruffling up their feathers
> as they raced about my bed.
>
> Jack Prelutsky,
> "Last Night I Dreamed of Chickens"

Jump In Read the poem on the next page. What sound effects can you

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find? (Hint: Read the poem aloud, and listen.)

Whenever the moon and stars are set,
  Whenever the wind is high,
All night long in the dark and wet,
  A man goes riding by.
Late in the night when the fires are out,
Why does he gallop and gallop about?

Whenever the trees are crying aloud,
  And ships are tossed at sea,
By, on the highway, low and loud,
  By at the gallop goes he.
By at the gallop he goes, and then
By he comes back at the gallop again.

Robert Louis Stevenson, "Windy Nights"

First Impressions In order to analyze a poem's sound effects, you need to hear them. Read the poem aloud, and jot down your impressions or feelings about it. The following questions can help you identify your response to any poem. Sample responses to "Windy Nights" are provided.

- What did you think about when you read the poem? I thought about a windy night and the kinds of sounds that the wind makes.
- Do you like the poem? Why or why not? Yes, I like the way it repeats words.

A Closer Look Now it is time to read the poem again. This time, listen more closely to its sound effects. Think about the following questions as you re-read the poem. Find examples in the poem to answer the questions. (Note the line numbers where you find your examples. You will need to use those examples for support in your essay.)

- Does the poem use rhyme?
- Does the poem have rhythm?
- Does the poem use repetition?
- What do the sound effects add to the poem? Would the poem be as effective without the sound effects?

What's the Plan? By now, you have a lot of information about the poem. You know what you think about it and the sound effects it uses. The next step is to organize your ideas before you draft your essay. Use the notes that you have taken on the poem, and put your ideas in a graphic organizer like the one below.

Introduction
- **Mention the poem's title and author.**
- **Explain what the poem is about.**

↓

Body
- **Explain how sound effects are used in the poem.**
- **Provide one quotation or example from the poem for each type of sound effect.**

↓

Conclusion
- **State whether you like the poem.**
- **Explain why you do or do not like it.**

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For Example Below is an analysis of the sound effects in "Windy Nights." Notice that the writer mentions the three kinds of sound effects in the poem and provides examples with their line numbers.

"Windy Nights" by Robert Louis Stevenson is a poem about the noises of a windy night. The poet talks about a man riding a horse, but he is really talking about the wind. The sound effects in the poem help me hear and feel a windy night.

The poem uses rhyme, rhythm, and repetition. The rhyming words are in a regular pattern. For example, the words at the ends of every other line rhyme ("set" and "wet" in lines 1 and 3). Then, there are two rhymes in the last two lines of each stanza ("out" and "about" in lines 5 and 6). This reminds me of the way the wind keeps coming back over and over. The rhythm of the poem also reminds me of the wind. Words like "whenever" (lines 1, 2, and 7) and "gallop" (lines 6, 10, 11, and 12) have the rhythm of a galloping horse. The repetition of these words makes the idea of the wind seem even stronger. The repetition of the word "by" in the last four lines makes me think of a night when the wind will not stop.

I like the poem "Windy Nights." At first, I did not know why the poet talks about a man riding. Then, the repetition of the word "gallop" made me realize that the rider is the wind. I like the way the sound of the poem makes the meaning come alive.

YOUR TURN 12 Writing About a Poem's Sound Effects

- Find a poem you like that contains sound effects. (Ask your teacher or librarian to help you find poems.)
- Jot down your response to the poem. How do the sound effects help express the poem's meaning?
- Use the questions and the graphic organizer on page 179 to prepare a short essay that analyzes the sound effects in the poem.
- Revise your essay and check your final copy for spelling, punctuation, and grammar errors.

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Comparing Media: Film, TV, and Literature

WHAT'S AHEAD?

In this section you will compare a book and a film or TV show of the same type. You will also learn how to

- **identify the elements of a novel and techniques used in a film**
- **make generalizations about a genre**

"I will wait until the movie comes out." So many books are made into films that you might be tempted to stop reading and only see movies. What would you lose if you did that? Books, movies, and television all tell stories, but they tell them in different ways.

Read the Book and Watch the Show

Use Your Critical Eye For this workshop you will work with a partner to compare the main characters in books and movies or TV shows of the same type or *genre*. **Genre** (zhän′rə) is a French word meaning "type" or "class." Works of the same genre share certain characteristics. For example, the main character in detective novels, films, and TV shows is often a private investigator who has one faithful friend but who tends to make other people angry. The investigator also shows great determination, especially if he or she gets injured while trying to solve the mystery.

Other genres include fantasy/science fiction, westerns, animal stories, war/spy stories, sports stories, and historical fiction. Can you think of an example for each of these genres?

Be Choosy With your partner, select a genre. From that genre, each of you should select a book that you have read before. Then, you should each watch a different film or TV show from the same genre. The following chart will give you some ideas.

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Possible Book and Movie/TV Combinations by Genre

Genre	Books	Movies/TV Shows
Science Fiction Stories	*Fantastic Voyage* by Isaac Asimov	*The Day the Earth Stood Still*
	The Time Machine by H. G. Wells	*Star Trek*
Animal Stories	*Call of the Wild* by Jack London	*Wild America*
	The Yearling by Marjorie Kinnan Rawlings	*Fly Away Home*
War Stories	*Number the Stars* by Lois Lowry	*The Diary of Anne Frank*
	Zlata's Diary by Zlata Filipovic	*Empire of the Sun*
Sports Stories	*Hoops* by Walter Dean Myers	*Brian's Song*
	The Contender by Robert Lipsyte	*Wild Hearts Can't Be Broken*
Mysteries	*I Am the Cheese* by Robert Cormier	*Fairy Tale: A True Story*
	The A.I. Gang: Operation Sherlock by Bruce Coville	*From the Mixed-Up Files of Mrs. Basil E. Frankweiler*
Westerns	*Jimmy Spoon and the Pony Express* by Kristiana Gregory	*Shane*
	The Long Chance by Max Brand	*Gunsmoke*

TIP Rent the video or check it out from the library. If you do not see a combination that you like in the chart above, talk to a librarian or your teacher to get suggestions.

Reading at the Movies

Books, TV, and films have their own **media languages**—special ways of making meaning. The boldface terms below give you some of the language *you* will need to talk about the effects of these media.

How to Be a Character

To create a believable character, a writer uses *characterization*. **Characterization** is the process of showing a character's personality. The writer can directly tell you what a character is like by using **description.** Writers can also indirectly show you what a character is like. When a writer uses **narration** (telling the events of a story) to tell us what a character is doing, for example, we get ideas about that character's personality. Another way that writers give us indirect information about character is through **dialogue.**

Like novelists, filmmakers and TV writers use narration and dialogue. Films and TV, though, have some additional techniques for showing character.

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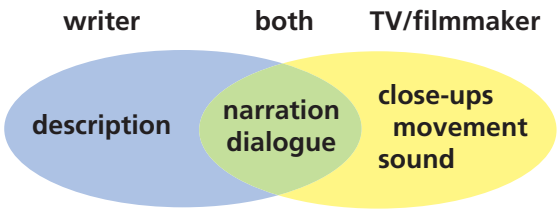
- **Facial expression and body movement:** Close-ups of actors' faces help reveal characters' feelings. A character may show confidence or fear by the way she walks. A nervous character might constantly wiggle a foot or play with a pen while he is talking.
- **Sound:** Music can be used to say something about characters. For example, the appearance of a threatening character may be accompanied by scary music. A filmmaker may also use different types of music to reflect a character's changing moods.

Tools of the Trade The Venn diagram below reviews some of the tools available to writers, TV show producers, and filmmakers. As you read the book and watch the TV show or movie you have chosen, think about how these tools are used to create character as well as other elements, such as setting and conflict.



Compare the Book and Movie or TV Show

What's the Difference? After you have read your book and watched your movie or TV show, you will compare the main characters in your two examples. The following charts compare the main characters in two fairy tales: a print version of "Sleeping Beauty" and a TV movie version of *Cinderella*. Make similar charts for the book and film or TV show you chose.

Story: "Sleeping Beauty" by Charles Perrault	
Main Character and Description	**Techniques Used to Create Element**
The princess: She is lovely, sweet tempered, and clever. She sings and dances. She doesn't do much in the story, but everyone loves her.	Description: The princess is described to us. Narration: The narrator explains what happens to the princess, who does not take any action. Dialogue: There are only a few lines of dialogue, and they don't tell us much.

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Movie: *Cinderella*	
Main Character and Description	**Techniques Used to Create Element**
Cinderella: She is pretty, sweet, and kind, but her costumes are plain and tattered. She wants to be treated with respect.	Narration: The fairy godmother narrates what is happening. Facial expressions: Close-ups of Cinderella show her sadness when her family treats her badly and her joy when she dances with the prince. Sound: Cinderella sings happy songs when she is happy. She also sings songs that tell us about her dreams. Dialogue: The things she says tell us how she feels.

Reference Note

For more on **generalizations,** see page 705 in the Quick Reference Handbook.

Once you have completed your chart, get together with your partner to make a generalization about the main character in the genre you chose. Here is how you and your partner might make a generalization about the main character in a particular genre.

What you learned (about main character in that genre)
\+ What you already know
Generalization

TIP A **generalization** is a statement, based on specific examples, about the general characteristics of something. Be careful not to overgeneralize: Your generalization should be based on at least two books and at least two movies or TV shows.

Working with a partner, the student whose charts are shown above made the following generalization about the main character in a fairy tale.

> The main character in a fairy tale is often a girl who is sweet and beautiful and loves to sing.

This generalization can be supported by information in the chart, plus what the student's partner discovered, plus what both students know from hearing other fairy tales.

YOUR TURN 13 Comparing Media and Making Generalizations

Choose a book and a movie or TV show from the same genre. Follow the steps on pages 181–184 to make a chart comparing the main characters in the book and the movie or TV show. Then, working with a partner, make a generalization about the main characters in that genre. Support your generalization with evidence from your partner's and your own charts.

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5 Choices

Choose one of the following activities to complete.

▶ CAREERS

1. Everybody's a Critic
Report on a movie or book for a television review show. Have a partner review the same book or movie with you. Each of you will decide whether you like it. Then present the book or movie **reviews** to the rest of the class. Discuss why you and your partner do or do not agree.

▶ WRITING

2. That's What I Think
Share your thoughts about a novel by writing **e-mails** or **letters** to a pen pal. Discuss the main character, setting, and plot, as well as your reactions. Discuss your pen pal's book, too. Write at least two letters or e-mails each.

▶ CONNECTING CULTURES

3. It's a Small World The German "Aschenputtel," the Chinese "Yeh-Shen," and the English "Cinderella" are different versions of the same story. Read them, or read several versions of another story. Create **charts** comparing the stories' characters, settings, and plot events.

▶ TECHNOLOGY

4. Virtual Critic
Collaborate with a group to create a **database** of reports on educational computer games. As a group, decide which elements you want to evaluate or rank (sound effects, difficulty level, graphics, the goal of the game, and so on). Then, create **forms** for evaluating the games. Each member should then choose a game, play it, and complete the form. Once you have all the information, the group will create a database **record** about each of those games.

▶ CREATIVE WRITING

5. All Together Now
Collaborate in writing a **short story** with a group of classmates. Each person in the group should write a paragraph. Discuss and revise the paragraphs as a group. Read your final version to the class, and discuss your experience of working as a group.

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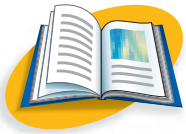
Reading Workshop



Reading an Informative Article
PAGE 188

Writing Workshop

Writing a Research Report
PAGE 198

Focus on Speaking and Listening

Giving and Evaluating a Research Presentation
PAGE 222

You just heard the greatest CD of all time. You want to know everything about the group—Where are they from? How do they get ideas for songs? What other recordings have they made? Finding answers to these questions requires research.

From sixth-graders to research scientists, people need to find and share information with others. One way for people to share this information is by writing a research report. Research reports are based on reliable sources—experts, informative books or articles, videotapes, or Internet sources. A research report writer pulls together information from different sources and presents it along with his or her own thoughts on a subject.

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YOUR TURN 1 Seeking Information

With a few classmates, make a list of some subjects you have researched in the past, such as a hobby or sport, something in nature, or an interesting person. Then, discuss these questions:

- What sources did your group use to find information?
- Which sources were easy to use? Why? Which sources were difficult to use? Why?

Go to the Chapter Menu for an interactive activity.

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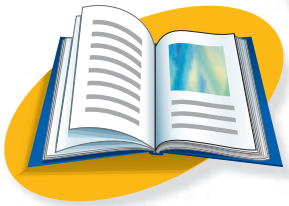

Reading an Informative Article

WHAT'S AHEAD?

In this section you will read an informative article. You will also learn how to

- **draw conclusions**
- **recognize an author's purpose for writing**

What is a gold rush? Who were the original Forty-Niners? Why is California known as "the Golden State"? You will find the answers to these questions and more as you read "The California Gold Rush," the informative article on the next page.

Preparing to Read

READING SKILL

Making Inferences: Drawing Conclusions An **inference** is an idea a reader forms, based in part on what he or she has read, seen, or experienced. One type of inference is a *conclusion.* Readers draw **conclusions** by putting together the pieces of information a writer presents and adding their own knowledge to that information. For example, details such as an eye patch, a wooden leg, and a parrot perched on a person's shoulder are clues that can lead readers to conclude that the person being described is a pirate. As you read the following article, try to draw conclusions about the gold rush in California.

READING FOCUS

Author's Purpose An **author's purpose** is the reason the author writes a piece. In the following article, Kathy Wilmore answers questions like these about the California gold rush: *Who was involved? What did they do? Why? How did it start? How did it turn out?* The fact that the article answers such questions gives you a clue about why the author wrote it.

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Reading Selection

Read the following selection. In a notebook, jot down answers to the numbered active-reading questions in the shaded boxes. Underlined words will be used in the Vocabulary Mini-Lesson on page 196.

from Junior Scholastic

THE CALIFORNIA GOLD RUSH

BY KATHY WILMORE

1 For seventeen years—ever since leaving his New Jersey home at age eighteen—James Wilson Marshall kept moving farther and farther west in search of a better life. In 1845, he went to California, which was part of Mexico then, and things finally seemed to turn around for him. A businessman named John A. Sutter gave him a job building a sawmill in a remote wilderness area in northern California. Build it, Sutter told him, and you can run the place for me. Sutter was looking to make a tidy profit; Marshall was just hoping to make a living. But on January 24, 1848, Marshall was momentarily distracted from his work. A glint of light caught his eye—and sleepy California was never the same again.

1. Why do you think the author tells you so much about James Marshall?

"To See the Elephant"

In January 1848, California had a population of only 15,000 people. By the time December 1849 came around, the population was up to 100,000 and climbing. Why such a boom? Blame it on that glint that caught James Marshall's eye. 2

One cold and rainy day soon after, Marshall arrived at Sutter's house with "some important and interesting news." Sutter studied the stuff that Marshall had brought and 3

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2. What was the glint that caught Marshall's eye?

realized it was gold. He was not happy.

4 "I told [my employees] that I would consider it as a great favor if they would keep this discovery secret only for six weeks, so I could finish [building] my large flour mill at Brighton. . . . [I]nstead of feeling happy and contented, I was very unhappy, and could not see that it would benefit me much, and I was perfectly right in thinking so."[1]

5 Sutter's employees promised not to tell, but word leaked out. . . .

6 By 1849, the gold rush was on. People poured into California from all points of the compass. They arrived by ship or overland trails, crossing North America by wagon train, riding horses or mules, and even on foot.

7 These hopeful thousands, the first large wave of whom arrived in 1849, were known as Forty-Niners. Many had sold everything they owned to pay their way to California.

3. Why were the first miners called Forty-Niners?

8 Ask a Forty-Niner why, and he or she was likely to reply, "I am going to see the elephant"—that is, to find something wonderful and rare.

1. From "The Discovery of Gold in California" by Gen. John A. Sutter, *Hutchings California Magazine* (November 1857).

"A Dog's Life"

Dreaming of gold was easy, but finding it was anything but. Miners faced hours of strenuous work. Some were able to reach out and pick up a gold-filled nugget, but that was rare. 9

Most miners spent hours slamming pickaxes into rocky soil, or scooping up panfuls of riverbed mud and rinsing it to find tiny grains of gold. They lived in rough, makeshift camps far from "civilization," with little shelter from cold mountain winds and rain. As William Swain described camp life in a letter sent home in 1850: 10

"George, I tell you this mining among the mountains is a dog's life. . . . [T]his climate in the mines requires a constitution like iron. Often for weeks during the rainy season it is damp, cold, and sunless, and the labor of getting gold is of the most laborious kind. Exposure causes sickness to a great extent for, in most of the mines, tents are all the habitation [home] miners have."[2] 11

4. Why do you think the author includes quotes such as this one in the article?

Making a Go of It

Thousands of Forty-Niners made the trek to California with the idea 12

2. From a letter from California by William Swain, January 6 & 16, 1850.

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of striking it rich, then returning home to spend their wealth. But for every Forty-Niner whose labor paid off handsomely, countless others had to find other ways of making a living.

13 Among those were thousands of Chinese. Word of "Gold Mountain"—the Chinese name for California—lit new hope among poverty-stricken peasants in China. In 1849, only 54 Chinese lived in California; by 1852, the number had risen to 14,000.

14 Chinese miners faced the resentment of many white Forty-Niners who saw them as unfair competition. . . . Looking for less risky ways of earning a living, many Chinese turned to service work: cooking meals, toting heavy loads, and washing clothes. Miners happily plunked down money for such services.

15 The Chinese were not the only Forty-Niners to make a go of things at something other than mining. One of the biggest success stories was that of a Bavarian immigrant named Levi Strauss. Strauss, a tailor, hoped to make his fortune by making and selling tents. But he found that another item he made was more popular: the heavy-duty work pants that became known as those "wonderful pants of Levi's." His blue jeans business prospered, and Strauss became one of the wealthiest men in California.

From Fortune to Misfortune

What of Sutter and Marshall, the men who started it all? 16

Sutter's workers all quit and poured their efforts into finding gold. When the first Forty-Niners arrived, they overran Sutter's land, wrecked his mills and farmlands, and even killed his cattle for food. . . . 17

5. Do you think Sutter was right to be unhappy when Marshall first discovered gold? Why or why not?

Marshall's hope of earning a living by running the mill was destroyed when the workers quit and it was wrecked by treasure seekers. He became a drifter, then a poor farmer. 18

The Golden State

For California, however, the gold rush brought long-lasting benefits. California had become U.S. territory as a result of the treaty ending the Mexican War. That was signed on February 2, 1848—just eight days after Marshall spied that first glint of gold. California became the thirty-first state on September 9, 1850. In that short time, it grew from a place of scattered settlements to one of bustling seaports and boomtowns. Whether or not they ever had the thrill of "seeing the elephant," thousands of restless Forty-Niners found a place to call home. ■ 19

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First Thoughts on Your Reading

1. **Why do you think the author wrote this article?**
2. **What qualities helped people succeed during the gold rush?**

READING SKILL

Making Inferences: Drawing Conclusions

Add It Up Suppose you are watching a mystery on TV in which a character sneaks into a room, then races from the room carrying a small box. Another character enters the room and screams, "My jewelry has been stolen!" What happened? In order to understand the story, you will need to draw a *conclusion*.

A **conclusion** is a judgment a reader makes about a text based on details the author provides and on what the reader already knows about the subject. Here is an example.

What you read: The Maximizer, the most powerful superhero, has captured the evil Dr. Z. Suddenly, Dr. Z throws a glowing liquid at the Maximizer, who collapses.

\+ **What you know:** In other comic books, the superhero usually has one big weakness, which his or her enemy discovers at some point.

Conclusion: Dr. Z has discovered the Maximizer's weakness. The glowing liquid makes the Maximizer helpless.

Read the following paragraph and try to draw a conclusion based on the details in it. If you have trouble reaching a conclusion, use the Thinking It Through steps on the next page.

In 1901, the first cars were being mass-produced in the United States. They were popular and sold well. In that same year, a huge oil field was discovered at Spindletop, near Beaumont, Texas. Within three months, the population of Beaumont had grown from nine thousand to fifty thousand.

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THINKING IT THROUGH Drawing Conclusions

STEP 1 Identify the topic of the passage and look for the details about it.

Topic: cars and oil

Details: Cars were mass-produced, and a huge oil field was discovered in the same year. The town where oil was discovered grew.

STEP 2 Think about what you already know about the topic. How can you connect the details to your own knowledge or experiences?

I know cars use oil and gasoline. I also know people rush to places where big discoveries are made—the way the Forty-Niners rushed to California—because they hope to get rich.

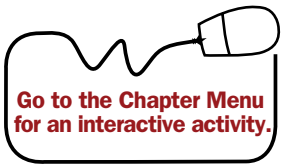
STEP 3 Connect your knowledge or experiences you recalled from Step 2 with the details you identified in Step 1 to draw a conclusion about the subject.

Conclusion: People knew cars would need oil, so many people rushed to the place where it was discovered, hoping to get rich.

YOUR TURN 2 Drawing Conclusions

Use the Thinking It Through steps above to draw conclusions about the following parts of "The California Gold Rush." Read each passage listed and draw a conclusion by answering the question that follows each item on the list. Be prepared to support your conclusions with details from the reading selection.

- Paragraphs 3 and 4: Why did Sutter react as he did to the discovery of gold?
- Paragraph 15: What did the gold rush have to do with one businessman's making a fortune from the sale of work pants?
- The section titled "From Fortune to Misfortune": Was the gold rush lucky for Sutter? Why?



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READING FOCUS

Author's Purpose

What's the Point? When you read a comic book, you usually are reading to be entertained. The creator of that comic book most likely wrote it for exactly that purpose. Sometimes, though, writers use the comic-book form in order to express themselves—to tell about something meaningful that happened to them or to share their own feelings about something they think is important. Whether they write comic books or research reports, writers write for a **purpose,** or reason. Being aware of an author's purpose can help you set your own purpose for reading.

The following chart explains the four main purposes for writing. In the right-hand column, it gives clues that you can look for in a piece of writing to figure out an author's purpose.

Purpose	Explanation	Clues
to inform	Informative writing teaches something. It answers *Who? What? Where? When? Why?* and *How?* questions. It can explain the way bats navigate, how a firefighter made a daring rescue, or how to play a game.	▪ dates ▪ names of real people and places ▪ facts, maps, and charts ▪ helpful headings ▪ quotations from real people
to express a belief or feeling	Expressive writing shares a writer's beliefs or feelings about something. Poems and personal essays are examples of expressive writing.	▪ words about feelings ▪ use of *I* ▪ value words like *best, worst, great*
to be creative or entertain	Creative writing tells a story, uses drama or humor, or plays with language. Examples include novels, short stories, poems, and plays.	▪ a story with a beginning, middle, and end ▪ dialogue ▪ rhyme ▪ humor ▪ suspense
to influence or persuade	Persuasive writing tries to convince the reader to share the writer's opinion or to take some action. Examples include editorials, persuasive essays, reviews, and advertisements.	▪ opinions supported by reasons, facts, or examples ▪ words like *should, must, have to* ▪ value words like *best, worst, great*

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Can you figure out the author's purpose in the following passage? You can if you look for clues from the chart on page 194.

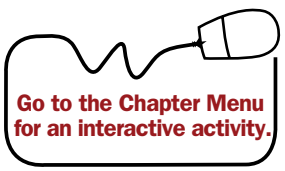
> Although history tells about the taming of the American West, an important part of that story is often left out. History books should emphasize the contributions of Chinese immigrants. Chinese workers provided much of the labor for early railroads and took jobs that others considered too dangerous. They suffered from low pay, unfair laws, and frequent attacks by other groups. These people who helped to build the modern West should be honored.

Here is how one student identified clues in this paragraph to figure out the author's purpose.

Clues	What They Tell Me About Purpose
The paragraph includes facts about Chinese workers in the West.	The purpose could be to inform. These facts also seem to back up an opinion, though, so I think the purpose is probably to persuade.
The word should is used twice.	The purpose is definitely to persuade.

YOUR TURN 3 Identifying the Author's Purpose

- Re-read "The California Gold Rush" on pages 189–191. Alone or with a partner, look for clues from the chart on page 194.
- List the clues you find and identify the purposes they point to, as in the above example.
- Finally, look over your list of the clues and purposes you have found in the article, and choose the purpose that you have listed most often.



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MINI-LESSON VOCABULARY

Word Roots

An informative article on a subject you know little about may contain unfamiliar words. You can often figure out the meaning of a word if you recognize its *root*. A **root** is the main part of a word. For example, the words *personality* and *impersonal* have the same root—*person*. Word roots like *person* can stand alone, but some roots cannot. The chart to the right gives examples of such roots. These roots need word parts called *prefixes* and *suffixes* to become words. A **prefix** is a word part that may be added to the beginning of a root to change the root's meaning. A **suffix** may be added to the end of a root. (For more on **prefixes** and **suffixes,** see page 126.)

Word Root	Meaning	Examples
–civi–	relating to townspeople	uncivilized
–migr–	to move	migrate
–popul–	people	unpopular

THINKING IT THROUGH Using Word Roots

Here is an example based on a word from the reading selection.

STEP 1 Peel off the prefixes and suffixes to identify the unfamiliar word's root.

The word is population. I can peel off the suffix -ation. That leaves popul-.

STEP 2 Use what you know about the root and the word's context to come up with a definition for the unfamiliar word.

I know popul- means "people." The words around population tell me how many people lived in California. Population must mean "the number of people."

STEP 3 Replace your definition in the original sentence to see if it makes sense.

"In January 1848, California had a number of only 15,000 people." That makes sense to me.

PRACTICE

Use the steps above to define the following words. They are underlined for you in the reading selection. For help with meanings of prefixes and suffixes, see pages 715–716.

1. momentarily (page 189)
2. civilization (page 190)
3. laborious (page 190)
4. immigrant (page 191)
5. settlements (page 191)

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MINI-LESSON TEST TAKING

Answering Questions About Tables

Informative texts, including passages found on reading tests, often list factual information in table form. A table, which may have one or many columns, organizes facts into categories to help a reader quickly find information. The categories are usually listed as column headings. To read a table, read the column headings, and then look at the information in each column. When looking at information in the form of dates, notice the amount of time between dates.

The table to the right contains information about important discoveries in history. Study the information, and answer the question below the table.

Century	Discovery
16th	the fact that Earth circles the sun the existence of bacteria
17th	the power of gravity
19th	how to generate electrical current the existence of electrons
20th	bacteria-killing antibiotics the structure of DNA

According to the information in the chart, for how many centuries did people know about bacteria without knowing how to kill bacteria?

A. 20 **B.** 4 **C.** 2 **D.** 16

THINKING IT THROUGH

Answering Questions About Tables

STEP 1 Read the question, and identify the information you need to find in the chart.

I need to find when bacteria were discovered and when something that kills bacteria was discovered.

STEP 2 Identify the information in the chart that you can use to answer the question.

The chart says bacteria were discovered in the 16th century and antibiotics were discovered in the 20th century.

STEP 3 Decide what you need to do with the information to come up with an answer.

I need to figure out how long it was between these discoveries. If I count—16, 17, 18, 19, 20—I get five centuries.

STEP 4 If none of the choices matches your answer, cross out any choices you know are wrong. Then, review the question and chart to choose between the remaining answers.

Five centuries is not a choice. A and D are the centuries when the discoveries were made. Because 20 − 16 = 4, only four centuries passed between the discoveries. My choice is B.

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Writing a Research Report

WHAT'S AHEAD?

In this workshop you will write a research report. You will also learn how to

- **ask questions to guide your research**
- **find and list reliable sources**
- **take organized notes**
- **use precise nouns**
- **capitalize and punctuate titles correctly**

Have you heard about a snake that grows to be thirty feet long? Did you know that some gladiators in ancient Rome were women? When you find out an unusual fact, the first thing you want to do is tell someone else about it. Writers of research reports feel exactly the same way. They dig into subjects they are curious about, and then, through writing, they share what they have learned. In this workshop you will have the opportunity to exercise your curiosity about a topic that interests you and tell others about what you discover.

Prewriting

Choose and Narrow a Subject

What Grabs You? How did the Grand Canyon get there? Why do chipmunks hibernate? Asking questions like these can help you choose an interesting subject for your research report. Here are more strategies to help you brainstorm subjects.

- Take a survey of your classmates' hobbies *(in-line skating, coin collecting, building model boats . . .)*
- Make an "I wonder" log *(I wonder why cats purr . . . , how helicopters fly . . . , who discovered electricity . . .)*
- Browse a television guide or magazine or newspaper for interesting subjects *(people in the news, medical marvels, strange animals, space technology . . .)*

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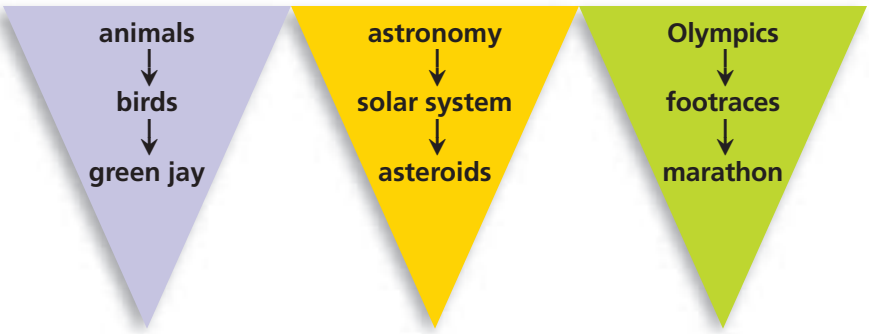
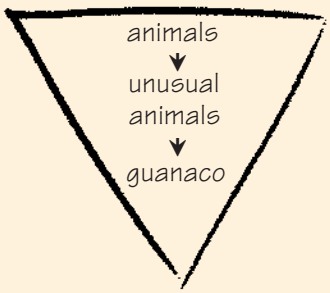
Pin It Down Once you have listed several possible subjects, you can choose the most interesting one. **You will need to focus on a part of the subject small enough to cover in one report.** For example, suppose that volcanoes fascinate you. Can you imagine the amount of research it would take to cover everything there is to know about volcanoes? To make it easier on yourself, you need to narrow that subject down to a focused topic. Your focused topic might be an active volcano in Hawaii. Here are more examples of narrowing a broad subject to a focused topic:

KEY CONCEPT

Go to the Chapter Menu for an interactive activity.



Here is how one writer narrowed a subject to a focused topic.



I like animals, but "animals" is too much to write about in a research report. I need to narrow this subject.

I want to write about an animal that most people have never heard of.

In an article about a wild animal ranch, I read about guanacos. I had never heard of a guanaco, and I doubt many other people have either.

TIP Once you have your focused topic, make a plan to be sure you have enough time to complete your report. Divide the total time you are given among these activities:

- finding information (1/8 of total time)
- taking notes (1/4)
- organizing your notes (1/8)
- writing the first draft (1/4)
- revising (1/8)
- proofreading and publishing your report (1/8)

YOUR TURN 4

Choosing and Narrowing a Subject

Brainstorm some subjects that interest you, and choose one you want to research. Then, use an upside-down triangle to find a focused topic. Record your thoughts as you narrow your topic.

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Think About Purpose, Audience, and Voice

The *Why* of It Your **purpose** is your reason for writing. You have two purposes for writing a research report: to discover information for yourself, and to share what you learn with others.

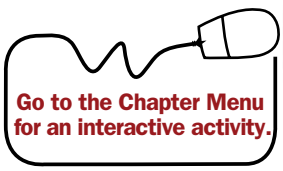
The *Who* of It The **audience** for your report will be people who share your interest in the topic but do not already know a great deal about it. In most cases, that audience will include your classmates and teacher. You need to think about your audience before you begin doing your research. Ask yourself the questions in the left-hand column of the chart below. One student's responses appear in the right-hand column.

1. What does my audience already know about my topic?	They probably know nothing more about the guanaco than I do.
2. What does my audience need to know?	what it is, where it lives, what it looks like, what it does
3. What kind of information would my audience find interesting?	any unusual or surprising facts that I discover

The *How* of It The sound of your writing is your **voice.** When your purpose is to inform, you should select a voice that sounds knowledgeable and interesting. Express your ideas in a clear, direct way, without using slang or clichés.

Confusing and slangy I bet you never heard of a humpless camel-like thing.

Clear and interesting Visitors to the Andes Mountains may spot a creature resembling a tiny camel without a hump.



YOUR TURN 5 Thinking About Purpose, Audience, and Voice

Your purpose is to discover information and share it with others. Answer the questions in the chart above to consider how you might communicate what you learn with your readers.

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Ask Questions

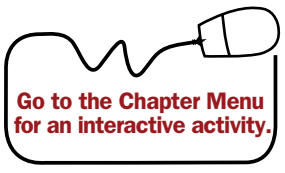
The K-W-L Method When you think about your topic, you are probably full of questions such as: *What does it look like? Where does it come from? What does it do?* Research begins with questions like these. Of course, there are some things you already know about your topic.

You can use a K-W-L chart to list what you already **K**now about a topic, what you **W**ant to know about it, and what you **L**earned about it through research. Look at how one student organized his ideas about the topic of guanacos. As he finds answers to his questions, he will list them in the right-hand column.

What I Know	What I Want to Know	What I Learned
A guanaco is part of the camel family. It lives in South America.	What does a guanaco look like? What do guanacos do? Do humans and guanacos get along?	

TIP You might discover new questions once you begin doing research. Add them to your chart only if they really fit your topic. As one student researched his topic, he came up with and evaluated these questions:

Where do other members of the camel family live?	Other camels are not part of my topic. I won't add this question.
Why are there fewer guanacos now than there used to be?	This fits my topic. I'll add it to my K-W-L chart.



YOUR TURN 6 Asking Questions

Create a K-W-L chart like the one above on your own paper. In the left column, list everything that you already know about your topic. In the middle column, list the questions you have about your topic. Leave the right column of your chart blank. You will fill it out as you do your research.

TIP Another way to organize what you already know about a topic and what you would like to know is to create a cluster diagram. For more on **clustering,** see page 763 in the Quick Reference Handbook.

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Find Sources

TIP Some sources are better than others for research. Look for nonfiction sources created by people or organizations likely to know a great deal about the topic. In other words, look for **authoritative** sources. For example, you would get better information on African snakes from a *National Geographic* article than from a movie about the adventures of a fictional explorer.

Who Has the Answers? You now have a focused topic and a list of questions about it. What do you do next? Research! The best place to start your research is in the library, but that is just the beginning. You will look in several places to find answers to your questions. Some of the resources you can use include

- books
- encyclopedias
- magazine and newspaper articles
- interviews and guest speakers
- the Internet and CD-ROMs
- television programs and videos

Keep in mind that information does not always have to come from print sources. You can also find answers to your questions by watching a documentary; listening to an informative program on the radio; or reading charts, maps, and other graphics.

KEY CONCEPT

You will not find all of the information you need in a single source. You should plan to use at least three different kinds of sources. For example, you could find information on your topic in a book, in a magazine article, and on the Internet (a resource for information on all topics). Using a variety of sources will help you find complete answers to your research questions. If you have trouble finding sources **relevant,** or related, to your topic, go to the media center or ask your school's media specialist for help.

Reference Note

For more on using the **media center,** see page 694 in the Quick Reference Handbook.

Make a List of Sources

Who Said That? When everyone talks at once, it is hard to remember who said what. You may have the same problem when you do research. When you find information about your topic in several different places, you may not remember where you found a particular fact. You will need to keep track of where you find the answers to your questions. **Make a numbered list of all of the sources you find that might be helpful in your research.** In your list, include information about each source. The chart on the next page tells you what information you need for each type of source you might use. The listings in the chart follow the style of the Modern Language Association (MLA).

KEY CONCEPT

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Information on Sources

Books: Author. Title. City where book was published: Name of Publisher, copyright year.

Ricciuti, Edward R. What on Earth Is a Guanaco? Woodbridge, CT: Blackbirch Press, 1994.

Magazine and Newspaper Articles: Author (if known). "Title of Article." Name of Magazine or Newspaper Date article was published: page numbers.

Lambeth, Ellen. "Here Comes Paco Guanaco: In the Hilly Grasslands of South America, a Camel Is Born." Ranger Rick Nov. 1996: 4-8.

Encyclopedia Articles: Author (if known). "Title of Article." Encyclopedia Name. Edition number (if known) and year published.

Goodwin, George G. "Guanaco." Collier's Encyclopedia. 1997.

Television or Radio Programs: "Title of Episode." Title of Program. Name of host (if known). Network. Station Call Letters, City. Date of broadcast.

"In the Land of the Llamas." NOVA. PBS. WNPB, Morgantown. 4 Dec. 1990.

Movie or Video Recordings: Title. Name of Director or Producer (if known). Format (videocassette or videodisc). Name of Distributor, year.

The Living Edens: Patagonia. Videocassette. PBS Home Video, 1997.

Internet Sources: Author. "Title." Name of Web site. Date of electronic publication. Name of Sponsoring Institution. Date you accessed information <Internet address>.

Note: Some sites may not list all of the above information. Include what the site does list and skip the items it does not list.

"Gwen the Guanaco." Victory Ranch. 26 Jan. 1999 <http://www.victoryranch.com/gwen.htm>.

Other Electronic Sources: Author (if known). "Title." Title of Database or CD-ROM. Medium (CD-ROM or Database). Copyright date.

Sentman, Everett. "Guanaco." Grolier 1998 Multimedia Encyclopedia. CD-ROM. 1997.

TIP Why should you keep track of your sources?

- You may need to find a source again if you come up with another interesting question later in your research.
- Your readers may want to go to your sources to learn more about your topic.
- Your teacher may expect you to include a list of sources to show the research you did.

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MINI-LESSON CRITICAL THINKING

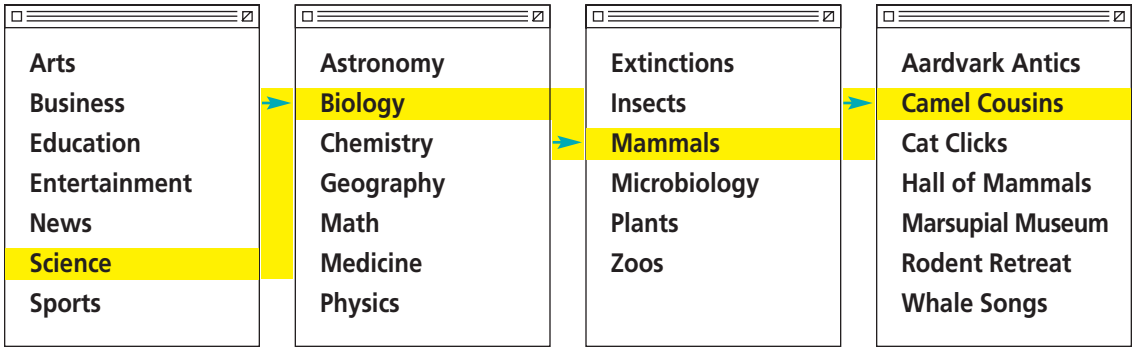
Searching the World Wide Web for Information

The World Wide Web contains enormous amounts of information. One way you can find what you need is to use a *search engine*. A **search engine** is a Web site that allows you to hunt for information. By typing a **keyword**—a word related to your topic—into the search engine, you will get a list of possible sites.

Another way to find information from a search engine is to use a *directory*. A **directory** lists categories of information. Each category is divided into smaller and smaller subcategories that you can follow until you find a site that relates to your topic.

Below is a path a student took through categories and subcategories in a directory. The main menu, where he began his search, is on the left. The highlighted choice shows the category the student chose. His choice leads to the next list of subcategories and finally to a list of sites with information about guanacos and other mammals.

TIP Remember, not all Web sites are equal. For your research report, choose sources such as universities, government sites, and major newspapers and broadcast networks. When you get a list of sites, look first at those that have URLs (addresses) ending in *.org* (nonprofit organizations), *.edu* (educational institutions), and *.gov* (U.S. government agencies). (For more on **evaluating Web sites,** see page 703.)



PRACTICE

Search the Internet two different ways for Web sites on the topic of your research report. In your first search, type a keyword into a search engine. In your second search, go through the categories and subcategories in a directory. Which search proved to be more successful? Compare your results with those of your classmates.

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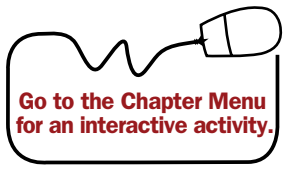
YOUR TURN 7 Finding and Listing Sources

Find at least five sources you might use for researching your focused topic. Follow the instructions on page 203 to list important information about these sources. Give each source a number to help you identify sources when you take notes later. For now, do not worry about the order of items in your list. You will alphabetize your source list later (by author's last name or by title, if no author is given).

COMPUTER TIP

Write down the address of any Web site you come across that looks helpful, even if you are not using it right away. You will be able to find the site again quickly by calling up the exact address.



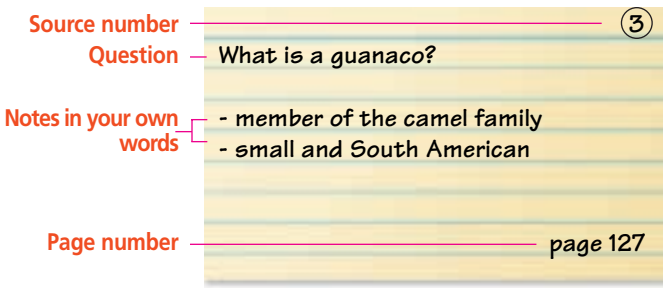
Take Notes

Getting the Facts Once you have identified sources, begin looking for answers to your research questions. Remember, you are looking for answers to the questions in your K-W-L chart. **Your questions will guide your research process.** Record each answer you find, along with information about where you found it. The guidelines below will help you take notes.

KEY CONCEPT

- Use a separate note card or a sheet of paper for each new note.
- At the top of each note card, write the question that the notes on the card answer.
- Write the number of the source at the top of each note, so you will always be able to tell exactly where you found the information.
- **Summarize** information explained in a long passage. Even with shorter passages, **paraphrase,** or write the ideas in your own words. If you copy exact words from a source, put them in quotation marks.
- If the information is from a printed book or article, put the page number at the end of your note.

TIP While you research, keep your K-W-L chart handy. In the "What I Learned" column, write in the authors or titles of the sources where you found your answers. This will help you focus on using a variety of sources. It will also help you see quickly which of your questions still need answers.



Reference Note

For more on **paraphrasing** and **summarizing,** see pages 706 and 709 in the Quick Reference Handbook.

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MINI-LESSON WRITING

Paraphrasing

Paraphrasing means putting information from a source into your own words. Copying an author's words and presenting them as your own is **plagiarizing.** Plagiarizing is the same as stealing another writer's work. If you want to use a writer's exact words, put them in quotation marks and identify the source.

The passages below show the difference between paraphrasing and plagiarizing. The paraphrase on the left tells the ideas of the source passage in different words. The plagiarized passage on the right copies long strings of words which are printed in boldface.

Source Passage: Guanacos, South American members of the camel family, lack the familiar humps of Asian and African camels. Slim and long-legged, guanacos move quickly and gracefully over the rugged terrain of their native Andes Mountains.

Paraphrase: Although it is part of the camel family, the South American guanaco does not have a hump like its cousins in Asia and Africa do. It is slim, has long legs, and can run fast in its habitat, the Andes Mountains.

Plagiarism: As **members of the camel family,** guanacos **lack the familiar humps of Asian and African camels.** They are able to **move quickly and gracefully over rugged terrain.** They live in the Andes Mountains.

PRACTICE

Read each source passage below, then the passage to its right. Tell whether the passage paraphrases or plagiarizes the source. Explain your answer in a sentence or two.

Source Passage

1. Manifest Destiny was the belief in the nineteenth century that the United States would eventually stretch across the entire continent, from the Atlantic Ocean to the Pacific Ocean.
2. The first settlers from the United States reached northeastern Texas in 1815, encouraged by the Mexican government, which controlled the territory at that time.

Paraphrase or Plagiarism?

1. People believed in the nineteenth century that the United States would eventually reach from the Atlantic Ocean to the Pacific Ocean. This belief was called Manifest Destiny.
2. The government of Mexico encouraged people from the United States to move to its territory of Texas. The first settlers moved to the northeast part of the state in 1815.

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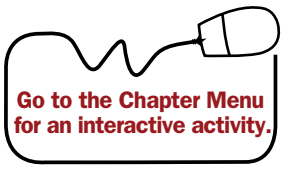
YOUR TURN 8 Researching Your Topic and Taking Notes

Using the sources you found earlier, locate answers for your research questions. Take notes from each source, being careful to put the information in your own words. Note the source of each piece of information you find by putting its source number on your note card.

TIP To make the most of your time, skim long passages looking for key words, ones that relate to your topic. Then, read only the sections that contain the key words.



Organize Your Information

Getting It Together A pile of notes will be about as useful to your readers as a box full of bicycle parts. Both need to be put together in a logical way to be of any use. Once you have gathered information from your sources, you will need to organize those ideas into categories. The questions you wrote on the top of your note cards will help you. Group together note cards that answer the same question. Each group of cards will become a paragraph in your report. If you find some note cards that do not seem to belong to any group, set them aside for now.

Outline Your Report

Planning It Out An **outline** is a plan for your report. It shows how you are grouping the information you have gathered and the order in which you will present the information in your report. One type of outline you can make is an *informal outline*. An **informal outline** lists a report's major **subtopics,** or categories of information related to your topic. It also lists the specific facts that make up each subtopic.

To identify the subtopics for your informal outline, first change the questions from your K-W-L chart into headings. A **heading** is a phrase that covers all the items listed below it. For example, the question "Where do guanacos live?" could be turned into the heading "Where guanacos live." As you turn your questions into headings, write each heading on a piece of paper, leaving several lines after it blank. Then, under each heading, write facts from your note cards or jot down a few words that will remind you what to include when you write your report.

Reference Note

For more on **outlines,** both informal and formal, see page 765 in the Quick Reference Handbook.

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The partial informal outline below shows the information the student writing about guanacos will use in his research report.

TIP Review your outline to make sure you have at least two pieces of information under each body heading. If you don't, you may need to do a bit more research. You can also check any note cards you set aside to see if they fit under one of the headings. If not, you will not use those cards for this report.

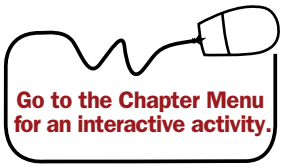
Body:

- Where guanacos live
  - Andes Mountains of South America
  - how guanacos handle their habitat
  - protected reserves
- What guanacos look like
  - similarities to camels—legs, hoofs, neck, lips
  - differences—ears, no hump, height, fur color
- What guanacos do
  - spit cud accurately
  - run fast and early in life
  - swim across streams and between islands
- How guanacos get along with people
  - carrying loads
  - wool used for coats and robes
  - hunted for meat

Reference Note

For help in making **graphic organizers** like conceptual maps and time lines, see pages 765 and 766 in the Quick Reference Handbook.

TIP Instead of an informal outline, you might create a **conceptual map** to organize your information. At the top of a conceptual map is a circle containing the topic. Extending out from the topic circle are circles containing subtopics. Circles containing facts and other information connect to the subtopics that they explain. Another useful tool for organizing information from various sources is a **time line.** You can use a time line to show the time order of events in history.



YOUR TURN 9 Organizing Your Notes and Creating an Informal Outline

Group your notes based on the questions they answer. Then, create an informal outline by following these steps:

- Turn questions into headings.
- List your headings on a sheet of paper, leaving several blank lines after each.
- Write notes under each heading telling which information you will include from your note cards. You do not need to use complete sentences.

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Designing Your Writing

Creating Headings To help readers see how your ideas are organized, include a descriptive heading before each section of your report. If you are writing on a computer, put your headings in boldface print or underline them using word-processing features. If you are typing or hand-writing your report, print the headings in capital letters or underline them.

Write a Main Idea Statement

Tell It Like It Is To make sure your readers remember the major points you make about your topic, include a *main idea statement* in your introduction. A **main idea statement,** or **thesis,** tells readers the topic of a piece of writing and the main points the writer will make about the topic. Here is how you can develop a main idea statement for your report.

THINKING IT THROUGH — Writing a Main Idea Statement

STEP 1 Identify the major points in your outline.

strange looking, unusual talents, useful to humans, threatened by hunting

STEP 2 Combine the major points in a single sentence.

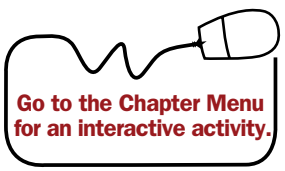
Guanacos are strange-looking animals with unusual talents, and they are useful to humans but threatened by hunting.

STEP 3 If your step 2 sentence is long, condense the ideas into a more compact main idea statement.

Guanacos are unusual animals that are useful to humans but threatened by hunting.

YOUR TURN 10 — Writing a Main Idea Statement

Use the Thinking It Through steps above to develop a clear and compact main idea statement for your research report.



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Writing

Research Report

Framework	Directions and Explanations
Introduction ■ Attention-getting beginning ■ Main idea statement	One way to grab your readers' attention is to begin with a colorful description of something related to your topic. Your **main idea statement** should clearly identify your topic and the major points in your report.
Body ■ Heading 1 facts ■ Heading 2 facts and so on	The headings in your informal outline represent subtopics. **Each subtopic will be covered in its own paragraph. Support** each subtopic with facts and explanations from your research, and **elaborate** on your support by explaining each fact or example.
Conclusion ■ Restatement of main idea	In addition to restating your main idea, your conclusion may be a good place to share information that did not fit in the body of your report. The Writer's Model, for example, tells what is being done to solve the problem discussed in the report.
List of Sources ■ Alphabetized by author	A list of sources is also called a **Works Cited list** or **bibliography.** List only the sources you actually used for your report. See the chart on page 203 for how to list different kinds of sources.

Go to the Chapter Menu for an interactive activity.

YOUR TURN 11

Drafting Your Report

Write the first draft of your report. Use the framework above and the following Writer's Model to guide you.

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A Writer's Model

The final draft below closely follows the framework for a research report on the previous page.

The South American Guanaco

Visitors to the Andes Mountains may spot a creature resembling a tiny camel without a hump. This animal is the guanaco, a South American member of the camel family. Guanacos are unusual animals that are useful to humans but threatened by hunting.

Attention grabber

Main idea statement

For thousands of years guanacos have grazed on tough grasses in the high plains and hills of the Andes Mountains. They can be found from southern Peru to the tip of South America. Their blood can handle the thin mountain air. Steep, rocky paths are no problem for guanacos because they are nimble like mountain goats and have thick, padded soles that protect their feet. Their only wild enemy is the mountain lion, but people have hunted the guanaco so much that the species is in danger. Some herds live in protected reserves in Argentina and Chile.

Heading 1: Where guanacos live

Like other camels, the guanaco has long legs, two-toed hoofs, a long neck, and floppy lips. It can survive without water for long periods of time, just like a desert camel. The guanaco looks different from the humped camel. It has pointed ears and a slender body, and it stands less than four feet high. In some ways it looks more like a deer or an antelope than a camel. It is reddish brown with a dark gray head and a pale belly.

Heading 2: What guanacos look like

The guanaco has some strange talents. Like other kinds of camels, the guanaco helps its stomach digest grass by chewing it up again after it has been in the stomach for a while. This rechewed grass, or cud, comes in handy when another animal bothers the guanaco. It can accurately hit whatever is annoying it with smelly green spit, with no warning at all. The guanaco

Heading 3: What guanacos do

(continued)

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(continued)

can also run fast and swim well. Almost as soon as they are born, guanacos can race to safety if their mothers spot danger. Adult guanacos can run as fast as thirty-five miles an hour. Guanacos swim almost as well as they run. They easily cross cold, fast-running mountain streams. Believe it or not, they even swim in the ocean. They have been seen swimming from island to island off the coast of Chile in the Pacific Ocean.

Heading 4: How guanacos get along with people

Guanacos are helpful to people and are in trouble because of them. People use guanacos to carry loads on the prairies and in the mountains of South America. Their wool is also used for making coats. Newborn guanacos are often killed so that their silky wool can be made into beautiful robes called *capas.* The number of guanacos has also been reduced by hunters, who kill them for their meat.

Restatement of main idea

To help the guanaco survive the threat of people hunting it for meat and hides, this unusual little camel will need to be protected. Some South American countries are already taking steps that may help guanacos to be plentiful again.

TIP A research report and its *List of Sources* are normally double-spaced. Because of limited space on these pages, A Writer's Model and A Student's Model are single-spaced. The *Elements of Language* Internet site provides a model of a research report in the double-spaced format. To see this interactive model, go to **go.hrw.com** and enter the keyword **EOLang 6-6**.

List of Sources

Burton, John A. The Collins Guide to the Rare Mammals of the World. Lexington: The Stephen Greene Press, 1987.

Goodwin, George G. "Guanaco." Collier's Encyclopedia. 1997.

"Guanaco." Wildlife Gallery. Fota Wildlife Park. 26 Jan. 1999 <http://www.zenith.ie/fota/wildlife/guanaco.html>.

Lambeth, Ellen. "Here Comes Paco Guanaco: In the Hilly Grasslands of South America, a Camel Is Born." Ranger Rick Nov. 1996: 4-8.

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A Student's Model

Genna Offerman, a sixth-grader from Marshall Middle School in Beaumont, Texas, wrote about a game many people enjoy—billiards. Below is an excerpt of her research report.

Billiards

. . . Billiard games are played on a rectangular table. This table has rubber cushions around its inside upper edge and is covered with a felt cloth. A billiard table has six holes, called pockets, where the balls go. Many billiard games require fifteen numbered balls. Balls one through eight are all solid colors, and balls nine through fifteen are white with a colored stripe. Also, for some billiard games, a white cue ball is used. A player uses a cue stick, which is made of wood, to hit the white cue ball into a numbered ball. The goal is to get the numbered ball into a pocket.

Subtopic 1: Equipment needed to play billiards

The game of billiards has been around since the 1400s. It was developed in Europe from the game croquet, which is played on the lawn with mallets and balls. When croquet was moved indoors, people began playing it on a table that was made green to resemble grass. By the 1600s, the game of billiards had become so popular that Shakespeare mentioned it in the play *Antony and Cleopatra.*

Subtopic 2: History of billiards

No one knows when billiards came to the United States, but from an early date the game was popular. American woodworkers were producing billiard tables by the 1700s, and George Washington was said to have won a game in 1748. In 1850, Michael Phelan wrote the first American book on the game. . . .

Subtopic 3: History of billiards in the United States

List of Sources

Billiards: The Official Rules and Records Book. Iowa City: Billiard Congress of America, 1966.

"Billiards." 1997 Grolier Multimedia Encyclopedia. CD-ROM. 1997.

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Revising

Evaluate and Revise Content, Organization, and Style

Double Duty To make the information in your research report as clear as possible for your readers, you will need to read it at least twice. First, evaluate the content and organization, using the guidelines below. Then, check your writing style using the guidelines on page 215.

First Reading: Content and Organization Use the following chart to evaluate the content and organization of your report. The tips in the middle column will help you decide how to answer the questions in the left column. If you answer *no* to any question, use the Revision Technique to improve that part of your writing.

Research Report: Content and Organization Guidelines for Self-Evaluation and Peer Evaluation

Evaluation Questions	Tips	Revision Techniques
1 **Does the introduction contain a main idea statement that identifies the topic and major points of the report?**	**Highlight** the main idea statement.	**Add** a main idea statement or **revise** the main idea statement to give complete information about the topic, if needed.
2 **Does each paragraph in the body explain only one part of the topic?**	**Label** each body paragraph with the type of information it provides about the topic.	**Rearrange** ideas so each paragraph covers only one part of the topic, or **delete** ideas that do not belong.
3 **Does each paragraph contain facts that give clear information about the topic?**	**Put a check mark** above each fact that explains the topic.	**Add** facts to any paragraph with fewer than two check marks.
4 **Does the conclusion restate the report's main idea?**	**Circle** the sentence that puts the main idea statement in different words.	If needed, **add** a sentence that states the main idea in another way.
5 **Does the report include information from at least three sources?**	**Number** the items on the list of sources.	**Elaborate** on the ideas in your report by using information from another source as needed.

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ONE WRITER'S REVISIONS These are revisions of an early draft of the research report on pages 211–212.

The guanaco can also run fast and swim well. Almost as soon as they are born, guanacos can race to safety if their mothers spot danger. Adult guanacos can run as fast as thirty-five miles an hour. ~~This is another way that they are like antelopes and deer.~~ Guanacos swim almost as well as they run. They easily cross cold, fast-running mountain streams. Believe it or not, they even swim in the ocean. *They have been seen swimming from island to island off the coast of Chile in the Pacific Ocean.*

delete

elaborate

Responding to the Revision Process

1. How did deleting a sentence improve the passage above?
2. Why was it important for the writer to add the final sentence?

PEER REVIEW

When you are reviewing another student's report, ask yourself these questions:

- Does this report explain information clearly enough for me to tell someone else about this topic?
- What part of this report caught my interest the most? Why?

Second Reading: Style When sharing information with others, you should communicate your ideas as clearly as possible. One way to do this is to use *precise nouns* in your writing. **Precise nouns** name a person, place, thing, or idea in a specific way. Look for places in your writing where you can be more precise by changing a vague noun to one that is more specific.

Style Guidelines

Evaluation Question	Tip	Revision Technique
Does the report use specific words to name people, places, things, and ideas?	**Put a star** above each specific noun.	If possible, **replace** vague nouns with more precise ones. (You may find more specific words in your notes.)

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Word Choice

Using Precise Nouns

When you read the word *flower,* what image comes to mind? You might picture a daisy, while another reader might think of a buttercup or a daffodil. *Flower* is a vague noun because it lets the reader choose what to picture. When you write, give your readers the right picture by using *precise nouns* such as *honeysuckle* or *violet.* **Precise nouns** name people, places, things, or ideas in a specific way. Look at the sentences below. Which one tells you exactly what the writer had in mind?

Vague The author Luis Valdez created a *program* for *people.*

Precise The author Luis Valdez created a *theater company* for *farm workers.*

Replace vague nouns in your writing with more precise ones that will get your picture across. Precise nouns will help your readers learn about your topic.

TIP If you have trouble coming up with a precise noun, look up the vague noun in a **thesaurus.** Among the synonyms for the vague noun, you will often find more specific ones that you might use to revise your writing.

ONE WRITER'S REVISIONS

For thousands of years ~~the animals~~ guanacos have grazed on tough ~~plants~~ grasses in the high plains and hills of the Andes mountains.

Responding to the Revision Process

How do you think the changes the writer made improve the sentence above?

Go to the Chapter Menu for an interactive activity.

YOUR TURN 12 Evaluating and Revising Content, Organization, and Style

Review the first draft of your report. Then, improve your report by using the Content and Organization Guidelines on page 214, the Focus on Word Choice above, and peer comments.

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Publishing

Proofread Your Report

Polish It You want your readers to focus on learning about your topic, not on finding errors. Look over your report carefully and correct any mistakes. Use the following Grammar Link to make sure your sources are written correctly.

TIP You can use other **resources** to help you proofread your report, such as a dictionary or a spellchecker.

Grammar Link

Capitalizing and Punctuating Titles

Sources of information for research reports are listed in a certain way. You may see the title of a source listed inside quotation marks, written in italics, or underlined. Some words are capitalized, and others are not. Here are three rules about how to write titles.

Titles of major works should be underlined or typed in *italics*. Major works include books, encyclopedias, magazines, newspapers, databases, Web sites, movies, and television series. Underline these titles when you type or hand-write your report. If you are using a computer, you can use the *italics* function.

Put titles of short works inside quotation marks. These include chapters of books; articles from encyclopedias, magazines, and newspapers; individual pages from Web sites; and titles of single episodes in a TV series.

Capitalize the important words in a title. The only words you will not capitalize in a title are articles (*a, an, the*), conjunctions (*and, but, or*), and prepositions with fewer than five letters (*to, for, with, in,* and so on). However, capitalize the first and last words of a title, no matter what they are.

PRACTICE

Rewrite the following titles. Capitalize each correctly and place it inside quotation marks or underline it.

Example:

1. Newspaper article: students stop disaster on playground

1. "Students Stop Disaster on Playground"

1. Magazine article: with a song in his heart
2. Book: the giant guide to the internet
3. Movie: freebie and the bean
4. Whole Web site: the science of lightning
5. Episode in a TV program: the perfect pearl

For more information and practice on **punctuating titles,** see pages 588 and 595.

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Publish Your Report

Share the Wealth Now you can share what you have learned with an audience. Here are some ideas:

- With other students who wrote on similar topics, create and illustrate a book of research reports. This book might be kept in the classroom for independent reading or placed in the library for all students to enjoy.
- Make a display that includes your report and helpful illustrations. Place it in a hallway display case or the library, or share it with other classes.
- Try adapting your report into a children's book. Retell the most interesting facts and details in language children can understand. Work with a partner to illustrate your book.

PORTFOLIO

Reflect on Your Report

Building Your Portfolio Take some time to think about how you researched your topic and wrote your report. Did you achieve your purpose? What would you do differently next time? Consider these questions:

- Where in your report do you think you did the best job of clearly answering a research question? Why do you think this was the best part?
- What kinds of information sources were useful? Would you use these types of sources for a future report?

YOUR TURN 13 Proofreading, Publishing, and Reflecting on Your Report

- Correct any errors in spelling, punctuation, and sentence structure. Be particularly careful about writing titles of sources correctly.
- Publish your report for an audience of interested readers. You might use one of the suggestions above.
- Answer the Reflect on Your Report questions above. Record your responses in a learning log, or include them in your portfolio.

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MINI-LESSON TEST TAKING

Writing an Informative Essay

In a research report you explain what you have learned about a topic. Some writing tests, though, will ask you to explain something about *yourself*. You may be asked to explain something that is important or enjoyable to you. Because these essays clarify, or make clear, your relationship to a topic, they are sometimes called **clarification essays.**

You can organize your ideas for a clarification essay just as you organized the information in your research report by using an informal outline. You will also elaborate on your ideas by using explanations. Read the following prompt, and think about how you would respond.

> Everyone has a place that is important to him or her. It may be a place with special memories or a place that makes a person feel comfortable. Choose a place that is important to you, and write an essay about it. Explain three things that make this place special or tell three reasons why the place is special to you.

THINKING IT THROUGH

Responding to an Informative Prompt

STEP 1 Read the prompt to see what you must do. Identify the topic, audience, and format.

I'm going to write an essay that tells three reasons why a place is special to me. A specific audience was not named so I'll write to my teacher.

STEP 2 Choose a topic for your answer.

My grandfather's workshop is special to me.

STEP 3 Brainstorm ideas about your connection to the topic.

Things that make his workshop special:

1. *good smells—oil, wood, sawdust*
2. *the furniture Grandpa makes*
3. *the jewelry box I made for Mom*

STEP 4 Write your essay. In each body paragraph, elaborate on your connection to the topic.

1. *smells—linseed oil & turpentine, fresh-cut pine, nose-tickling sawdust*
2. *furniture—high chair in progress, repairing Grandma's rocker, refinishing dresser*
3. *jewelry box—carved top, smooth finish*

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Connections to Life

Creating Visuals to Share Information

Showing Them Think back to the time when you were first learning to read. Remember how the books had pictures? You used the pictures to figure out what was being said. **Visuals** help readers and listeners of all ages understand the topic better. In this section you will learn how you can boost your audience's understanding by creating or finding a visual to include in your report.

The most obvious kind of visual is a **photograph** or **drawing.** The writer of the research report on guanacos, for example, found this photograph in a book. He photocopied it and included it in his report.

Make a Choice Before you create a visual, you must first decide two things: what information you are going to show and how you are going to show it. To decide what information to show, read your report and find anything your audience may need help understanding. Then, decide how you can put that information in a visual. The chart on the next page gives you some examples.

Get the Picture Once you have made your decision about what kind of visual will be most helpful for your audience, you will need to create or find it. You might use one of the following ideas.

- Draw it freehand.
- Trace it, using tracing paper or a projector.
- Photocopy it if you have access to a copier.
- Cut it out of a magazine or newspaper if you have permission.
- Create it in a computer program.
- Download it from an Internet source if you have permission to do so.

When you create your own graphic, use color carefully. In general, use no more than three colors in a graph, chart, or time line. Color attracts attention, but too many colors distract the reader and make information hard to find. A map, however, may need more than three colors to contrast all adjoining states and countries.

TIP If you will use your visual in a **multimedia presentation,** have a friend hold your visual at the front of the room while you look at it from the back of the room. Make sure the visual is easy to read and understand even from across the room. Do some lines need to be bolder? Do some words need to be bigger? Would color help?

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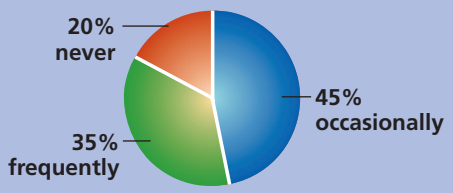
Type of Information and Examples	Best Visual to Use and Example
a series of events or a schedule **Examples:** ▪ **series of events in a historical period** ▪ schedule for a bus route	time line **Jan. 24, 1848** — **Gold discovered at Sutter's Mill** **Feb. 2, 1848** — **California becomes a U.S. territory** **1849** — **Miners rush to California** **Sept. 9, 1850** — **California becomes 31st U.S. state**
statistics: facts that involve numbers **Examples:** ▪ **the percentage of people who ride bicycles** ▪ number of votes received by each student council candidate	chart such as a pie chart 
an area's physical features, political divisions, or other geography-related topics **Examples:** ▪ The mountains, valleys, lakes, and rivers of Utah ▪ **The location of one of Canada's provinces—Prince Edward Island**	map

YOUR TURN 14 Using Visuals

Use these steps to create a visual for your research report.

- Decide what information to show and the best visual to use.
- Create or find your visual, making sure it is large and clear.
- List the source if you have copied, cut out, or downloaded the visual. For a reminder about how to list sources, see page 203.

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Giving and Evaluating a Research Presentation

WHAT'S AHEAD?

In this section you will give and evaluate a research presentation. You will also learn how to

- **turn your research report into notes for a speech**
- **practice formal speaking skills**
- **identify important parts of a presentation**
- **evaluate a speech**

Researchers sometimes present their findings in a formal presentation or speech. A research presentation tells an audience the important points a researcher has discovered. Here is your chance to share your research findings through oral presentations and to discover what your classmates learned.

Giving a Research Presentation

Even the most interesting report can sound dull if a speaker reads it word for word. A good speaker looks at the audience while presenting information. To make this possible, speakers use note cards to remind themselves of the points they want to make. They also practice their speeches until they are comfortable with what they are saying. To turn your research report into a research presentation, follow these guidelines.

- Look back at the informal outline you created for your research report. Each heading in your outline can be a separate note card.
- On each note card, neatly write words or phrases from your notes, outline, or report that will help you remember the points you want to share with your audience. Write major ideas only (including key evidence and examples), but plan to elaborate or clarify your ideas as you speak.

TIP Have a partner help you practice by answering these questions about your presentation.

- Are there any points in the speech that are not clear?
- Does the visual (if one is used) help me better understand the information?

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- Number the note cards in the order that you will present them.
- Practice your speech out loud. Because the occasion for giving your speech is fairly formal, use standard English and avoid using slang or clichés. Consider your volume and rate, speaking loudly and slowly. Everyone in your audience—including people at the back of the room—should be able to understand you.
- If you use a visual, practice holding it up or pointing to it.
- Practice making eye contact by having a friend listen to you or by looking at yourself in a mirror.

TIP You can add a note to your cards to remind you when to use your visual during your speech.

YOUR TURN 15

Giving an Oral Research Presentation

Follow the guidelines on page 222 and above to present the information in your research report to your class.

Reference Note

For more on **formal speaking,** see page 719 in the Quick Reference Handbook.

Evaluating a Research Presentation Why are some speeches more interesting than others? Speakers grab the audience's interest with *what* they say and *how* they say it. The *what* is the **content,** or the ideas a speaker presents. The *how* is the speaker's delivery. **Delivery** includes how the speaker talks, uses gestures, and makes eye contact with the audience. When you evaluate a presentation, you will look at the content of the speech and the speaker's delivery.

TIP Monitor your understanding as you listen to the speech. If you are confused about something the speaker said, wait until he or she is finished to raise your hand and ask a question for clarification.

Get the Message To evaluate the content of a research presentation, you will need to consider how clear and organized the speaker's information is. Here is how one student evaluated the content of a classmate's speech.

Content	Comments
▪ **Can you understand the main ideas in the speaker's verbal message?**	▪ *He says guanacos are unusual animals that are in trouble.*
▪ **Can you identify support for the speaker's main ideas?**	▪ *He describes what guanacos look like and what they do. He also talks about how they are being hunted.*
▪ **Does the speaker seem to understand the topic well?**	▪ *He really knows about guanacos. I wish he would explain how they swim.* *Overall content: great*

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Special Delivery A speaker who mumbles or says "um" frequently draws attention to his or her delivery. When you listen to a speech, you may only notice a speaker's delivery if there are problems such as these. When a speaker's delivery is good, you can focus on the content of the speech. To identify good delivery, answer these questions as you listen.

Delivery	Comments
▪ Does the speaker talk loudly and clearly enough?	▪ *He was easy to understand except when he turned to point at the map.*
▪ Does the speaker look at the audience?	▪ *He is mostly looking at his notes.*
▪ Do the speaker's nonverbal signals (gestures or voice) emphasize important ideas in the verbal message?	▪ *He emphasizes things with his voice, but not with gestures.*
▪ If visuals are used, are they helpful?	▪ *The map and picture both help me understand the topic better.* *Overall delivery: good*

TIP Many speakers use technology to incorporate visuals into their presentations. They might use a VCR, a monitor, an overhead projector, or presentation software to present and enhance their ideas. To evaluate whether a presenter has used technology effectively, think about whether the technology helps the presenter achieve his or her purpose—to inform. Does the technology contribute to the presentation, or does it distract from the presenter's ideas?

Put It All Together As you listen to a speech, use charts like the one on page 223 and the one above to make notes about content and delivery. Considering both the content and the delivery of a presentation takes concentration, so try to limit your distractions. You may want to sit closer to the speaker and put away everything except your evaluation charts and a pen or pencil.

Reference Note

For more on **eliminating barriers to effective listening,** see page 727 in the Quick Reference Handbook.

YOUR TURN 16

Evaluating an Oral Presentation

Evaluate a research presentation by one or more of your classmates. Create charts like those on page 223 and this page to evaluate both the content and delivery of the speech.

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6 Choices

Choose one of the following activities to complete.

▶ CAREERS

1. Expert Guidance When you see someone doing an exciting job on television, you might wonder how you might someday get that job. Choose a career that interests you. Then, ask classmates or adults you know to refer you to someone with that job. Interview this person, and ask what education and training are needed to get into that career. Present your findings by creating a **career guide** with other students who choose this activity.

▶ LISTENING

2. My Kind of Tune Do you enjoy hip-hop, country, or some other kind of music? Research the important elements of a particular style of music, and choose a recording of that style of music. Then, write a **review** that evaluates how well the recording uses the elements of its musical style. Give a **multimedia presentation** in which you share your review and play the recording.

▶ CROSSING THE CURRICULUM: PHYSICAL EDUCATION

3. Hall of Fame Make a **trading card** for a famous athlete of the past. Include a picture of the athlete, important dates, records, and other interesting facts you uncover in your research. You might consider choosing one of these athletes: Jim Thorpe, Jackie Joyner-Kersee, Sonja Henie, or Satchel Paige.

▶ CREATIVE WRITING

4. A Fresh Angle Try one of the following ideas to share information about your research topic: Write an entertaining **letter** about your topic to someone you think might be interested in it, or write a **short story** that uses the information you learned researching your topic. You could also write a **poem** about your topic, describing or explaining it in a creative way. Share your writing with others by mailing it, reading it aloud, or posting it on a bulletin board.

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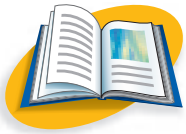
Reading Workshop



Reading a Persuasive Essay
PAGE 228

Writing Workshop

Writing a Persuasive Letter
PAGE 237

Focus on Listening

Evaluating a Persuasive Speech
PAGE 256

"Pleasepleasepleasepleaseplease?!" This may be how young children attempt to get their way, but by now you probably know that whining and repetition are not effective when you are older. You are more likely to get what you want through the art of **persuasion**—convincing others by giving reasons that make sense. Whether you are trying to persuade others or others are trying to persuade you, good reasons make all the difference.

Persuasion comes in many forms. A spoken request from a friend is usually casual and unplanned. The kind of persuasion you read or write is more carefully structured. It includes an opinion and specific reasons to support the opinion. The kind of persuasion you view, including TV ads and billboards, adds pictures and even jingles that appeal to your emotions as well as to your mind.

internetconnect

go.hrw.com
GO TO: go:hrw.com
KEYWORD: EOLang 6-7

YOUR TURN 1 Discovering Persuasion

In a small group, discuss the following questions.

- What makes a spoken request convincing? a TV ad? a billboard?
- Is one of these types of persuasion usually more persuasive than the others? Which one? Why?

Go to the Chapter Menu for an interactive activity.

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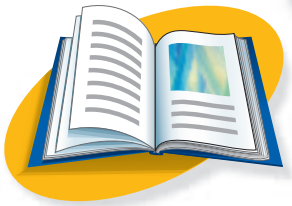

Reading a Persuasive Essay

WHAT'S AHEAD?

In this section you will read a persuasive essay. You will also learn how to

- **identify facts and opinions**
- **recognize the reasons and evidence writers use to persuade readers**

You finish your lunch, and then you throw away the wrapper and bag. You pry a new computer game out of layers of plastic and cardboard, tossing the packaging away before you play the game. You even drag your broken desk chair out to the curb to be picked up on trash day. Think about the amount of stuff you throw away every day, and multiply that amount by 300 million, the estimated population of the United States. That is a lot of garbage! The author of the following essay will try to persuade you to change your ways. Will you be convinced?

Preparing to Read

READING SKILL

Fact and Opinion Strong *opinions* often inspire people to write persuasive essays. To be effective, though, a writer must support opinions with **facts,** or statements that can be proved true. As you read the following essay, watch out for statements of **opinion,** which cannot be proved.

READING FOCUS

Reasons and Evidence In the courtroom dramas you see in movies and on TV, do jurors accept a lawyer's argument without question? Of course not. Even TV lawyers provide *reasons* and *evidence* to convince juries of their cases. Writers have the same duty to their readers. They must support their opinions with enough reasons and evidence to persuade their readers. See if William Dudley, the writer of the following essay, has done a convincing job.

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Reading Selection

Read the following essay. In a notebook, jot down answers to the numbered active-reading questions in the shaded boxes. Underlined words will be used in the Vocabulary Mini-Lesson on page 235.

from The Environment:
Distinguishing Between Fact and Opinion

The U.S. Has a GARBAGE CRISIS

BY WILLIAM DUDLEY

1 America is a "throwaway" society. Each year Americans throw away 16 billion disposable diapers, 1.6 billion pens, and 220 million tires. For the sake of convenience, we tend to throw these and other used goods away rather than repair or recycle them. The average American household generates 350 bags, or 4,550 gallons, of garbage per year. This comes out to a total of 160 million tons of garbage a year. We have to change our throwaway lifestyle before we are buried in it.

1. What opinion does the writer express in this paragraph?

2 We are running out of places to put all the garbage we produce. About 80 percent of it is now buried in landfills. There are 6,000 landfills currently operating, but many of them are becoming full. The Environmental Protection Agency estimates that one-half of the remaining landfills will run out of space and close within the next five to ten years.

2. What reason does the writer give in this paragraph?

3 Can we simply build new landfills to replace the old ones? The answer is no. For one thing, we are running out of space. We cannot afford to use up land that is needed for farms, parks, and homes.

4 In addition, many landfills contain toxic chemicals that can leak into and pollute underground water supplies. In New York City, over seventy-five wells had to be closed because of such toxic waste poisoning.

3. Which statements in paragraph 4 can be proved? How?

5 One suggested alternative to landfills is to burn the trash. In some states, large incinerators are used to burn garbage, and the heat that is generated is used to produce electricity. But this solution

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4. What evidence supports the writer's reason that there are problems with burning trash?

has drawbacks. Burning trash pollutes the air with dioxin and mercury, which are highly poisonous. Furthermore, burning does not completely solve the landfill problem. Leftover ash produced by burning is often highly toxic, and it still has to be buried somewhere.

6 The only real solution to the garbage crisis is for Americans to reduce the amount of trash they throw away. There are two methods of doing this. One is recycling—reusing garbage. Bottles can be washed and reused. Aluminum cans can be melted down and remade. Currently in the U.S., only 11 percent of solid waste is used again as something else. . . .

7 We must also reduce the amount of garbage we produce in the first place. We should use less plastic, which is hard to recycle and does not decompose in landfills. Much garbage is useless packaging. Consumers should buy foods and goods that use less packaging. We also should buy reusable products rather than things that are used once and thrown away. . . .

8 A woman in California was asked about garbage. She replied, "Why do we need to change anything? I put my garbage out on the sidewalk and they take it away." Attitudes like hers must be changed. We have to face the inevitable question posed by Ed Repa, manager of the solid waste disposal program at the National Solid Waste Management Association: "How do you throw something away when there is no 'away'?"

5. How does this example help the writer make his point?

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First Thoughts on Your Reading

1. **What is the author trying to convince the reader to do?**
2. **Which parts of the essay were convincing to you? Why?**

Fact and Opinion

READING SKILL

Is That a Fact? Maybe you have seen a TV show in which a detective asks witnesses for "just the facts." *Facts,* not opinions, will help the detective solve the case. Facts also help writers persuade readers because **facts** are statements that can be proved true. Facts may include numbers, dates, or measurements.

Opinions, on the other hand, are impossible to prove. An **opinion** is a person's judgment. Phrases such as "I believe," "I feel," or "I think" indicate an opinion. Telling readers what *should* be done is another sure clue that an opinion is being expressed. Judgment words such as *best, worst, greatest,* and *prettiest* may be clues that a statement is an opinion. The following pairs of statements show the difference between facts and opinions.

Fact The city council passed the proposal **five to one.**
Opinion **I think** the city council made a **smart** decision.

Fact Our school buses were made in **1995.**
Opinion The school board **should** buy newer buses.

Fact Jefferson was the **third** president.
Opinion Jefferson was the country's **best** president.

Try identifying facts and opinions in the paragraph below. If you have trouble, follow the steps on the next page.

> The city should encourage people to ride bicycles for short trips. Bicycles do not pollute. Taking several short car trips can create more pollution than a longer drive. If people tried bicycling for these short trips, they would enjoy it. Cyclists travel at slower speeds, which allows them to take in nature's sights and sounds. I think an ad campaign could convince people to stop depending on cars for all of their transportation.

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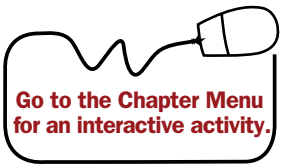
THINKING IT THROUGH

Identifying Fact and Opinion

STEP 1 Read the paragraph. Look for clues, such as *should, good, bad,* or *I believe,* that signal an opinion.

Sentences with opinion clues: "The city should encourage people to ride bicycles for short trips." "If people tried bicycling for these short trips, they would enjoy it." "I think an ad campaign could convince people to stop depending on cars for all of their transportation."



STEP 2 Read the paragraph again to identify facts. Look for numbers, measurements, or things that can be proved.

Sentences with fact clues: "Bicycles do not pollute." "Taking several short car trips can create more pollution than a longer drive." "Cyclists travel at slower speeds. . . ."

TIP Quiz a classmate by writing five sentences on your paper from the essay. Then, have your partner identify each sentence as either a fact or an opinion. Your partner should also explain his or her answers.

YOUR TURN 2

Identifying Fact and Opinion

Re-read the essay on pages 229–230, and look for fact and opinion clues. Identify three sentences that contain facts and three sentences that contain opinions, and explain how you can tell.

READING FOCUS

Reasons and Evidence

Building a Case Have you ever tried to build a human pyramid? The base of the pyramid needs to have more people, and stronger people, than the top does. Look at the following diagram of a persuasive essay. Notice how it looks like a pyramid.

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The opinion in a persuasive essay is like the person at the top of a human pyramid. The *reasons* are like the people in the middle row who support the person on top. The *evidence* in a persuasive essay is like the group of people who form the base of a human pyramid. Persuasive writing must have support to be strong, just as a human pyramid needs strong supporters.

Reasons A **reason** explains *why* the writer holds a particular opinion. In a persuasive essay the writer will usually write one or two paragraphs explaining each reason. For example, in the paragraph on page 231, the writer who wanted the city to encourage bike riding gave the reason that it would help reduce air pollution.

Evidence Just saying that bicycling reduces air pollution is not convincing. The city council or mayor would need evidence before believing the reason. **Evidence** is the support for a reason, the specific *facts* and *examples* that illustrate the reason. You already know that a **fact** is a statement that can be proved true. An **example** is an event or illustration that shows one specific instance of a reason. Here is evidence a writer used to support a reason in an essay about creating more community bike trails. Would this reason be as convincing without the evidence?

Reason: Many people enjoy bike riding.

Fact: 80% of the students at my school own bicycles.

Example: When I ride my bike in my neighborhood, I always see lots of other people riding bikes, too.

TIP In paragraph 3 on page 229, the writer addresses a *counter-argument.* A **counter-argument** is a reader's **objection** to the writer's opinion. A writer can address a counterargument by presenting a reason that explains why the objection is either incorrect or unimportant.

TIP Using reasons and evidence to support an opinion is called making a *logical appeal.* A **logical appeal** persuades because it makes sense. There are two other ways persuasive writers appeal to readers. While logical appeals try to persuade your head, **emotional appeals** try to persuade your heart. Humane Society ads showing adorable puppies and kittens up for adoption are examples of emotional appeals. Finally, **ethical appeals** try to persuade you by making the presenter seem trustworthy. One example of an ethical appeal would be a public service announcement featuring a respected celebrity speaking sincerely about a serious issue.

See if you can spot the reasons and evidence in the paragraph on the next page. The graphic organizer below it will help you check your answers.

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People should donate supplies to the Helping Hands Community Assistance Program now. The supplies of clothing, shoes, and blankets are very low. There are only four coats, six blankets, and one pair of shoes now available. The director says that they need enough clothing for twenty adults and ten children. Also, winter is coming soon. Winter always brings a higher demand for warm clothing. Last winter some families left empty-handed because supplies were gone.

TIP The sentence that identifies the issue and the writer's opinion on the issue is called the **opinion statement.**

The writer of the paragraph above used reasons and evidence to be as persuasive as possible. Here is a graphic organizer showing how she built her case. Notice how the graphic organizer is shaped like a pyramid. The reasons and evidence hold up the opinion.

Go to the Chapter Menu for an interactive activity.

YOUR TURN 3 Identifying Reasons and Evidence

Re-read "The U.S. Has a Garbage Crisis" on pages 229–230. Then, create a graphic organizer like the one above. Fill in your boxes with the writer's opinion, his reasons for that opinion, and the evidence that supports each of his reasons. (Hint: You will find this information in paragraphs 1–5 of the reading selection.)

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MINI-LESSON VOCABULARY

Dictionary and Thesaurus

Persuasive writing asks you to take a side on an issue. To make an intelligent decision, you need to be sure you understand all of the words you read. You can use reference books to find an unfamiliar word's meaning. Here are two examples.

- **Dictionary** In a dictionary you will find the word's definition, its pronunciation, its part of speech, examples of how it is used, and its history.
- **Thesaurus** In a thesaurus you will find other words that are *synonyms* of the unfamiliar word. **Synonyms** are words that have almost the same meaning, such as *happy* and *glad.*

Dictionaries can sometimes be confusing when they list several definitions for one word. To find the right definition of a word, use the following steps.

THINKING IT THROUGH

Choosing the Right Definition

Here is an example based on the word *convenience* from the reading selection on page 229.

STEP 1 Look up the word in a dictionary. Read the entire definition.

Convenience means: 1. personal comfort 2. a favorable condition

STEP 2 Use each of the meanings in the context of the reading selection. Decide which meaning makes the most sense in the sentence.

"For the sake of personal comfort we tend to throw things away." That sounds good.

"For the sake of a favorable condition we tend to throw things away." That sounds strange. I think the first definition is correct in this context.

PRACTICE

Look up the words to the right in a dictionary. Use the steps above if the word has more than one definition. Write the correct definition of the word. Then, look the word up in a thesaurus and find a synonym that is familiar to you. Write that word next to the definition.

1. generates (page 229)
2. toxic (page 229)
3. incinerators (page 229)
4. decompose (page 230)
5. disposal (page 230)

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MINI-LESSON TEST TAKING

Answering Questions About Fact and Opinion

When you take a reading test, you may be asked to identify statements of fact or opinion. Suppose the following paragraph and question were in a reading test. How would you approach them?

> New equipment should be purchased for Esperanza Park. The existing playground equipment is old and dangerous. Three children have received serious cuts from the jagged metal edges of the swing set. The equipment is seventeen years old and cannot be repaired. The city should make Esperanza Park a fun, safe place to play for children and families in the city.

Which of the following is an OPINION expressed in this passage?

A. Children have gotten hurt on the playground.

B. The playground equipment should be repaired.

C. The playground equipment contains jagged metal edges.

D. Esperanza Park should be made safer for children.

THINKING IT THROUGH — Identifying Fact and Opinion

STEP 1 Determine what the question is asking you to do.

The question asks me to find an opinion in the passage. An opinion is a statement that makes a judgment and can't be proved.

STEP 2 Eliminate choices that do not answer the question. If the question asks for a fact, eliminate opinions. If it asks for an opinion, eliminate facts.

Choice A says "children have gotten hurt." This is a fact because you could ask parents whether their children have been hurt. C says the equipment has "jagged metal edges." This could be proved by looking at the equipment.

STEP 3 Look at the remaining choices to make sure that each is the kind of statement the question asks for. Then, choose the answer that is stated in the passage. (If the question asks you to identify an opinion, look for opinion clue words.)

The remaining choices are B and D. Choice B is an opinion because it uses the word should, but the passage says the equipment "cannot be repaired." Choice D also uses the word should, so it is an opinion, too. The last sentence of the passage says this in different words. I'll choose D.

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Writing a Persuasive Letter

When you were younger, did you write letters to ask someone for a special toy? Maybe you wanted a certain doll or a new bicycle, so you described the toy and explained why you wanted it. Were you later thrilled to discover that your wish had been granted?

Now that you are older, you may know that letters can achieve results more important than toys. Here is your opportunity to use the power of persuasive writing to make a difference in the world around you. This workshop will teach you how to write a persuasive letter that will help make a positive change in your school, neighborhood, or town. The thrill of making a difference can be even more satisfying than receiving a new toy!

WHAT'S AHEAD?

In this workshop you will write a persuasive letter. You will also learn how to

- **develop reasons and evidence**
- **predict and answer objections**
- **choose and focus a call to action**
- **revise stringy sentences**
- **use possessives correctly**

Prewriting

Choose an Issue

Dare to Care Given a choice between soup or sandwiches for lunch, you might answer, "I don't care." For you, the kind of food is not an issue. In persuasive writing, though, *issues* are important. An **issue** is a topic with at least two sides about which people disagree. **In a persuasive letter the writer tries to make the reader agree with his or her opinion on an issue.** Persuasive letters also may ask readers to take action on an issue.

KEY CONCEPT

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TIP Make sure you choose an issue that gets people fired up, not just a topic. For example, "school hours" is a topic that can be explained, while "making the school day longer" is an issue about which many people disagree.

Take Your Pick The issue you choose should be one that is important to you. If you do not feel strongly about an issue, how can you convince your readers to care about it? Ask yourself what issues most affect your world. Completing the following sentence starters will help you identify issues that matter to you.

My school would be a better place if ____.

I become upset when I see ____.

Little by Little You should also choose an issue that is small enough for one person or group to have an effect. For example, one student chose the issue of littering. Although she also felt strongly about the issue of homelessness, she felt that by taking on a smaller issue, she would be better able to make a difference. She also knew that an anti-littering campaign for her soccer league would be an issue she could tackle in a letter.

Write Your Opinion Statement

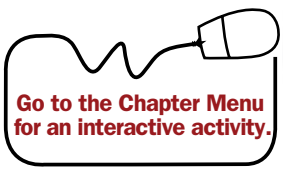
KEY CONCEPT

Take a Stand If you have chosen an issue that is important to you, you probably already know what your opinion on it is. You simply need to put that opinion into words. **An opinion statement should clearly state what the issue is and where the writer stands on it.** Here is how the writer who chose the issue of recycling came up with her opinion statement.

TIP An opinion statement may also be called a **thesis statement.**

issue: litter at soccer games
+ how I feel about it: soccer fields should be kept free of litter

opinion statement: We need to start an anti-littering campaign to keep the soccer fields clean.



YOUR TURN 4 Choosing an Issue and Writing an Opinion Statement

Brainstorm issues that might make your community or the world a better place. Choose an issue that is both important to you and small enough to tackle in a letter. Write down your opinion about the issue. Then, put the issue and your opinion together into a single clear sentence—your opinion statement.

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Consider Audience and Purpose

Dear Sir or Madam . . . You would not ask the President of the United States to shorten the school day. Yes, the President can do many things, but your request is likely to get lost in the shuffle of national issues. Because your **purpose** is to persuade your reader, it is important to write to someone who cares about the issue and can do something about it. **Contacting the right audience to consider your request is an important part of your letter's effectiveness.** Identify local people who have the power to do what you want. Your audience may be one person or a group of people. Notice how one student used the following questions to help identify her specific audience.

KEY CONCEPT

What part of your community does the issue involve?	Starting an anti-littering campaign at the soccer fields would involve my soccer league.
What is the specific name of the person or group you need to contact?	My league handbook says the president of the Eastside Soccer League is Jake Matsuo.
What do you know about this person or these people? (How old are they? What interests or concerns them? Why might they disagree with you, or object to your opinion?)	I know he's an adult, and he is interested in soccer. I think he is interested in keeping things running smoothly and in keeping fees low for players. He might object to my opinion if he thinks an anti-littering campaign would be time-consuming or expensive.

TIP In writing, **voice** reflects your tone and attitude. To persuade readers, you need to use a believable voice. In other words, you should sound as if you know what you are talking about and you take the issue seriously. You should also appeal to your audience by making it clear that you understand and care about their interests.

YOUR TURN 5 Considering Audience and Purpose

Your purpose is to persuade someone who has the power to grant your request. Use the questions above to figure out who that person or group of people is and think about what you know about them.

Go to the Chapter Menu for an interactive activity.

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MINI-LESSON CRITICAL THINKING

Understanding Your Audience

Imagine sweltering under the hot summer sun at the beach when a vendor selling mugs of steaming hot chocolate comes along. Are you tempted to buy? Of course not. The vendor has forgotten the basic rule of persuasion: Appeal to your audience's interests. Once you know your audience's interests, you can predict their main **objection,** or reason why they might disagree with you. Objections often revolve around how much time or effort a proposed change would take, or how much the change would cost. By appealing to your audience's interests, you can make objections such as these seem less important.

TIP An objection is also called a **counterargument.**

THINKING IT THROUGH — Addressing Objections

You want to persuade the city council to support a Latino cultural festival. Here's how to address their objection.

STEP 1 Identify the main reason your audience might disagree with you.

The city council might say that having a Latino cultural festival would be expensive.

STEP 2 Consider what is important to this audience.

- *saving money*
- *bringing people together*

STEP 3 Based on your audience's interests, identify a reason for your opinion that makes the audience's objection seem less important.

The festival can be a fun activity for the community, and it can be inexpensive. To save money, volunteers can organize the festival, and vendors can pay a fee to sell food and crafts.

PRACTICE

Suppose that you want to organize a tutoring program at your school. Older students would tutor younger students for one hour after school. Using the Thinking It Through steps above, identify a possible objection each of the audiences to the right might have. Then, list reasons that would address each audience's objection. Explain each reason.

1. the school principal
2. parents
3. students who would serve as tutors

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Develop Reasons and Evidence

Answering the Big Question Understanding your audience's interests will help you to answer their main question—"Why should I care?" **Your audience will want to know the reasons why they should accept your opinion.** You can begin developing solid reasons by asking why your opinion makes sense.

KEY CONCEPT

Your opinion needs more support than reasons alone, though. Evidence must support each reason for the reasons to be believable. **Facts,** which can be proved true, and **examples,** which illustrate a point, can provide support for reasons. See how the following reason is supported by a fact and an example.

Reason: Volunteers help people.

Fact: Since 1961, Peace Corps volunteers have helped people in 134 countries around the world.

Example: My older sister volunteers by helping two fourth-graders with their math homework.

TIP The facts and examples should also provide **logical support** for your reasons. If they are not **relevant,** or clearly connected to the reason, your audience may become confused.

Go to the Chapter Menu for an interactive activity.

In the chart below, a student lists several reasons to begin an anti-littering campaign. In the middle column, the student gives facts and examples to support each of her reasons. In the right-hand column, she decides whether each reason and its supporting evidence will appeal to her audience.

Reasons	Supporting Evidence	Appealing to Audience?
An anti-littering campaign will make people aware of the trash problem.	My parents had to pick up trash left by others. That made them be more careful not to litter.	Yes. Most people want to enjoy the games and not worry about litter.
An anti-littering program will earn money.	By recycling, we can earn 32 cents for each pound of cans. This money can help pay for clinics to train new coaches.	Yes. If we pay for clinics with recycling money, the league won't have to raise fees to cover these things.
Participating in an anti-littering program helps players earn badges in Scouts.	I can earn 2 badges. Several players I know participate in Scouts.	No. This will help a few of us, but not the president of the soccer league.

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Reference Note

For more on **facts** and **examples,** see page 233.

From the chart on the previous page, you can tell that this student realized that the last reason might not appeal to her audience. The president of a soccer league is probably more interested in soccer than in scouting. The student thought about possible objections the president might have to the project. Then, she came up with a reason that would take his objection into account. See her revision in the chart below.

New Reason	Supporting Evidence	Appealing to Audience?
This project will not take very much time or effort.	Teams will make posters and rotate collecting the recycling containers. Parents and players do all the work.	Yes. He won't have to find people to do the work. This reason will also show that picking up trash and recycling is not too much trouble, which I think might be his objection.

TIP It is not enough just to give evidence. You also need to explain why your evidence is convincing. In the chart on page 241, the student explained in the Supporting Evidence column the meaning of each piece of evidence. ("This money can help pay for clinics to train new coaches.") This kind of explanation is called **elaboration.**

YOUR TURN 6 Developing Reasons and Evidence

- Create a chart like the one on page 241, listing reasons and evidence to support your opinion. (Use the library to find facts to support your reasons.) Use the right-hand column to decide whether each reason will appeal to your audience.
- Replace any reasons that will not appeal to most of your audience. You should have at least two good reasons, each supported by facts or examples.

Choose and Focus a Call to Action

KEY CONCEPT

911 Means Action! When you dial 911, the operator knows instantly that you are asking for help. In a way, your persuasive letter is also a 911 call because it includes a *call to action.* **A call to action tells readers how they can respond to your ideas.** To get your readers to take action, your call to action must be both *reasonable* and *specific.*

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A **reasonable** request is financially possible and within the audience's power. There is no point in asking a local audience to spend billions of dollars to end all wars or to house all homeless people. Instead, your call to action should focus on smaller actions. Suggesting that your audience sign a petition or volunteer a few hours of time is not too much to ask.

A **specific** request is clear and tells exactly what you want readers to do about an issue. How can a reader tell whether "Please do more for our children" is a call for more sidewalks or for a new playground? The specific call to action, "Start a tutoring program for elementary students," would be more effective.

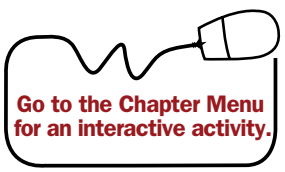
THINKING IT THROUGH — Writing a Call to Action

Here is how to write a reasonable and specific call to action.

STEP 1 Decide exactly what action you want to take place.	*I want to see trash picked up and recycled at our soccer games.*
STEP 2 State the call to action in concrete terms so there is no confusion about what you are asking.	*Maybe my call to action is too vague. I can ask the league to get recycling containers and put them at the soccer fields.*
STEP 3 Address your call to action directly to the audience.	*"Please buy and place recycling bins for aluminum cans at the soccer fields. Then, ask teams to participate in the anti-littering campaign."*

YOUR TURN 7 — Choosing and Focusing a Call to Action

Decide what you want to ask your readers to do about the issue you have chosen. Then, use the steps above to write a **call to action** that is reasonable, clear, and specific. Be direct, but remember a call to action is a request. Therefore, be polite, too.



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Writing

Persuasive Letter

Framework	Directions and Explanations
Introduction ■ Attention-grabbing opening ■ Opinion statement	Grab your readers' interest right away with an **interesting beginning.** For example, you could begin your letter with an anecdote (a brief story), or a question. Next, include a clear **opinion statement** that tells your audience exactly what you think about the issue you have chosen.
Body ■ Reason #1 Evidence supporting reason #1 ■ Reason #2 Evidence supporting reason #2 and so on	■ Support your opinion with at least two good reasons. Write a **paragraph for each reason.** You can arrange your body paragraphs in **order of importance,** starting with the most important reason, or in **climactic order,** ending with the most important reason. ■ Support each of your reasons with at least one specific **fact** or **example** each. ■ **Elaborate** support by explaining the meaning of each fact or example or by summing up your point.
Conclusion ■ Summary of reasons ■ Call to action	Remind your audience why this issue is important by **summarizing** your reasons in a single sentence. Next, tell your audience what they should do about the issue with a reasonable and specific **call to action.**

Go to the Chapter Menu for an interactive activity.

YOUR TURN 8 Drafting Your Persuasive Letter

Now, it is your chance to write a first draft of a persuasive letter. As you write, refer to the framework above and the Writer's Model on the next page.

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A Writer's Model

The final draft below closely follows the framework for a persuasive letter on the previous page.

Dear Mr. Matsuo:

My soccer team won its game last Saturday. I was happy and excited until I started walking toward the parking lot. I passed cups and candy wrappers left in the stands and six trash cans overflowing with aluminum cans. Seeing all the trash that people did not throw away and the cans that could be recycled bothered me. With your help, we can improve the Eastside Soccer League. We need to start an anti-littering campaign to keep the soccer fields clean.

Attention-grabbing opening

Opinion statement

An anti-littering campaign would help people become aware of the trash problem. Since I talked to my family about the problem, they have noticed how bad the trash is, too. After last Saturday's game, they made sure they picked up their trash so that they were not contributing to the problem. Letting people know there is a problem is the first step to solving it.

Reason #1: Help people become aware

Evidence (example)

Elaboration

If we make recycling part of the plan, the anti-littering campaign can earn money. By recycling aluminum cans, the Eastside Soccer League can earn 32 cents per pound. Since there are twelve trash cans at the soccer fields that each can hold about two pounds of cans, and there are fifteen games in the season, we could earn as much as $115.20. This money could be used to pay for clinics to train new coaches. That way, more people could get involved in the league because training would be available.

Reason #2: Earn money

Evidence (facts)

Elaboration

Finally, this project will take little time and effort. This can be a project for the parents and the players. Each team will make posters encouraging people to be responsible for their trash. Also, the two teams playing the last game on a field will pick up trash left in the stands and empty the two recycling containers on their field. Once all twelve

Reason #3: Easy to do

Evidence (examples)

(continued)

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(continued)

Elaboration

containers are emptied, one parent can drive the cans to the recycling center. This work will take just a few minutes of time. Since the teams already rotate playing times, no one team will be stuck with this chore every week.

Summary of reasons

An anti-littering campaign will help people become aware of the trash problem and earn money for the league without becoming a time-consuming or expensive project.

Call to action

Please buy and place recycling bins for aluminum cans at the soccer fields. Then, ask teams to participate in the anti-littering campaign.

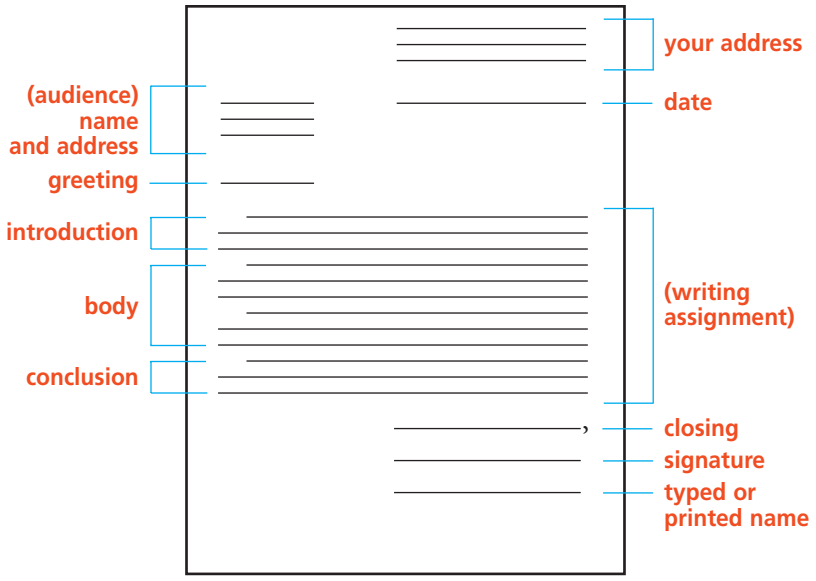
Sincerely,

La Vonne Barton

LaVonne Barton

Designing Your Writing

Business Letter Format To add to your persuasive letter's impact, use a business letter format like the one below.



Reference Note

For more on **business letters,** see page 758 in the Quick Reference Handbook.

TIP If you have access to a computer, show your reader that you are serious about your issue by typing your letter. If you do not have access to a computer, write your letter using your best cursive or printing.

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A Student's Model

Concern for the global, rather than local, environment prompted sixth-grader Tyler Duckworth to write a letter to the President of the United States.

My name is Tyler Duckworth, and I am a sixth-grade student at Liberty Middle School in Morganton, North Carolina. I think the first thing you should do, Mr. President, is take specific action to protect our environment. As an avid reader of books about science, I am concerned about the natural wonders of our nation and of the world being preserved both for my generation and for future generations.

Opinion statement

First of all, the pollution of our earth seems to be on the increase; factories, cars, and people continue to pollute. Statistics show that acid rain is on the increase, and the hole in the ozone layer is widening at an alarming rate. I feel action must be taken now, before it is too late. . . .

Reason #1: Increasing pollution

Evidence (facts)

Also, the land in the rain forests is essential to our survival. Each year, more and more land in the rain forests is destroyed. If man continues to destroy the rain forests, the species present in them and the plant life present in them can never be replaced. The action taken must be firm and bound by law.

Reason #2: Losing rain forests

Evidence (facts)

I believe that you, Mr. President, care about our country. You have stated in many speeches that I have listened to and in many articles that I have read that you care about our environment. It is essential that you, as our leader, do what is necessary to preserve the earth for future generations.

Reason #3: President's record

Evidence (facts)

In my dad's office, he has a quote that reads, "We do not inherit the earth from our ancestors; we borrow it from our children." That, too, is my belief as a twelve-year-old citizen of the greatest country in the world. Mr. President, I ask you to please act now to save our country and our world.

Call to action

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Revising

Evaluate and Revise Content, Organization, and Style

COMPUTER TIP

Use a computer to help you revise the content of your paper. You can find many reference materials on CD-ROM, and you can use the Internet as a resource. For example, if you need additional support for a reason, you can look up facts on reliable Web sites or on a CD-ROM version of an encyclopedia.

Twice Is Nice Double the persuasive power of your letter by giving it at least two readings. In the first reading, focus on the content and organization of your first draft. The guidelines below can help. In the second reading, look at the individual sentences using the Focus on Sentences on page 250.

First Reading: Content and Organization When you **edit** your letter, you evaluate what you have written and revise it to make it better. Use the following guidelines to make your letter more persuasive. First, answer the questions in the left-hand column. If you need help answering the questions, use the tips in the middle column. Then, use the revision techniques in the right-hand column to make necessary changes.

Persuasive Letter: Content and Organization Guidelines for Self-Evaluation and Peer Evaluation

Evaluation Questions	Tips	Revision Techniques
1 **Does the introduction have a clear opinion statement?**	**Underline** the opinion statement.	**Add** an opinion statement, or **revise** a sentence to state your opinion clearly.
2 **Does the letter give at least two reasons to support the opinion?**	**Put stars** next to the reasons that support the opinion.	If necessary, **add** reasons that support the opinion.
3 **Does at least one piece of evidence support each of the reasons?**	**Circle** evidence that supports each reason. **Draw a line** to the reason each piece of evidence supports.	If necessary, **add** facts or examples to support each reason. **Rearrange** evidence so it is close to the reason it supports.
4 **Does the letter explain each fact and example?**	**Put a check mark** next to each explanation.	**Elaborate** by adding explanations for each fact and example.
5 **Does the conclusion include a specific and reasonable call to action?**	**Draw a wavy line** under the call to action.	**Add** a call to action, or **revise** the call to action to make it more specific and reasonable.

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ONE WRITER'S REVISIONS This revision is an early draft of the letter on page 245.

With your help, we can improve the Eastside Soccer
We need to start *to keep the soccer fields clean*
League. An anti-littering campaign ~~would help~~.

revise

An anti-littering campaign would help people become aware of the trash problem. Since I talked to my family about the problem, they have noticed how bad the trash is, too. After last Saturday's game, they made sure they picked up their trash so that they were not contributing to the problem. *Letting people know there is a problem is the first step to solving it.*

elaborate

Responding to the Revision Process

1. Why did the writer revise the sentence at the end of the first paragraph?
2. Why did the writer add a sentence to the end of the second paragraph?

PEER REVIEW

As you read a peer's persuasive letter, ask yourself these questions:

- Who is the target audience for this letter? Does the writer appeal to their interests?
- What is the strongest piece of support? What makes it stand out?

Second Reading: Style You have taken a look at the big picture of your letter. In your second reading, you will look at the pieces of that picture by focusing on the sentences. One way to improve your writing is to make stringy sentences more compact. The following guidelines and the Focus on Sentences on the next page will help you evaluate your sentences.

Style Guidelines

Evaluation Question	Tip	Revision Technique
Does the writer avoid long sentences made up of strings of ideas connected by *and, but,* or *so*?	**Highlight** long sentences that use *and, but,* or *so* to join two or more complete thoughts—ideas that can stand alone.	Break a long sentence with two or more complete thoughts into two shorter sentences.

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Sentences

Eliminating Stringy Sentences

When your purpose is to persuade, your style should also be persuasive. Avoid using stringy sentences. Reading long, stringy sentences is like listening to a person who goes on and on. They bore readers, and a bored reader is an unconvinced reader. To eliminate stringy sentences, follow these steps.

- First, find the conjunctions *and, but,* or *so* in a very long sentence. Put a slash mark before each conjunction.
- Then, see if each part has a subject and a verb. If each part of the sentence has both a subject and a verb and expresses a complete thought, then it can stand alone.
- Revise a stringy sentence by breaking it into two or more separate sentences. Each complete thought may have its own sentence.

Reference Note

For more on **parts of speech,** see Chapter 12.

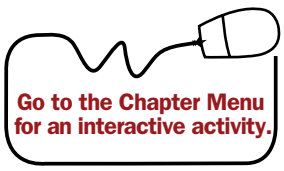
TIP If part of the sentence does not express a complete thought, that part will not be able to stand alone in its own sentence.

ONE WRITER'S REVISIONS

My soccer team won its game last Saturday, ~~so~~ I was happy and excited until I started walking toward the parking lot ~~and~~ I passed cups and candy wrappers left in the stands and six trash cans overflowing with aluminum cans.

Responding to the Revision Process

How did breaking the sentence above into three sentences improve it?



YOUR TURN 9 Evaluating and Revising Your Persuasive Letter

Use the guidelines on page 248 and page 249 to evaluate and revise the content, organization, and style of your letter. If a peer read your letter, consider his or her comments as you revise.

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Publishing

Proofread Your Letter

Edit for Oomph Careless mistakes decrease the persuasive power of your letter. Proofread your letter for mistakes in grammar, spelling, and punctuation.

Grammar Link

Punctuating Possessives Correctly

The **possessive** form of a noun or pronoun shows ownership. Using possessives helps writers make their points more concisely. Read the example below.

the playground equipment at our school

our school's playground equipment

Here are four rules to remember about possessives.

To form the possessive case of a singular noun, add an apostrophe and an *s*.

girl's sweatshirt car's bumper

To form the possessive case of a plural noun ending in *s*, add only the apostrophe.

books' pages stores' signs

Do not use an apostrophe to make a noun plural. If you are not sure when to use an apostrophe, ask yourself, "Does the noun possess what follows?" If you answer *yes*, you need an apostrophe.

Do not use an apostrophe with possessive personal pronouns. These pronouns include *its, yours, theirs, his, hers,* and *ours.*

The dog missed **its** owner.

PRACTICE

Write the following sentences on your own paper, adding apostrophes where they are needed. If a sentence is correct, write *C* next to the sentence on your paper.

Example:

1. In visitors eyes, our towns trash is its biggest problem.

1. *In visitors' eyes, our town's trash is its biggest problem.*

1. Recycling helps meet the citys goals as outlined in its long-range plan.
2. Other towns have recycling programs.
3. Theirs are successful. Ours still needs the councils approval.
4. The countys landfill is quickly filling up from the four towns trash.
5. Voters signatures filled page after page of one groups petition.

For more information and practice on **possessives,** see page 598.

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Publish Your Letter

Post It! Publishing a persuasive letter is simple. It requires an envelope, a correct address, and a stamp. Just mail it to the person or the individual people in your target audience. Here are two other ways to reach your readers.

- Even if you will not be mailing your letter, but handing it to someone you know well, use a business envelope to show that you mean business.
- If you have access to e-mail, you can send the letter electronically. Make sure you carefully type the message to avoid introducing mistakes. Be sure to confirm your readers' addresses before sending your letter.

PORTFOLIO

Reflect on Your Letter

Building Your Portfolio The best way to judge your letter's effectiveness is to see what response you get. You may have to wait a while. Factors you may not know about may lead to a "No," a vague response such as "We will consider your request," or no response at all. However, you can judge your letter in the context of your entire portfolio by answering the following questions.

- What are my strengths as a writer? What did I do well in this piece and in other pieces in my portfolio? Which piece was my best or favorite? Why?
- What writing skills do I need to work on? If I had the chance, what would I do differently in this piece or in other pieces in my portfolio? Why?
- What are my goals as a writer now? What kinds of writing does my portfolio seem to be missing? What would I like to try next?

YOUR TURN 10 Proofreading, Publishing, and Reflecting on Your Persuasive Letter

- Correct mistakes in punctuation, spelling, capitalization, and grammar. Pay particular attention to possessives.
- Publish your letter to your target audience.
- Answer the Reflect on Your Letter questions above. Record your responses in a learning log, or include them in your portfolio.

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MINI-LESSON TEST TAKING

Answering Questions That Ask You to Persuade

Some writing tests ask you to choose and support an opinion on an issue. Your response may be a persuasive letter or essay. If the following prompt were on a test, how would you approach it?

> The city council has a limited budget for a new park. It is trying to decide between spending money for large shade trees or for an in-line skating path. Decide how you think the money should be spent. Then, write a letter convincing the city council to vote in favor of your decision. Give three reasons for your opinion.

THINKING IT THROUGH

Writing a Persuasive Essay

STEP 1 Identify the task the prompt is asking you to do.

The prompt asks me to decide how the council should spend the money. I have to write a letter stating my opinion and give three reasons to support it.

STEP 2 Decide on your opinion.

I like in-line skating, but I think trees are more important.

STEP 3 Develop three reasons to support your opinion.

1. *More people will enjoy trees.*
2. *Trees give shade, which makes the park more comfortable.*
3. *Trees take time to grow, so we need to plant them now. A skating path can be added any time.*

STEP 4 Develop evidence (facts and examples) to support your reasons.

1. *All people appreciate trees. I only know people my age who skate.*
2. *Summer temperatures are in the 90s. Shade will keep the playground and picnic tables cool even in hot weather.*
3. *We planted a tree when I was six, and it is still not as tall as our house.*

STEP 5 Write your essay. Include your opinion in the introduction, make each reason a paragraph—with support—and give a call to action in your conclusion.

STEP 6 Edit (evaluate, revise, proofread) your essay.

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Connections to Life

Writing a Humorous Advertisement

Is all persuasive writing serious? Not at all. Many people, in fact, find humor more persuasive than logic. Advertisers often rely on humor to persuade their audiences to buy their products. Humorous advertisements usually include these elements: a specific **product** being sold; a **reason** for buying the product, and funny **sounds** or **visuals.** Here is an example of a humorous print ad. Can you identify the elements?

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A Little Imagination To come up with an idea for a humorous ad, begin by identifying a product you would like to advertise. Next, think of a brand name for your product. Brainstorm a list of reasons why people should buy your product. Then, choose a humorous way to get one of those reasons across to an audience. Consider these techniques.

- **Exaggeration** Exaggerate one of the claims of your product. This is the technique the ad on page 254 uses, exaggerating how strong and healthy children who use Grow Strong Vitamins become.
- **Irony** To create humor, say or show the opposite of what readers expect. You might show a family riding in a car. The dad says, "How much longer?" Then, the mom says, "Are we there yet?" The slogan would read, "Kids aren't the only ones who look forward to the fun at Giggles Amusement Park."
- **Silliness** Use silly sounds, voices, words, or visuals, or create a silly character to pitch your product. Talking animals, aliens, and cartoon characters are all used to sell products. For example, a cartoon version of a computer virus might complain about an antivirus software that keeps killing him off.

Sell It Once you have a good idea of what will be in your ad, you can produce it. Create one of these types of ads.

- **Radio Ad** You can turn your idea into a radio ad if the humor is in the words and sounds you include. To do this, you will need to write a script, create sound effects, and record the ad.
- **Print Ad** If the words and pictures are the funny parts of your idea, you can create a print ad like the one on page 254. You may create your ad by cutting and arranging pictures and words, or you might try creating it on a computer with copyright-free pictures.
- **Television Ad** If both sounds and visuals are important in your ad, turn your idea into a television commercial. You should write a script for the ad and find a good location to shoot, as well as any costumes or props that are important for your idea. Cast classmates to act in your ad if you wish, and videotape it using your school's video equipment.

(For information about **speaking,** see page 719. For information about **graphics,** see page 687. For information about **video production,** see page 79.)

YOUR TURN 11 Writing a Humorous Advertisement

Using the guidelines above, develop an idea for a humorous advertisement. Then, produce the ad as a radio ad, print ad, or television ad, and share it with your class.

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Evaluating a Persuasive Speech

WHAT'S AHEAD?

In this section you will evaluate a persuasive speech. You will also learn how to

- **identify your purpose for listening**
- **develop criteria for evaluating persuasive messages**
- **analyze a speaker's delivery and persuasive techniques**

If you think you lack experience in evaluating persuasive speeches, think again. If you read magazines, watch TV commercials, or notice billboards, you are highly qualified. Any time you laugh at a clever advertisement or roll your eyes at a weak one, you are evaluating persuasion.

Listen with a Purpose

All persuasive messages, including advertisements, are created for the purpose of convincing people to do something or to believe something. When you listen to an ad or a persuasive speech, you may want to get information. However, your *main* purpose for listening will probably be to see whether you agree with the speaker's opinion. To do that, you must evaluate the speaker's message. Here are the elements to evaluate in a persuasive speech.

- **Content** is driven by the speaker's purpose. Since the speaker's purpose is to persuade, you can expect the content to include opinions, reasons, and evidence.
- **Delivery** refers to how the speaker delivers the message.
- **Believability** refers to whether or not you can believe the speaker.

Not all persuasive messages try to convince through solid evidence. Many persuasive speakers (and advertisers) also draw from a grab bag of *persuasive techniques.* **Persuasive techniques** rely on

Reference Note
For more on **evaluating a speech,** see page 730 in the Quick Reference Handbook.

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emotional impact to "sell" an idea or product. Here are four of the most common persuasive techniques.

- **Bandwagon** A speaker may use this method to make you feel that everyone else is doing something, so you should do it, too. The statement "Everyone agrees that recycling is important" is an example of the bandwagon approach.
- **Testimonial** A speaker may try to persuade you with an example from his or her own experience, or a **testimonial.** For example, the speaker might say, "Volunteering at our local animal shelter has been a great experience for me."
- **"Plain Folks"** This method is used to make people feel that the speaker understands them. A speaker may try to show that he or she shares the concerns of the audience members. "Like you, I'm concerned about the cost of school supplies. Getting the supplies we need can be difficult when prices keep going up."
- **Emotional Appeals** This technique uses the audience's own emotions to get them on the speaker's side. An emotional appeal might tap into listeners' concern for others by telling sad stories about young refugees. Other appeals might spur the audience's school spirit or their anger about animal cruelty.

TIP Persuasive techniques are sometimes called **propaganda** techniques. They are used not only to sell products, but also to convince others to share an opinion. Listeners should be careful not to be convinced by propaganda alone. They should demand that a persuasive speaker also give solid support for his or her opinions.

Develop Criteria

Use the elements of a persuasive speech to develop *criteria* for evaluation. **Criteria** are standards you use to judge something. To develop criteria for a persuasive speech, first identify and interpret (or understand) these separate items of each element.

- **Content** Consider the **verbal elements:** major ideas and supporting reasons and evidence, facts and opinions, persuasive techniques.
- **Delivery** Consider the **nonverbal elements:** posture, gestures, eye contact, voice, facial expressions.
- **Believability** Consider the speaker's **perspective,** or attitude. For example, believable speakers are considerate of their audiences. They think about what their audiences will find persuasive. In contrast, speakers who try to force their opinions on their audiences without considering their audiences' views will be less believable.

Ask yourself what each item above would be like in a successful speech. The Thinking It Through steps on the next page can help.

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THINKING IT THROUGH

Developing Criteria

STEP 1 Choose one item of a persuasive speech to evaluate, and ask yourself, "What should this be like in a persuasive speech?"

What should eye contact be like in a persuasive speech?

STEP 2 Brainstorm an answer to your question.

A speaker should try to look at various audience members, not just one or two people. This will make the speaker seem more honest and believable.

STEP 3 Turn your answer into a statement that says what a speaker should do when giving a persuasive speech. Then, develop criteria for the rest of the items listed on page 257.

A speaker should make eye contact with the audience often.

Reference Note

For more on **telling fact from opinion,** see page 231.

Evaluate a Speech

Once you have a list of criteria, you are ready to evaluate a persuasive speech. You may want to make a chart with your criteria in one column and space for notes in another. As you listen, remember your purpose. Do you agree with the speaker's opinion? To convince, speakers should support opinions with facts. Be sure you distinguish between facts and the speaker's opinions.

TIP As you listen to any speech, monitor your understanding, or make sure that everything the speaker is saying makes sense to you. Is anything confusing? If the situation allows, ask clarification questions to have any confusing points explained more clearly. After the speech, you might also look up in a dictionary or thesaurus any unfamiliar word the speaker uses.

YOUR TURN 12

Evaluating a Persuasive Speech

- Follow the steps in the Thinking It Through above to develop criteria for evaluating a speech. Make sure your criteria cover content, delivery, and believability items.
- Listen to a persuasive speech and make notes about how the speaker does or does not meet each of your criteria. Does the speaker convince through evidence or "sell" through emotion? Afterward, rewrite any illegible notes, and add explanations for any short or confusing notes.
- Write a brief evaluation of the speech using the information in your notes. If other students evaluate the same speech, compare your impressions in a small group. Was the speaker effective? Why or why not?

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7 Choices

Choose one of the following activities to complete.

▶ EDITORIAL CARTOONS

1. The Politics of Art An editorial cartoon is a humorous drawing that tries to persuade readers to believe something. Editorial cartoons are usually located on the opinion page of the newspaper. Find an editorial cartoon and analyze it. Answer questions such as these: What is the artist trying to convince readers to believe? How does the drawing help the cartoonist make his or her persuasive point? Were you persuaded by the cartoon? Why or why not? Create a **bulletin board display** that includes the cartoon and a one-paragraph analysis.

▶ CAREERS

2. Persuasion in Practice Lawyers, advertisers, and newspaper columnists use persuasion every day. Research one of these careers. How do people in these professions get others to think a certain way? Do they use logical, emotional, or ethical appeals? (See tip on page 233.) Summarize what you learn about the career in a short **essay.**

▶ CROSSING THE CURRICULUM: SOCIAL STUDIES

3. On the Go What place would you propose to visit as a class field trip? In a small group, create a petition with specific educational reasons for your selection. Your petition should begin with a short **letter** explaining where you want to go and why. The letter should be followed by a **form** with spaces for students to sign their names and list their grade level.

▶ SPEAKING

4. Talk Them into It Make a **persuasive speech** to your class, either on the issue you chose for your letter or on another issue that is important to you. Make sure your opinion and call to action are clear. Support your opinion with reasons and evidence, and organize them in a way that will make sense to your listeners.

PORTFOLIO

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CHAPTER

8 Writing Effective Sentences

Writing Clear Sentences

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Your goal in writing should always be to communicate clearly with your reader. A clear sentence gives your reader just enough information. It does not leave out any important pieces, and it does not run together or string together too many ideas at once. Clear sentences make it easier for your reader to understand what you are saying. You can learn how to spot three enemies of clear writing: *sentence fragments*, *run-on sentences*, and *stringy sentences*.

Sentence Fragments

What kind of sentence could you write about this picture? You might write something like this:

The high jumper flips backwards over the bar.

or

Look at how high the bar is!

or

How does she know where to jump?

These groups of words say different things, but they have something in common. Each is a *complete sentence*. A ***complete sentence*** is a group of words that expresses a complete thought.

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A part of each thought is expressed by the verb: *flips, look, is, does know, jump.* Another part is expressed by the subject: *high jumper, you, she.* [The *you* is understood in the second sentence even though it is not expressed: (You) Look at how high the bar is!]

A ***sentence fragment*** is a part of a sentence that is punctuated as if it were a complete sentence. A fragment is confusing because it does not express a complete thought. The following word groups are the example sentences—with some important words left out. Notice how unclear the word groups are when written as fragments.

Flips backwards over the bar. [The subject is missing. *Who* or *what* flips?]

At how high the bar is. [The verb and the understood subject are missing. *What about* how high the bar is?]

Where to jump. [This word group has a subject and a verb, but it does not express a complete thought. *What about* where to jump?]

Use this simple three-part test to help you decide whether a word group is a sentence fragment or a complete sentence.

1. Does the group of words have a *subject*?
2. Does the word group have a *verb*?
3. Does the word group express a *complete thought*?

You know the word group is a complete sentence if you answer "yes" to all three questions above. If you answer "no" to a question, the word group is a sentence fragment.

Exercise 1 Recognizing Fragments

Decide which of the following word groups are sentence fragments and which are complete sentences. Write *S* for a complete sentence; write *F* for a fragment.

1. We visited the pet shop in the mall.
2. A bright-eyed hamster chewing on pieces of carrot.
3. Named him Mustard.
4. Has pouches inside each fat cheek.
5. The pouches are for carrying food.

TIPS & TRICKS

Sometimes a fragment is really a part of a nearby sentence. You can correct the fragment by attaching it to the sentence that comes before or after it.

FRAGMENT
Mark is practicing his hook shot. **Because he wants to try out for the basketball team.**

SENTENCE
Mark is practicing his hook shot because he wants to try out for the basketball team.

When you attach a fragment to a sentence, be sure to check your new sentence for correct punctuation.

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6. Newspaper in lots of little shreds.
7. Making his cage quite comfortable.
8. He is plump and has white and tan fur.
9. A diet of mostly fruit, vegetables, and grain.
10. If you decide to raise hamsters.

Exercise 2 Revising Fragments

Some of the following word groups are sentence fragments. First, identify the fragments. Then, revise each fragment by (1) adding a subject, (2) adding a verb, or (3) attaching the fragment to a complete sentence. You may also need to change the punctuation and capitalization in your revised sentence. If a word group below is already a complete sentence, write *S* on your paper.

EXAMPLE **1.** It a stormy Wednesday night.

1. It was a stormy Wednesday night.

1. Was watching TV alone.
2. A movie about aliens invading from space.
3. Suddenly, the lights went out on the whole block.
4. Because the batteries in the flashlight were dead.
5. A strange noise in the backyard.
6. After our dog started to bark.
7. Crept slowly to the door and looked out.
8. Two small, glowing eyes in the dark.
9. When I saw it was just the cat from next door.
10. Maybe I should stop watching scary movies.

COMPUTER TIP

If you are using a computer, you can use a word-processing program to help eliminate sentence fragments. Using the cut and paste commands, you can easily try attaching a fragment to both the sentence before it and the sentence after it. Doing so will allow you to see which sentence makes more sense. Check your writing for correctness and completeness after making changes.

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Run-on Sentences

A ***run-on sentence*** is actually two or more sentences run together without proper punctuation as if they were one sentence. It is often hard to tell where one idea in a run-on ends and the next one begins.

Like sentence fragments, run-on sentences usually appear in your writing because you are in a hurry to get your thoughts down on paper. This mistake happens when you leave out the correct end punctuation (period, question mark, or exclamation point) or when you use a comma to separate the sentences.

There is more than one way to revise a run-on sentence. You can break the run-on into two complete sentences, or you can link the two ideas with a comma and a coordinating conjunction such as *and*, *but*, or *or*.

RUN-ON In 1962 John Glenn became the first American to orbit Earth, he made his second space flight on the space shuttle *Discovery* in 1998, when he was 77 years old.

CORRECT In 1962 John Glenn became the first American to orbit Earth**.** **H**e made his second space flight on the space shuttle *Discovery* in 1998, when he was 77 years old. [The sentence has been broken into two complete sentences.]

or

In 1962 John Glenn became the first American to orbit Earth**,** **and** he made his second space flight on the space shuttle *Discovery* in 1998, when he was 77 years old. [Two complete ideas have been linked by a comma plus *and*.]

NOTE A comma alone is not enough to link two complete ideas in a sentence. If you use just a comma between two complete ideas, you create a run-on sentence.

RUN-ON Sally Ride was the first American woman in space, she was a member of a shuttle crew.

CORRECT Sally Ride was the first American woman in space**.** **S**he was a member of a shuttle crew.

Reference Note

For more information about and practice using **commas with coordinating conjunctions,** see page 568.

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Exercise 3 Identifying and Revising Run-on Sentences

Decide which of the following groups of words are run-ons. Revise each run-on by (1) making it into two separate sentences, or (2) using a comma and a coordinating conjunction. You may have to change the punctuation and capitalization, too. If the group of words is already correct, write *C*.

1. People constantly search for faster ways to communicate, the Internet is one tool that helps people share information quickly.
2. The earliest form of the Internet was designed over thirty years ago, and it was created to be used by the military.
3. The Internet has changed a great deal since then now it can be used by almost anyone who uses a computer.
4. The first e-mail program was invented in 1972, e-mail is a way to send messages from one computer to another.
5. Twenty years later, scientists in Switzerland created the World Wide Web, and *Internet* quickly became a household word.
6. The scientists planned to use the Web to share research with scientists in other parts of the world the new invention soon interested businesses and government organizations.
7. The programs that make the Internet and the World Wide Web work are very complicated they are not hard to use.
8. Many schools and libraries have computers that are connected to the Internet and the World Wide Web.
9. The World Wide Web began with four newsgroups in 1991, but it soon included millions of sites.
10. Many sites on the World Wide Web focus on school subjects, news, and hobbies, these sites can be useful sources of information.

Stringy Sentences

For variety, you will sometimes want to join sentences and sentence parts with *and*. If you string many ideas together with *and,* though, you create a ***stringy sentence.*** Stringy sentences ramble on and on. They do not give the reader a chance to pause between ideas.

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STRINGY The ostrich is the largest living bird, and it stands nearly eight feet tall, and it weighs over three hundred pounds when it is fully grown, and this speedy bird can run up to forty miles an hour!

BETTER The ostrich is the largest living bird. It stands nearly eight feet tall, and it weighs over three hundred pounds when it is fully grown. This speedy bird can run up to forty miles an hour!

In the revised version, only two ideas are linked by *and*. These ideas can be combined into one sentence because they are closely related. Notice that a comma is used before the word *and*. The comma is also necessary to show a slight pause between the two complete ideas.

Exercise 4 Identifying and Revising Stringy Sentences

Some of the following sentences are stringy. Revise each stringy sentence by breaking it into two or more sentences. If an item is already correct, write *C*.

1. Thomas and José were playing softball at school, and Thomas hit the ball very hard, and then he saw it roll under the steps of the library.

2. Thomas peered under the dark steps to recover his ball, and when he reached for it, he saw a giant raccoon, and Thomas wasn't sure what to do next!

3. José told Thomas that raccoons are fierce fighters, and then José warned him not to anger the raccoon, and by this time, other softball players had gathered to offer advice.

4. Thomas finally rolled the ball out from under the steps with a baseball bat. The raccoon stayed completely still, and it hissed and looked fiercely at the group. Then Thomas saw why the raccoon was behaving so strangely.

5. Five baby raccoons were hiding behind the mother, and they were too small to protect themselves, and the mother raccoon was trying to frighten the softball players away!

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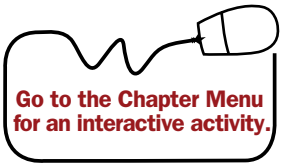

Review A Revising Sentence Fragments, Run-on Sentences, and Stringy Sentences

Decide which of the following word groups are fragments, run-ons, or stringy sentences. Then, revise each of these word groups to make it clear and complete. Remember to add correct capitalization and punctuation. If a word group is already clear and complete, write *C* for *correct.*

1. Not all animals see the world in the same way humans see the world.
2. See only light and dark shapes.
3. Squids and octopuses have very advanced eyes they see almost as well as humans.
4. The jeweled squid lives deep underwater in the Indian Ocean, it has white, blue, and red lights around its eyes to help it see in the dark water.
5. Several other sea creatures have their own "headlights," and these lights are sometimes produced by helpful bacteria, and the fish store the bacteria in special skin pouches.
6. Some owls can catch mice in total darkness by hearing alone others can find a mouse by the light of one candle placed nearly a quarter of a mile away from the mouse.
7. Grazing animals must have a wide field of vision so that they will know when an enemy is coming.
8. Rabbits and deer eyes on the sides of their heads.
9. Mammals that hunt other animals for food must be able to judge distance well, therefore their eyes are usually located toward the front of their faces.
10. Most apes do not hunt other animals for food, but their eyes are in much the same position as human eyes, and apes also see the same range of colors humans see.

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Combining Sentences

Good writers usually use some short sentences, but they don't use them all the time. An entire paragraph of short sentences makes writing sound choppy. For example, notice how dull and choppy the following paragraph sounds.

> Quicksand is really just sand. The sand is wet. The sand is loose. You can sink in quicksand. It will not actually suck you down. You might get caught in quicksand. You can lie on your back. You can float. Then you can roll or wriggle. Your movements must be slow. You can get to solid ground this way.

Now, see how the writer has revised the paragraph by combining some of the short sentences. Notice how sentence combining has helped to eliminate some repeated words and ideas. The result is a smoother paragraph that has much more variety.

> Quicksand is really just wet, loose sand. You can sink in quicksand, but it will not actually suck you down. If you are caught in quicksand, you can lie on your back and float. Then you can slowly roll or wriggle to solid ground.

You can combine sentences in several different ways. Sometimes you can insert a word or a group of words from one sentence into another sentence. Other times you can combine two related sentences by using a connecting word.

Inserting Words

One way to combine two sentences is to pull a key word from one sentence and insert it into the other sentence. Sometimes you can just add the key word to the first sentence and drop the rest of the second sentence. Other times you will need to change the form of the key word before you can insert it.

TIPS & TRICKS

To get ideas for a variety of ways to organize your ideas into sentences, look at sentences written by professional authors. Try imitating the style of a favorite author by using similar sentence structures in your own sentences or paragraphs.

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TIPS & TRICKS

When you change the forms of key words, you often add endings such as *–ed, –ing, –ful,* and *–ly* to make adjectives and adverbs.

EXAMPLES
skill → skilled
crash → crashing
use → useful
quiet → quietly

Using the Same Form	
Original	Dr. Martin Luther King, Jr., was a civil rights leader. He was an American.
Combined	Dr. Martin Luther King, Jr., was an **American** civil rights leader.
Changing the Form	
Original	He was famous for his brilliant speeches. His fame was international.
Combined	He was **internationally** famous for his brilliant speeches.

Exercise 5 Combining Sentences by Inserting Words

Each of the following items contains two sentences. Combine the two sentences by taking the italicized key word from the second sentence and inserting it into the first sentence. The directions in parentheses will tell you how to change the form of the key word if you need to do so.

EXAMPLE **1.** Chief Joseph was a Nez Perce Indian chief who fought for his people. He was a *brave* fighter. (Add *–ly.*)

1. Chief Joseph was a Nez Perce Indian chief who fought bravely for his people.

1. The name Joseph was given to his father by missionaries. The missionaries were *Christian.*

2. His name, Hin-mah-too-yah-lat-ket, means "thunder rolling down the mountains." That is his *Nez Perce* name.

3. Chief Joseph fought the United States Army to defend his people's homeland. The fighting was *fierce.* (Add *–ly.*)

4. When he realized he could not win, he led the Nez Perce band more than one thousand miles. The band was in *retreat.* (Add *–ing.*)

5. Chief Joseph's surrender speech is famous. The speech is *moving.*

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Inserting Groups of Words

Often, you can combine two related sentences by taking an entire group of words from one sentence and adding it to the other sentence. When the group of words is inserted, it adds detail to the information in the first sentence.

ORIGINAL The first known baseball game was played in 1846. It was played in Hoboken, New Jersey.

COMBINED The first known baseball game was played in 1846 **in Hoboken, New Jersey.**

ORIGINAL The game ended with a score of 23–1. It was played by the New York Baseball Club and the Knickerbockers.

COMBINED **Played by the New York Baseball Club and the Knickerbockers,** the game ended with a score of 23–1.

ORIGINAL The players were all amateurs. They were in the first organized baseball league.

COMBINED The players **in the first organized baseball league** were all amateurs.

Sometimes you will need to put commas around the group of words you are inserting. Ask yourself whether the group of words renames or identifies a noun or pronoun in the sentence. If it does, it is an ***appositive phrase*** and generally needs a comma or commas to set off the word group from the rest of the sentence.

ORIGINAL The All-American Girls Professional Baseball League had ten teams at its 1948 peak. The league was the subject of a 1992 movie.

COMBINED The All-American Girls Professional Baseball League**, the subject of a 1992 movie,** had ten teams at its 1948 peak.

ORIGINAL Baseball is a sport that is popular with people of all ages. It is played in countries around the world.

COMBINED Baseball**, a sport that is popular with people of all ages,** is played in countries around the world.

TIPS & TRICKS

If you move a phrase from one sentence to the *beginning* of the other sentence, you may need to add a comma after the introductory phrase.

Reference Note

For more information about and practice using **commas with appositive phrases,** see page 570.

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After you combine two sentences, be sure to read your new sentence carefully. Then, ask yourself the following questions:

- Is my new sentence clear?
- Does it make sense?
- Does it sound better than the two shorter sentences?

If you answer "no" to any of the above questions, try to combine the sentences in a different way. Then, ask yourself the questions again.

Exercise 6 Combining Sentences by Inserting Word Groups

Combine each pair of sentences by taking the underlined word group from the second sentence and inserting it into the first sentence. Be sure to add commas if they are needed.

EXAMPLE **1.** Jorge read *Storm Chaser: Into the Eye of a Hurricane* for his science report. Jorge is a boy in my class.

1. *Jorge, a boy in my class, read* Storm Chaser: Into the Eye of a Hurricane *for his science report.*

1. *Storm Chaser* is an exciting book. It is by Keith Elliot Greenberg.
2. The book is a true story about a pilot named Brian Taggart, who flies a P-3 airplane. He flies the airplane directly into dangerous storms.
3. Taggart works for the National Oceanic and Atmospheric Administration. He is trained in the study of weather.
4. Scientists aboard his P-3 collect information about hurricanes. The scientists collect this information using computers and other machines.
5. Pilots like Brian help weather forecasters predict where and when a storm will hit land. These pilots are called "hurricane hunters."

Using Connecting Words

Another way you can combine sentences is by using connecting words called ***conjunctions.*** Conjunctions allow you to join closely related sentences and sentence parts.

Reference Note

For more information about and practice using **conjunctions,** see page 364.

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Joining Subjects and Verbs

Sometimes two sentences are so closely related that they have the same subjects or verbs. If two sentences have the same subject, you can combine them by making a ***compound verb.*** If the sentences have the same verb, you can combine them by making a ***compound subject.***

The conjunction you use is important. It tells your reader how the two subjects or verbs are related to one another.

- Use *and* to join similar ideas.

ORIGINAL The Sun Dance is an American Indian tradition. The Spirit Dance is an American Indian tradition.

COMBINED **The Sun Dance and the Spirit Dance** are American Indian traditions. [compound subject]

- Use *but* to join contrasting ideas.

ORIGINAL Mike will cook the main course. Mike will buy the dessert.

COMBINED Mike will **cook** the main course **but buy** the dessert. [compound verb]

- Use *or* to show a choice between ideas.

ORIGINAL Sara Tallchief may be elected president of the student council. Frances O'Connor may be elected president of the student council.

COMBINED **Sara Tallchief or Frances O'Connor** may be elected president of the student council. [compound subject]

Exercise 7 Combining Sentences by Joining Subjects and Verbs

Use *and, but,* or *or* to combine each of the following pairs of sentences. If the sentences have the same verb, make one sentence with a compound subject. If the sentences have the same subject, make one sentence with a compound verb. The hints in parentheses will help you.

EXAMPLE **1.** The climbing perch is a fish that can walk. The mudskipper is a fish that can walk. (Join with *and.*)

1. The climbing perch and the mudskipper are fish that can walk.

TIPS & TRICKS

When you use the conjunction *and* to link two subjects, your new compound subject will be plural. Remember to make the verb plural, too. A verb must agree with the subject in number.

EXAMPLE

Carlos and Hannah play on the same team. [The plural subject *Carlos and Hannah* takes the plural verb *play.*]

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1. Climbing fish have side fins that work much like feet. Mudskippers have side fins that work much like feet. (Join with *and.*)
2. Mudskippers walk on mud flats. Mudskippers even climb trees. (Join with *and.*)
3. Walking catfish are native to the East Indies. They have been seen in Florida. (Join with *but.*)
4. You might find walking catfish in warm, muddy water. You might find climbing perch in warm, muddy water. (Join with *or.*)
5. Mudskippers can hop more than a yard at a time. Mudskippers can catch insects as the insects fly. (Join with *and.*)

Joining Sentences

Sometimes you may want to combine two related sentences that express equally important ideas. You can connect the two sentences by using a comma and *and, but,* or *or.* The result is a ***compound sentence.***

ORIGINAL A group of frogs is called an *army*. A group of turtles is called a *bale*.

COMBINED A group of frogs is called an *army*, **and** a group of turtles is called a *bale*.

Other times you may want to combine two sentences that are related in a special way. One sentence helps explain the other sentence by telling *who, what, where, when, why,* or *how.*

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A good way to combine these sentences is to add a connecting word that shows the special relationship. In this kind of sentence combining, you create a ***complex sentence.***

ORIGINAL The drawbridge was pulled up. The enemy knights could not get into the castle.

COMBINED **When** the drawbridge was pulled up, the enemy knights could not get into the castle.

ORIGINAL Their leader had not counted on the princess. The princess knew how to operate the drawbridge.

COMBINED Their leader had not counted on the princess, **who** knew how to operate the drawbridge.

Some connecting words that you can use to create complex sentences are given below. The word that you choose will depend on what you want your sentence to say.

after	before	so that	when	who
although	how	that	whether	whom
as	if	until	which	whose
because	since	what	while	why

Reference Note

For more about **complex sentences,** see page 397.

Exercise 8 Combining Complete Sentences

Following are five pairs of short, choppy sentences that need improving. Make each pair into one sentence by using the connecting word given in parentheses. Be sure to change the capitalization and the punctuation where necessary.

EXAMPLE **1.** Planets move quickly. Stars move slowly. (but)

1. Planets move quickly, but stars move slowly.

1. I would like to learn more about stars. They are interesting and beautiful. (because)

2. Planets do not give off light of their own. Stars do. (but)

3. Some stars are fainter than our sun. Some are many times brighter. (and)

4. Our sun will change. The change will be slow. (but)

5. We must continue to study the stars and planets. We will understand how we fit into our vast universe. (so that)

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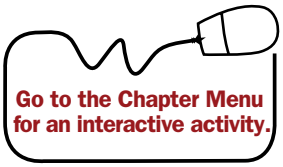


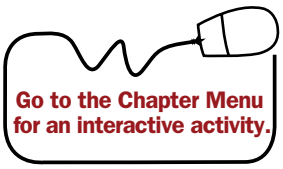
Review B Revising a Paragraph by Combining Sentences

The following paragraph sounds choppy because it has too many short sentences. Use the methods you have learned in this section to combine some of the sentences. After you have revised the paragraph, read the choppy version and the new version aloud. You will notice how much better the paragraph sounds after you have revised it.

EXAMPLE Ancient cities provide information. The information is about how people lived.

Ancient cities provide information about how people lived.

Some of the world's oldest cities have been found in Sumer. Sumer is the land between the Tigris and the Euphrates rivers. These early cities began as villages. The villages were made of farms. Eventually, Sumerian merchants began to trade with their neighbors in the mountains. The Sumerians sold the mountain people grains. The mountain people sold the Sumerians lumber, stone, and copper. Over five thousand years ago, Sumerians invented a system of writing. They invented their writing system to keep track of their trading. We know much about how ancient Sumerians lived. They left us many written records.



Review C Writing Clear Sentences

The following paragraph is hard to read because it contains some sentence fragments and run-on sentences as well as choppy and stringy sentences. Identify **two** fragments, **one** run-on, and **two** stringy sentences. Then, revise those sentences using the methods you have learned. Also, combine sentences in at least **two** other places.

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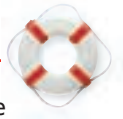
Sumo wrestling is an unusual sport, not only because of the unique and impressive appearance of the athletes. On average weigh 330 pounds and dress in traditional loincloths. Sumo is based in myth. It is also based in ritual. There is a myth that the Japanese people gained control of Japan when a god won a sumo match with another leader. From a rival group. The earliest sumo matches, dating back over 1500 years, were rituals performed to ensure a good harvest, and sumo later became a way to entertain royalty, and Japan then entered a time of military rule, and sumo wrestlers were used in fighting. When peace returned, sumo became entertainment again, it came to be known as the national sport of Japan. The ritual elements of early sumo remain today. At tournaments, each day opens with a colorful and exciting ritual performed by the wrestlers. The ritual is called *dohyo-iri*. *Dohyo-iri* means "entering the ring." In this ceremony the wrestlers enter the ring, and then the highest ranked wrestler comes into the ring, and he claps and stomps on the ground in a very formal way, and when he is finished other highly ranked wrestlers repeat the clapping and stomping. The ceremony symbolically drives evil spirits away. The world got to see this ceremony when it was part of the 1998 Winter Olympics opening ceremony in Nagano, Japan.

HELP



To make sure you catch all of the errors listed in the instructions, try one of the following methods. (After you correct the errors, remember to choose two other places to combine sentences.)

- Use a sticky note to label each type of sentence error you find; then, see which sentence errors listed in the instructions you have not yet found.
- Make a copy of this paragraph and highlight each type of error in a different color.

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CHAPTER

9 Learning About Paragraphs

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What Is a Paragraph?

A ***paragraph*** is a group of related sentences. Often a paragraph is part of a longer piece of writing. For example, in a paper about a visit to a wildlife park, one paragraph might focus on the apes and monkeys. Other paragraphs in the paper could each focus on another type of animal. In this way, the paragraphs would give readers a clear idea of what they might experience at the wildlife park.

Why Use Paragraphs?

Has a friend ever sent you a letter made up of one enormous paragraph? Did you find it hard to follow his or her ideas? Breaking a long piece of writing into paragraphs is more than just a way to give your reader's eyes a rest. Breaking writing into paragraphs is like providing a map for your reader. Paragraphs guide your reader through a piece of writing by showing where one idea (or setting, or speaker) ends and the next begins. Paragraphs also make it easier for your reader to understand the main point of a piece of writing.

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What Are the Parts of a Paragraph?

Paragraphs are not all alike, but many of them have the same parts. Most paragraphs have a *main idea, a topic sentence,* and *supporting sentences.* In some paragraphs a *clincher sentence* ends the paragraph and ties the details together.

The Main Idea and Topic Sentence

All of the sentences in a paragraph usually point to a single main idea. This ***main idea*** is the main point, or central message, of the paragraph. Sometimes an author states the main idea in a ***topic sentence.*** When a paragraph has a topic sentence, it is often the first or second sentence of the paragraph. Sometimes, though, the topic sentence comes in the middle or at the end of the paragraph. In the following paragraph, the topic sentence comes at the end. Notice that all of the other sentences in this paragraph support, or point to, the main idea stated in the topic sentence.

> He thought he had failed in his life's work. Others agreed with him. He died poor and bitterly disliked. To us today, this rejection seems strange. He had helped to free five South American countries from Spanish rule. He had won major victories on the battlefield. He was anything but a failure. Over time, people began to accept the truth. Monuments were built to honor him. People started to celebrate his birthday. Today, Simón Bolívar is regarded as one of Latin America's greatest heroes.

TIPS & TRICKS

Some paragraphs, such as those in narrative writing, will have a main idea without including a topic sentence. When reading a paragraph without a topic sentence, the reader must find the main idea by paying attention to the supporting details. A main idea that is not directly stated in a topic sentence is called an **implied main idea.** In your own writing, especially writing you do for school or on tests, you should generally tell readers the main idea of every paragraph with a topic sentence.

Exercise 1 Identifying Main Ideas and Topic Sentences

How good are you at identifying main ideas and topic sentences? Each of the following paragraphs has one main idea. Read each paragraph, and try to identify its main idea. If the

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paragraph has a topic sentence, tell what it is. If there is no topic sentence, state the main idea in your own words.

1. Unlike domestic cattle today, the wild buffalo on the plains were very hardy animals. They lived and thrived when other animals, especially cattle, might have died. When winter blizzards hit the plains and prairies, the buffalo did not drift with the storm like cattle. Instead, they faced into the storm, either standing still waiting for the storm to pass or slowly heading into it. In this way the storm passed faster for the buffalo than it did for cattle, who would drift with the storm and frequently die from the elements.

David A. Dary, *The Buffalo Book*

2. It was a warm tropical evening in Puerto Rico. Roberto Clemente was playing with a group of boys on a muddy field in Barrio San Antón. It was nothing at all like the great stadium in San Juan. There were bumps and puddles, and the outfield was full of trees. The bat in Roberto's hand was a thick stick cut from the branch of a guava tree. The bases were old coffee sacks. The ball was a tightly-knotted bunch of rags.

Paul Robert Walker, *Pride of Puerto Rico*

3. Comets, asteroids, and meteors are the speed demons of the solar system. The average comet moves at 129,603 miles per hour; an asteroid's average speed is 39,603 miles per hour. Using radar, astronomers have clocked one meteor whizzing along at 164,250 miles per hour.

Time-Life Books, *Forces of Nature*

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Supporting Sentences

Supporting sentences have details that support, explain, or prove the main idea. Supporting sentences may be *facts*, *examples*, or other kinds of details such as *sensory details*.

- **Facts** are statements that can be tested and proved true. They can be checked in reference books or through firsthand observations. They often include ***statistics,*** or information based on numbers.
- **Examples** are specific instances of an idea. T-shirts and sunglasses are examples of things you wear.
- **Sensory details** are details that you see, hear, taste, touch, or smell. They make descriptions come alive for the reader.

In the following paragraph, notice that the writer uses a sensory detail and three facts. The supporting sentences explain the main idea that is stated in the first sentence.

Your bones resist breaks in two ways.	Topic sentence
Not only are they as strong as steel, but they also have the ability to stretch like a rubber band.	Example Sensory detail
Bone is made of hard mineral crystals.	Fact
These crystals give bone enough strength to withstand thousands of pounds of weight without breaking.	Fact
Also in bone is a stretchy material, called fiber, which prevents bone from easily snapping when bent.	Fact

Exercise 2 Collecting Supporting Details

Perhaps you collect details about the life of your favorite movie actor or TV star. In the same way, you can gather details about your main idea for a paragraph. Choose one of the main ideas on the following page. Then, make a list of three or four details that support it. Try to use at least one fact, one example, and one sensory detail.

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EXAMPLE **1.** Main Idea: Stamp collecting is a useful hobby.

1. Details: *(1) Stamps can be educational.*
(2) One stamp series shows drawings of twenty different insects.
(3) The drawings are brightly colored.

1. Skateboarding (or another sport) requires skill.
2. My room is always messy (or neat).
3. I cannot stand snakes (or spiders, worms, or storms).

The Clincher Sentence

Once you have written a topic sentence and supporting sentences that reinforce your main idea, you may want to give your paragraph a strong finish. One way to do this is to make the concluding (last) sentence of your paragraph a *clincher sentence.* A ***clincher sentence*** ties together the information in your supporting sentences and reminds your reader of the importance of your main idea. Notice how the last sentence of the following paragraph ties the whole paragraph together.

The shark's survival, which goes back 400 million years, is threatened by only one serious predator—humans. Commercial and sport fishers take more than one million sharks a year from the Gulf of Mexico alone. Each year fewer than seventy-five shark attacks on people are reported, most of which are not deadly. Clearly, we are much more dangerous to sharks than they are to us.

"Introduction to Sharks," *Ocean of Know* Web site

Not every paragraph needs a clincher sentence. However, clincher sentences are often a good way to make your main idea stick in the reader's mind.

Exercise 3 Developing a Clincher Sentence

Write a clincher sentence for each of the following short paragraphs. Remember that a clincher sentence wraps up the information in a paragraph without just repeating it.

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1. Guide dogs for the blind are more than just pets. They go almost everywhere with their owners. Unlike most pets, guide dogs wear special harnesses that help them direct their owners safely through unfamiliar places. Because they are trained to ignore strangers unless the strangers are in their owners' way, guide dogs should not be petted while they are working.

2. Every year, lightning kills many people. This happens because many people do not know what to do when a thunderstorm strikes. Some try to take shelter under tall trees that attract lightning strikes. Others think that if they only hear thunder and see no lightning there is no danger of being struck.

TIPS & TRICKS

To write a clincher sentence that is different from the topic sentence, refer to the paragraph's supporting sentences. You might begin a clincher sentence with a phrase like "For these reasons. . . ." Be careful of standard phrases like this one, though. A standard phrase will not work in every case. It also becomes repetitive when overused.

What Makes a Good Paragraph?

Coherence

A good paragraph needs more than a clear main idea and supporting details, facts, or examples. It also needs to have *coherence.* ***Coherence*** occurs when the details in a paragraph are arranged and connected in a way that makes sense to the reader. You can create coherence by following two steps. First, arrange your ideas in an order that helps your reader understand them. Then, connect your ideas with transitional words and phrases (like *first* and *then* in this paragraph), which will be discussed starting on page 287.

Organizing Ideas

To help get your ideas across clearly, arrange the information in your paragraphs in a sensible way. Here are two useful ways to order information.

- ***Spatial order*** presents details according to their location.
- ***Chronological order*** presents details in the order in which they happen.

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Spatial Order If you were describing the inside of a house, you probably would not include a description of the couch in a paragraph about the bathroom. You would not describe the kitchen sink in a paragraph about the bedroom, either. If you did, your reader would be confused about what can be found where.

Spatial order organizes details according to their location. When you describe something—a room or a sports arena, for example—you often use spatial order to give details as your eyes move from left to right or right to left. You might also arrange details from far away to close up or from close up to far away. Notice how the writer of the following paragraph uses spatial order to describe the view of Niagara Falls from above.

> . . . At altitude you see it all at once. You see Lake Ontario on one side, Lake Erie on the other, and linking them the thirty-four-mile Niagara River. Then, coming down lower, you see the falls themselves—where the river, along a front almost a mile wide, plunges over a 167-foot cliff and flows off through a deep, narrow gorge seven miles long. . . .
>
> Wolfgang Langewiesche, "The Spectacle of Niagara"

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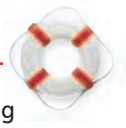
Exercise 4 Using Spatial Order to Develop Paragraphs

How would you describe a pond or creek, a city street, or the contents of a fish tank? Work in a group with one or two other students. Choose one of the subjects below, and list the details that describe it. Then, arrange the details in spatial order.

1. a grocery store
2. a bicycle
3. a park or building near your school
4. a painting or photograph you have seen
5. a local park or playing field

HELP



When writing a descriptive paragraph, brainstorm and arrange ideas at the same time by creating a map or sketch. For example, if you are describing a bicycle, sketch it. Then label the sketch with details that describe each of the bicycle's parts. Use the labels as notes for your descriptive paragraph.

Chronological Order

What happens after Dorothy is blown by a tornado to the land of Oz? How do you build a model ship in a bottle? What causes a solar eclipse? When you answer these questions, you explain how the event or action happens over time. To explain how something happens, you use chronological, or time, order.

Chronological order helps you tell a story (what happens to Dorothy in the land of Oz) or explain a process (how to build a model ship in a bottle).

- **Using chronological order to tell a story** Some stories are true, and some are made-up. The following paragraph is from a book of fiction.

> Strangely, when Ramona's heart was heavy, so were her feet. She trudged to the school bus, plodded through the halls at school, and clumped home from the bus after school. The house felt lonely when she let herself in, so she turned on the television set for company. She sat on the couch and stared at one of the senseless soap operas Mrs. Kemp watched. They were all about rich people—none of them looking like Howie's Uncle Hobart—who accused other people of doing something terrible; Ramona didn't understand exactly what, but it all was boring, boring, boring.
>
> Beverly Cleary, *Ramona Forever*

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NOTE Paragraphs that tell a story do not always have a main idea. However, as you see in the paragraph on the previous page, the events in the paragraph do follow one another. This makes the paragraph easy to understand.

- **Using chronological order to explain a process** When your friend explains how to make a certain meal, he or she is explaining a process. The instructions for that process will be in step-by-step (chronological) order.

Notice how the writer of the following paragraph uses chronological order. He explains, step by step, how to get ready to make a simple movie using clear film and markers.

> After you have assembled your materials you will need a place to work. A desk or drawing table that is well lighted is best. Tape down a sheet of white construction paper on top of the desk. Next, unwind some of the film from the reel and tape it down to the construction paper with clear tape.
>
> Stephen Mooser, *Lights! Camera! Scream!*

NOTE There are two other ways to organize ideas in paragraphs. One way is in *order of importance*. When you use ***order of importance,*** you arrange details from most important to least important or from least important to most important. For instance, if you were writing a paragraph about your summer vacation, you could begin with the least exciting detail and save the most exciting detail for the end of the paragraph. The other way to organize ideas is in *logical order*. When you use ***logical order,*** you arrange ideas into groups. For example, if you were writing about frogs, you could discuss their diet at the beginning of the paragraph and their life cycle at the end.

Exercise 5 Using Chronological Order to Develop Paragraphs

Telling a story can be fun. Explaining a process can be easy. In this exercise you will develop these skills.

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1. Write a group story. Work as a whole class or in smaller groups. Begin with one of the following "starters" or with one of your own. Then, take turns adding a sentence to the story. Be sure the events of the story are in chronological order.
   a. Late one night, a Texas rancher named Ellison looked out across his pastures. He was amazed to see big, strange lights bouncing playfully across the land.
   b. Monika was exploring a cave last weekend when she discovered a small pile of very old bones. At first the bones were a mystery.
2. Choose one of the following processes. Then, list three or more steps needed to complete the process. List the steps in chronological order.
   a. how to introduce yourself to someone
   b. how to make a paper airplane
   c. how to prepare a healthful lunch

Words That Connect Ideas

Carefully arranged ideas help make a paragraph coherent. Sometimes it is easy to tell how ideas are related. In a story, for example, one event usually follows another. This order helps you understand what happens in the story.

Sometimes, though, the reader needs help to see how ideas are arranged. Special words help show how ideas are related. These words are called ***transitional words and phrases.*** They are connectors that tie one idea to another, one sentence to another, or one paragraph to another. The following chart lists some common transitional words and phrases.

Transitional Words and Phrases		
Showing Similarities	also in addition and	another too like
Showing Differences	although but	however instead
Showing Causes and Effects	as a result because	since so

(continued)

COMPUTER TIP

If the computers at your school are arranged in a network, you may be able to use them to do collaborative writing. Some types of computer networks allow writers sitting at different computers to work together on the same piece, to read each other's work, and to make suggestions and comments that all group members can see.

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(continued)

Transitional Words and Phrases		
Showing Time	after	next
	before	second
	finally	then
	first	when
Showing Place	above	here
	around	nearby
	across	there
	behind	under
Showing Importance	first	mainly
	last	most important

The following paragraph is about Babe Didrikson Zaharias, a great athlete. In 1932, she was the entire winning track "team" for an insurance company in Dallas, Texas. Notice how the underlined transitional words connect the ideas.

Even as the teams entered the stadium, the loudspeakers were calling them for the parade onto the field. When the Illinois Women's Athletic Club was called, twenty-two athletes marched forward. A second club fielded fifteen girls, another twelve. All in all there were more than 200 female athletes on the field. Then they called the team of the Employers' Casualty Insurance Company of Dallas, Texas . . . . One lonely girl marched bravely down the field. The crowd roared.

Harry Gersh, *Women Who Made America Great*

NOTE If you have trouble connecting ideas with transitional words, your paragraph may lack *unity.* A paragraph has ***unity*** when all of its sentences work together to support the main idea. For example, a paragraph about your pet turtle might describe the markings on its shell, but not what your pet cat looks like. The information about your cat is not related to your main idea.

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Exercise 6 Identifying Transitions

The transition words in the following paragraphs show how one idea is related to another. Identify the transitions in each of the paragraphs. Use the chart on pages 287–288 to help you.

1. Building an igloo calls for skill and experience. First, the builder locates a site in firmly packed snow. Next, while standing in the outlined igloo, the builder cuts the snow into blocks of different sizes. Large blocks are used for the bottom layer, and thinner blocks are used for the walls. After the blocks are cut, the builder trims the top edge of each block to help the walls slope inward. Finally, the blocks are stacked to create a dome.

2. A polar bear's fur looks white at a glance, but a closer look reveals a different color. Each hair is a transparent tube. When the hairs are clear, the bear appears to be white. However, tiny green plants called algae can grow inside the hairs. As a result, the bear looks green.

Elaboration

A good paragraph ***elaborates*** (explains or illustrates) the supporting facts and details so that the reader has a clear picture of the main idea. To elaborate, illustrate your main idea by using more than one detail, fact, or example.

The following paragraph has a main idea and supporting details, but the writer has not elaborated on the idea.

> The Great Pyramid at Giza, Egypt, is one of the Seven Wonders of the Ancient World. The pyramid is one of the most famous structures in the world. Built about 4,500 years ago as the tomb of King Khufu, the Great Pyramid is also one of the largest monuments to a single person.

Reference Note

For more on **supporting details,** see page 281.

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Now, read the revised paragraph. Notice how the writer has elaborated on the main idea and details by including more information.

The Great Pyramid at Giza, Egypt, is one of the Seven Wonders of the Ancient World. The pyramid is one of the most famous structures in the world. In fact, it is visited by more than a million tourists each year. Many millions more recognize its familiar shape from postcards and photographs. Built about 4,500 years ago as the tomb of King Khufu, the Great Pyramid is also one of the largest monuments to a single person. At 450 feet, it is almost one and one-half times as tall as the Statue of Liberty and nearly three times taller than the Arc de Triomphe in Paris.

New fact

New detail

New fact

Exercise 7 Elaborating Details

The paragraph on the next page does not have enough elaboration. Add details, facts, or examples to improve the paragraph.

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Most of us do not think about the importance of electricity until the power goes out. Many everyday activities require electricity. After sundown, our reliance on electric power increases. Can you imagine how different life must have been before we had electricity and appliances?

What Are the Types of Paragraphs?

There are four different types of paragraphs.

Types of Paragraphs	
Narrative	used to tell a story or recount an event
Descriptive	used to describe a person, animal, scene, or object
Expository	used to provide information, including facts, instructions, and definitions
Persuasive	used to share opinions and convince others to agree with those opinions and sometimes take action

Which type of paragraph you write depends on your *purpose for writing*. If you want to ***entertain*** your readers or ***express*** yourself, you may write narrative or descriptive paragraphs. If you want to ***inform*** your readers about something or ***explain*** something, you may write expository or narrative paragraphs. If your purpose is to ***influence*** or ***persuade*** your readers to agree with your opinion about an issue, you will probably write persuasive paragraphs.

Different types of paragraphs can be written about the same subject. Notice that each of the following paragraphs is about volunteer activities, but each represents a different type of paragraph.

TIPS & TRICKS

When elaborating, look closely at each supporting sentence. Ask yourself whether you can add any information to explain or illustrate what you say in each sentence.

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Narrative Paragraphs

Narrative paragraphs tell a story or describe an event or sequence of events. In narrative paragraphs, details are usually arranged in chronological order. Short stories are examples of narrative writing. However, narrative writing is also found in newspaper articles and in history books—anywhere that a writer wants to recount events from beginning to end.

Reference Note
For more on **chronological order,** see page 285.

> Joseph J. Gebhardt started reading for the blind around 1967. For years he had been playing guitar with a local band . . . and had bought a reel-to-reel recorder with the idea of immortalizing them. One night he heard an ad seeking readers for the blind and decided he'd had enough of being drowned out by . . . trombones. For a while he read *Science* magazine, but later he concentrated on *Smithsonian,* which he's been reading ever since.
>
> "Reading for the Blind," *Smithsonian*

Descriptive Paragraphs

Descriptive paragraphs create a mental picture of a person, animal, scene, or object by describing the details. The following paragraph uses spatial order to describe the plan for a monument to be built in honor of volunteers.

Reference Note
For more on **spatial order,** see page 284.

> Atop the monument will be a bald eagle with its thirty-foot wings outstretched, as if ready to take flight. At the base of the monument will be a nine-foot-tall, black granite monolith dedicated to all volunteers who have died during a volunteer activity. . . . Extending outward from the monument will be The Walls of Tribute. These walls, along with other Walls of Tribute located throughout the complex, will contain the names of volunteers who have given one thousand hours or five years of volunteer service.
>
> "Side View of Complex," *Friends of Volunteers* Web site

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Expository Paragraphs

Expository paragraphs are used to explain subjects or ideas. Expository paragraphs can list facts or explain a process. Some expository paragraphs, like the one below, follow a ***cause-and-effect*** pattern. This paragraph explains the effects (or results) of a massive, volunteer cleanup.

Cause In 1997, approximately 175,000 volunteers picked up at least three million pounds of garbage along the coasts of the United States.

Effect As a result, both people and sea animals can enjoy cleaner and safer environments. Glass

Effect bottles, lumber, and syringes are less of a threat to barefooted beachgoers. Fewer

Effect seabirds, fish, and crabs will die entangled in plastic can holders, fishing nets, and fishing line. People put trash in the oceans, but by volunteering their time to help clean up after themselves, people are also the solution to the problem.

Persuasive Paragraphs

Persuasive paragraphs express an opinion about an issue. An ***issue*** is a topic about which people might disagree. A writer uses supporting details, or reasons, in a persuasive paragraph to convince readers to agree with his or her opinion. Sometimes, the writer of a persuasive paragraph encourages readers to take action on a particular issue.

. . . Your community is really one of your best friends. It's only natural that you give something back as a way to say thanks. That could include raising money for a local charity, volunteering to clean

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up your neighborhood, visiting nursing home residents on a regular basis, or collecting food for a local shelter. The possibilities are endless and whatever you do, your community will be grateful.

"Volunteering—It's So Easy, a Kid Can Do It,"
GirlZone Web site

Exercise 8 Identifying Types of Paragraphs

In a group with two or three students, look for examples of each of the four types of paragraphs: narrative, descriptive, expository, and persuasive. To find your paragraphs, look in magazines, newspapers, or books, or on Web sites. As a group, answer the following questions for each paragraph.

1. Which type of paragraph would you say this is? Why?
2. What was the writer's purpose for writing each paragraph—to entertain, express, inform, or influence? Was the writer successful in achieving his or her purpose? Why or why not?

Reference Note

For more on identifying **author's purpose,** see page 194.

How Are Paragraphs Used in Longer Pieces of Writing?

Paragraphs can exist by themselves, or they can be grouped together as a longer piece of writing. To make a longer piece of writing complete from beginning to end, there are two types of paragraphs you should add to the **body,** or main part, of a piece. These are *introductory paragraphs* and *concluding paragraphs.*

Reference Note

For more on writing **introductory** and **concluding paragraphs,** see pages 755 and 756 in the Quick Reference Handbook.

An **introductory paragraph** is like an introduction between two people. It gives your ideas a chance to say "hello" to the reader. An introductory paragraph is a way to get the reader interested in—and ready for—your ideas.

At the opposite end of a longer piece of writing is the **concluding paragraph.** It says "goodbye" to the reader, leaving him or her with a clear idea of what your piece was about.

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Dividing a Longer Piece of Writing into Paragraphs

When you write a paper or article, you should divide it into paragraphs. There are two main reasons you should do this:

- to give your reader's eyes a rest,
- to give your reader a chance to pause, and
- to show a change.

Writing nonstop without paragraph breaks is much like talking nonstop without taking a breath. If you talk without changing your tone of voice or without pausing now and then, people listening to you will have a hard time following what you are saying. Changes and breaks are as important to good writing as they are to clear speech.

To help make your reader aware of each idea in your composition, start a new paragraph when one of the following occurs:

- you need to express a new or different main idea
- you explain a different part of your subject or another step in the process
- you provide a different reason to support your opinion
- the time or location changes
- a different person or character speaks

Exercise 9 Dividing a Piece into Paragraphs

The following selection needs to be divided into separate paragraphs. Decide where to begin new paragraphs by watching for any of the changes noted above.

Some jobs are dangerous, and some jobs are a little scary. For a biospeleologist (bī'o•spē'lē•äl'ə•jist)—a scientist who studies life underground—a day on the job can be both. The bugs and salamanders a biospeleologist collects may not be dangerous, but getting to them is.

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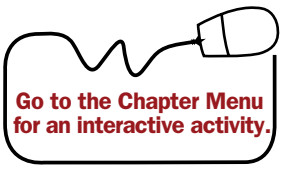
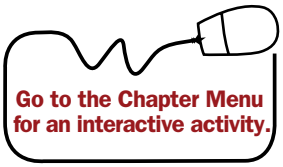
Sometimes, these scientists lower themselves thousands of feet into rocky caverns that have never seen the light of day. Other times, they crawl through cold underground streams that are only inches from the rock top above them. Either way, these scientists are searching for blind scorpions; small, jumping bugs called springtails; and other creatures that live in total darkness. This job is not for people afraid of the dark or of bugs. It *is* a job, though, for people with a sense of adventure and an interest in finding out just how the world under our feet really works.



Review A Writing a Narrative Paragraph

Narration can be used to tell true stories or made-up stories. Write a narrative paragraph in which you use chronological (time) order to organize the details. Before writing your paragraph, review the order of your details to make sure the order makes sense. Here are some ideas to get you started.

- Tell how you learned to do a new activity such as riding a bike, swimming, or using a computer.
- Retell a children's story you remember.



Review B Writing a Descriptive Paragraph

Write a descriptive paragraph. Remember to use details to give the reader a sense of how your subject looks, smells, feels, sounds, and tastes. Use spatial order to arrange your details. Here are some ideas for a topic.

- Describe a person or place that is important to you.
- Describe your favorite food.

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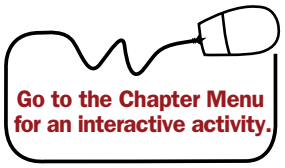
Review C Writing an Expository Paragraph

You will probably use expository writing more often than narrative, descriptive, or persuasive writing. You will use it to answer test questions or to give instructions. Write an expository paragraph to explain what you know about a subject. Remember to support your main idea by using details, facts, and examples. Here are a few ideas for subjects.

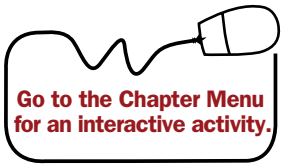
- Explain how to do something simple, such as making a sandwich.
- Explain why you enjoy your favorite hobby or activity.

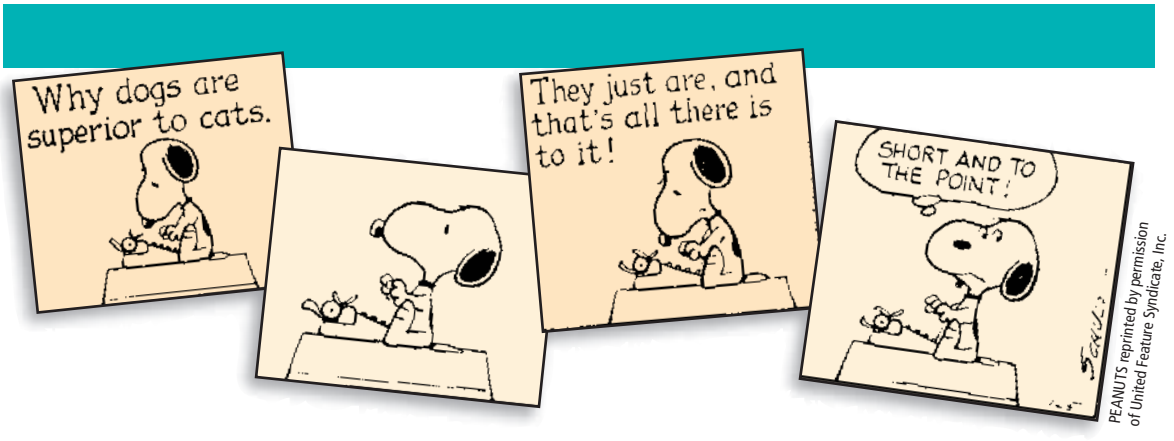


Review D Writing a Persuasive Paragraph

Simply asking for something does not always get you what you want. To be persuasive, sometimes you have to *write* about what you want. Write a persuasive paragraph. Remember to give your reader reasons to believe your ideas. Here are some ideas for topics.

- Share your opinion about a school or community issue. For example, you might propose a recycling center for paper and cans at your school, or you might suggest that your community build a new public pool.
- Ask a local business to contribute to a fund-raiser for your school club.





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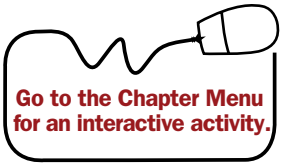
CHAPTER 10

The Sentence

Subject and Predicate, Kinds of Sentences

Diagnostic Preview



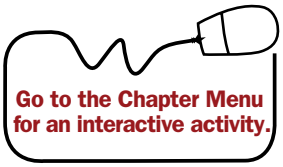
A. Identifying Sentences

If a word group is a sentence, add a capital letter at the beginning and punctuate the sentence with an appropriate end mark. If a word group is not a sentence, write *sentence fragment.*

EXAMPLES **1.** followed the trail on the map
1. sentence fragment

2. the López twins come from Nuevo Laredo, Mexico
2. The López twins come from Nuevo Laredo, Mexico.

1. we read the postcards from our Asian pen pals
2. our school has a homework hot line
3. definitely mailed the invitations yesterday
4. Will you practice guitar before dinner
5. going to the Washington Monument



B. Identifying Simple Subjects and Simple Predicates

Identify the simple subject and the simple predicate in each of the following sentences.

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EXAMPLES **1.** Last year my family traveled to Mecca, Saudi Arabia.

1. family—simple subject; traveled—simple predicate

2. The crowded corner market is having a sale.

2. market—simple subject; is having—simple predicate

6. My grandmother plays mah-jongg with my friends and me every Saturday.
7. The farmers have plowed the fields and will plant potatoes.
8. At night you can rent roller skates for half price at the rink near my house.
9. On the sand lay a beautiful seashell.
10. On Saturday, Amy, Theo, and I walked through Chinatown and took pictures.
11. Many students in our class have volunteered for the charity softball game.
12. Where did you put Isabella's fuzzy, green wool sweater?
13. *Island of the Blue Dolphins* by Scott O'Dell is one of my favorite books.
14. Beyond the large rocks at the far end of the beach is a small cave.
15. During the last week of vacation, my brother, sister and I hiked through the rain forest.

HELP

A subject or a predicate in Part B may be compound.

GRAMMAR

C. Punctuating and Classifying Sentences by Purpose

For each of the following sentences, add the appropriate end mark. Then, classify each sentence as *declarative, interrogative, imperative,* or *exclamatory.*

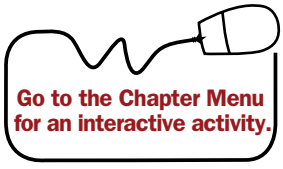
EXAMPLES **1.** Have you read this poem by José Garcia Villa

1. Have you read this poem by José Garcia Villa?—interrogative

2. We sampled a Cuban dish at the international fair.

2. We sampled a Cuban dish at the international fair.—declarative

16. Please answer the phone
17. What a good time we had
18. Has anyone seen the cat
19. They sat on a bench and played checkers
20. Whose book is this



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21. Hang that jacket in the hall closet
22. How we laughed
23. Water is composed of oxygen and hydrogen
24. Call this number in case of an emergency
25. Did you say to turn left here

Sentence or Sentence Fragment?

10a. A *sentence* is a word group that contains a subject and a verb and that expresses a complete thought.

A sentence begins with a capital letter and ends with a period, a question mark, or an exclamation point.

EXAMPLES **O**ctavio Paz won a Nobel Prize in literature**.** [The subject is *Octavio Paz,* and the verb is *won.*]

Stop**.** [The understood subject is *you,* and the verb is *Stop.*]

Do you collect coins**?** [The subject is *you,* and the verb is *Do collect.*]

I actually rode on an elephant**!** [The subject is *I,* and the verb is *rode.*]

A ***sentence fragment*** is a word group that looks like a sentence but either does not contain both a subject and a verb or does not express a complete thought.

SENTENCE FRAGMENT — Visited an old Spanish mission in San Diego. [The subject is missing. Who visited the mission?]

SENTENCE — My family visited an old Spanish mission in San Diego.

SENTENCE FRAGMENT — Alonzo's sisters and brothers. [The verb is missing. What did Alonzo's sisters and brothers do?]

SENTENCE — Alonzo's sisters and brothers planned a surprise party for his birthday.

Reference Note

For information on the **understood subject,** see page 316.

TIPS & TRICKS

To tell whether a group of words is a sentence or a sentence fragment, ask yourself these three questions:

1. What is the subject?
2. What is the verb?
3. What is the complete thought the word group expresses?

If you cannot answer any one of these questions, the word group may not be a sentence.

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SENTENCE FRAGMENT — As I walked to school yesterday. [This thought is not complete. What happened as I walked to school yesterday?]

SENTENCE — As I walked to school yesterday, I saw Mr. Saunders walking his dog.

NOTE A word group that has a subject and a verb and that expresses a complete thought is called an ***independent clause.*** An independent clause can stand alone as a sentence. A word group that has a subject and a verb but does not express a complete thought (such as *As I walked to school yesterday*) is called a ***subordinate clause.***

Reference Note

For more about **independent and subordinate clauses,** see page 387.

Exercise 1 Identifying Sentences

Identify each of the following word groups as a *sentence* or a *sentence fragment.* If a word group is a sentence, rewrite the sentence, using a capital letter at the beginning and adding an end mark.

EXAMPLE **1.** my aunt and uncle raise shar-peis

1. sentence—My aunt and uncle raise shar-peis.

1. my aunt, my uncle, and my cousins at their house in the country last weekend
2. after dinner, Aunt Marie told me about the history of the shar-pei breed
3. bred these dogs in China
4. just look at all that loose, wrinkled skin
5. protected them from injury during a fight
6. gentle and a lot of fun with children
7. playing catch with Queenie
8. the little balls of fur were Queenie's new puppies
9. have you ever seen such a sight as these puppies
10. what a good time we had

STYLE TIP

In speech, people often use sentence fragments. Such fragments usually are not confusing because the context and the speaker's tone of voice and expressions help to complete the meaning.

Professional writers, too, may use sentence fragments to create specific effects in their writing. However, in your writing at school, you should use complete sentences.

Reference Note

For more information on **revising sentence fragments,** see page 264.

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Exercise 2 Identifying and Revising Sentences and Sentence Fragments

Some of the following word groups are sentences, and others are sentence fragments. If a word group is a sentence, write *sentence*. If a word group is not a sentence, add words to make the word group a sentence.

EXAMPLE **1.** A common custom worldwide.

1. Weddings are a common custom worldwide.

1. Having been introduced to the guest of honor.
2. Hold your horses there, young fellow.
3. Dancing in the air around the garden.
4. It will be on your right.
5. Just how does a fire extinguisher work?
6. One of the only examples of this type of Aztec art in this area.
7. Three pennies, a quarter, a bus token, and four acorns.
8. He called Sunday night.
9. An instrument popular in Africa, the kalimba.
10. How we laughed at that movie!

COMPUTER TIP

If sentence fragments are a problem in your writing, a computer may be able to help you. Some style-checking programs can find fragments for you. Such programs are useful, but they are not perfect. It is best to check each sentence yourself. Make sure each sentence has a subject and a verb and expresses a complete thought.

Go to the Chapter Menu for an interactive activity.

Review A Writing Complete Sentences

Some of the following word groups are sentences. If a word group is a sentence, rewrite it, adding a capital letter and end punctuation. If a word group is not a sentence, rewrite it, adding a subject or a verb, a capital letter, and end punctuation to make it a sentence.

EXAMPLE **1.** wrote a play

1. Our language arts class wrote a play.

1. sent us a postcard from the Philippines
2. it was cold at the skating rink
3. helped me with my science project
4. a surfer on a huge wave
5. was hungry at lunchtime
6. it is too late for a game of checkers
7. is that the American Falls or the Horseshoe Falls
8. the Cuban family next door
9. what time is your mom picking us up
10. the governor of my state

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Subject and Predicate

Sentences consist of two basic parts: *subjects* and *predicates.*

The Subject

10b. The *subject* tells *whom* or *what* the sentence is about.

EXAMPLES **Lois Lenski** wrote *Strawberry Girl.*

The tooth with a point is called a canine.

To find the subject, ask yourself *who* or *what* is doing something or *about whom* or *what* something is being said.

EXAMPLES **My best friend** sits next to me in science class. [*Who* sits? My best friend sits.]

Science class is very interesting this year. [*What* is interesting? Science class is.]

The Position of the Subject

The subject may come at the beginning, in the middle, or even at the end of a sentence.

EXAMPLES After school, **Theresa** went to band practice.

Under our house was **a tiny kitten.**

Exercise 3 Identifying Subjects

Identify the subject in each of these sentences.

EXAMPLE **1.** The final score was tied.

1. The final score

1. Many games use rackets or paddles.
2. Tennis can be an exhausting sport.
3. Badminton rackets don't weigh very much.
4. Table-tennis paddles are covered with rubber.
5. Racquetball uses special rackets.
6. In Florida, citrus trees grow an important crop.
7. After three to five years, fruit grows on the new trees.
8. Does Florida grow all of the citrus fruit in the nation?
9. California also grows oranges and other citrus fruit.
10. From Texas comes the Star Ruby grapefruit.

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Complete Subject and Simple Subject

The ***complete subject*** consists of all the words needed to tell *whom* or *what* the sentence is about. The ***simple subject*** is part of the complete subject.

10c. The *simple subject* is the main word or word group that tells *whom* or *what* the sentence is about.

EXAMPLES **The Korean market** is closed today.
complete subject The Korean market
simple subject market

A brightly colored blue jay sat on the windowsill.
complete subject A brightly colored blue jay
simple subject blue jay

Sometimes the same word or words make up both the simple subject and the complete subject.

EXAMPLES In the canyon, **we** saw hawks. [*We* is both the complete subject and the simple subject.]

Little Rascal is the story of a boy and his pet raccoon. [The title *Little Rascal* is both the complete subject and the simple subject.]

NOTE In this book, the term *subject* generally refers to the simple subject unless otherwise indicated.

TIPS & TRICKS

If you leave the simple subject out of a sentence, the sentence will not make sense.

EXAMPLES
The Korean . . . is closed today.

A brightly colored . . . sat on the windowsill.

Exercise 4 Identifying Complete Subjects and Simple Subjects

Identify the complete subject of each of the following sentences. Then, underline the simple subject.

EXAMPLE **1.** From the chimney came a thick cloud of smoke.
1. a thick cloud of smoke

1. Several tents were set up in the park.
2. Have you heard the new CD by Gloria Estefan?
3. News travels fast in our town.
4. Above the fort, the flag was still flying.
5. Beyond those distant mountains lies an ancient American Indian village.

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6. Those newspaper reporters have been interviewing the mayor all morning.
7. On the shelf was a beautiful blue bowl.
8. According to folklore, Pecos Bill made the Grand Canyon.
9. The blue candles burned all night long.
10. In the drawer were some chopsticks.

The Predicate

10d. The ***predicate*** of a sentence tells something about the subject.

EXAMPLES Lois Lenski **wrote *Strawberry Girl.***

The tooth with a point **is called a canine.**

Exercise 5 Identifying Predicates

Identify the predicate in each of the following sentences.

EXAMPLE **1.** Many people would like to have a robot.

1. would like to have a robot

1. Robots are machines with "brains."
2. The robot's brain is a computer.
3. Not all robots look like humans.
4. Some robots look like toy cars.
5. One robot explored some of the surface of Mars.
6. Many companies use robots.
7. Cars of the future may be guided by robots.
8. Some household jobs can be done by robots.
9. A robot could clean your room.
10. You might like to have a robot to help with your daily chores.

The Position of the Predicate

The predicate usually comes after the subject. Sometimes, however, part or all of the predicate comes before the subject.

EXAMPLES **Quickly** we **learned the layout of the small Hopi village.**

At the entrance to the science fair were maps of the exhibits.

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Exercise 6 Identifying Predicates

Write each of the following sentences. Then, underline the predicate.

EXAMPLE **1.** At noon we went to a Mexican restaurant.

1. At noon we went to a Mexican restaurant.

1. Our family likes different kinds of food.
2. Last night Dad prepared spaghetti and a salad for supper.
3. Sometimes Mom makes chow mein.
4. With chow mein she serves egg rolls.
5. At the Greek bakery we buy fresh pita bread.
6. Tomorrow Erica will make German potato salad.
7. Lately, tacos have become my favorite food.
8. Carefully, I spoon grated lettuce and cheese into a tortilla.
9. After that come the other ingredients.
10. In the United States, people enjoy a wide variety of foods.

Exercise 7 Writing Predicates

Make a sentence out of each of the following words or word groups by adding a predicate to fill the blank or blanks.

EXAMPLE **1.** ____ everyone ____

1. With a shout of joy, everyone took a paddle and began to row.

or

As the waves crashed against the raft, everyone grabbed for the sides.

1. Foamy white water ____.
2. The hot summer air ____.
3. A strong current ____.
4. ____ the eyes of every person on board ____.
5. The lightweight paddles ____.
6. ____ dangerous rocks and swirls ____.
7. Quick action by everyone ____.
8. A sleek, blue rubber raft ____.
9. The man in the white helmet and blue life jacket ____.
10. ____ the people in this photograph ____.

HELP

Although the example in Exercise 7 shows two possible answers, you need to give only one answer for each item.

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Complete Predicate and Simple Predicate

The ***complete predicate*** consists of a verb and all the words that describe the verb and complete its meaning.

10e. The *simple predicate,* or *verb,* is the main word or word group in the complete predicate.

EXAMPLES The nurse **lifted the patient carefully.**

complete predicate lifted the patient carefully

simple predicate (verb) lifted

I **saw a picture of a Siberian tiger.**

complete predicate saw a picture of a Siberian tiger

simple predicate (verb) saw

HELP

In this book, the simple predicate is generally called the *verb*.

Exercise 8 Identifying Complete Predicates and Verbs

Identify the complete predicate of each of the following sentences. Then, underline the verb.

EXAMPLE **1.** For several reasons, space travel fascinates me.

1. For several reasons fascinates me

1. My class traveled by train to Houston, Texas.
2. In Houston my classmates and I visited the Lyndon B. Johnson Space Center.
3. The center displays moon rocks.
4. At the center, astronauts train for their flights.
5. In one room we saw several unusual computers.
6. On the way home, we stopped at the Astrodome for a tour.
7. The stadium covers nine-and-a-half acres of land.
8. Several teams play there.
9. Every year the Astrodome attracts thousands of tourists.
10. Actually, I had more fun at the space center.

The simple predicate may be a single verb or a ***verb phrase*** (a verb with one or more helping verbs).

EXAMPLES Yoshi **went** to Japan last summer. [single verb]

The park **is located** near a lake. [verb phrase]

We **should have planned** a picnic. [verb phrase]

Reference Note

For information on **helping verbs,** see page 347.

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NOTE The words *not* and *never* and the contraction *–n't* are not verbs. They are never part of a verb or verb phrase.

EXAMPLE Kendra **should**n't **have added** another hot pepper to the sauce.

Exercise 9 Identifying Complete Predicates and Verbs

Identify the complete predicate in each of the following sentences. Then, underline the verb.

EXAMPLE **1.** The Liberty Bell was made in England.

1. was made in England

1. I am writing a report on the Liberty Bell.
2. The Pennsylvania Assembly ordered the Liberty Bell.
3. Thomas Lester had made the bell in London.
4. In 1752, the bell was cracked by its own clapper.
5. American patriots hid the bell from the British army.
6. The bell was not brought back to Philadelphia until 1778.
7. The Liberty Bell cracked again in 1835.
8. This bell has been rung on many historic occasions.
9. The bell is exhibited in the Liberty Bell Pavilion.
10. We will be seeing it on our field trip to Philadelphia.

Go to the Chapter Menu for an interactive activity.

Finding the Subject

Sometimes it may be difficult to find the subject of a sentence. In such cases, find the verb first. Then, ask yourself *Who?* or *What?* before the verb.

EXAMPLES Next semester you may take art or music. [The verb is *may take. Who* may take? *You* may take. *You* is the subject of the sentence.]

Can your sister drive us to the park? [The verb is *Can drive. Who* can drive? *Sister* can drive. *Sister* is the subject of the sentence.]

Please read the first chapter. [The verb is *read. Who* should read? *You* should read. *You* is the understood subject of the sentence.]

Reference Note
For more information on **understood subjects,** see page 316.

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Compound Subject and Compound Verb

Compound Subject

10f. **A *compound subject* consists of two or more subjects that are joined by a conjunction and that have the same verb.**

The parts of a compound subject are most often connected by *and* or *or*.

EXAMPLES **Minneapolis** and **St. Paul** are called the "Twin Cities." [The two parts of the compound subject have the same verb, *are called*.]

Will **Mrs. Jones** or **Ms. Lopez** chaperone our field trip? [The two parts of the compound subject have the same verb, *Will chaperone*.]

Flutes, clarinets, and **oboes** are all woodwind instruments. [The three parts of the compound subject have the same verb, *are*.]

Reference Note

Notice that **commas** are **used to separate three or more parts of a compound subject.** For more about this use of commas, see page 566.

Exercise 10 Identifying Compound Subjects

Identify the compound subjects in each of the following sentences.

EXAMPLE **1.** October and June are my favorite months.

1. October, June

1. Wild ducks and geese migrate south each year.
2. Stars and planets form a galaxy.
3. Someday dolphins and people may be able to communicate with each other.
4. Baseball and soccer are the two most popular sports at my sister's school.
5. Eggs and flour are two ingredients in pancakes.
6. Every year bugs and rabbits raid our vegetable garden.
7. Pizza or ravioli will be served.
8. At a party, balloons or horns make the best noisemakers.
9. Dachshunds, Chihuahuas, Lhasa apsos, and Pekingese ran around in the yard.
10. In the Tower of London are famous jewels and crowns.

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Compound Verb

10g. A *compound verb* consists of two or more verbs that are joined by a conjunction and that have the same subject.

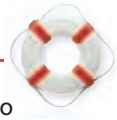
A connecting word such as *and* or *but* is used to join the parts of a compound verb.

EXAMPLES Ben **overslept** but **caught** his bus anyway.

Conchita **hums, sings,** or **listens** to the radio all day.

My father **bought** a Chinese wok and **cooked** vegetables in it.

HELP



Remember to include helping verbs when you are identifying verbs in Exercise 11.

Exercise 11 Identifying Compound Verbs

Identify the compound verbs in the following sentences.

EXAMPLE **1.** I have proofread my paper and made a final copy.

1. have proofread, made

1. Mai and her parents left Vietnam and arrived in California in 1994.
2. Julie received good grades and made the honor roll.
3. Every week, our band practices together and writes songs.
4. Before supper I usually set the table or peel the vegetables.
5. Floyd asked for a watch but received a bike instead.
6. We gathered firewood and headed back to camp.
7. Last week everyone gave a speech or recited a poem.
8. The referee will call a rain delay or postpone the game.
9. I remembered the bread but forgot the milk.
10. The Greek restaurant has closed but will reopen soon.

Exercise 12 Writing Compound Subjects and Compound Verbs

Make sentences by adding compound subjects or compound verbs to fill in the blanks in the following word groups.

EXAMPLES **1.** ____ are coming to the party.

1. Fran and Terry are coming to the party.

2. At the mall, we ____.

2. At the mall, we ate lunch and went to a movie.

1. ____ are beginning a stamp collection.

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2. ____ were my favorite teachers last year.
3. The creature from outer space ____.
4. At the end of the play, the cast ____.
5. Last week ____ were interviewed on a talk show.
6. In the garage are ____.
7. During the storm, we ____.
8. At the front door were ____.
9. After school, my friends ____.
10. He ____ before the birthday party.

Review B Identifying Subjects and Verbs

Identify the subjects and verbs in each of the following sentences.

EXAMPLE **1.** In the history of African American music are many unforgettable names.

1. names—subject; are—verb

1. You may recognize the man in the picture on this page.
2. Most people immediately think of his deep, raspy voice.
3. Ray Charles is called the father of soul music.
4. He lost his sight at the age of seven and became an orphan at fifteen.
5. However, misfortune and trouble did not stop Ray Charles.
6. His musical genius turned his troubles into songs.
7. Today, the songs of Ray Charles are heard all over the world.
8. Do his songs contain different musical styles?
9. Gospel, jazz, blues, and even pop are all part of his sound.
10. His special style and powerful performances have drawn fans to Ray Charles for nearly fifty years.

Go to the Chapter Menu for an interactive activity.

HELP

Some of the subjects and verbs in Review B are compound.

A sentence may have both a compound subject and a compound verb.

EXAMPLES **S S V V**
Zina and **I bought** corn and **fed** the ducks.

S S V V
Carrots and **celery are** crunchy and **satisfy** your appetite.

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Reference Note
For more information about **compound, complex,** and **compound-complex sentences,** see page 395.

NOTE Sometimes a sentence will contain more than one subject and verb, but neither the subject nor verb will be compound.

EXAMPLES
S V
I like apples, but my **sister prefers** oranges.
[compound sentence]

S V
In San Antonio, **we toured** the Alamo, while our
S V
friends visited the Riverwalk.
[complex sentence]

S V S V
David wipes the table, and **Cindy dries** the dishes
S V
that **Dad has washed.**
[compound-complex sentence]

STYLE TIP

In your own writing, you can combine ideas by creating compound subjects and verbs. Combining sentences in this way will help make your writing smoother and easier to read. Compare the examples below.

CHOPPY
Susan went hiking in the mountains. Mark went hiking, too. Aunt Connie went with them.

REVISED
Susan, Mark, and Aunt Connie went hiking in the mountains.

Reference Note
For more information on **combining sentences,** see page 269.

Exercise 13 Identifying Compound Subjects and Compound Verbs

Identify the compound subject and the compound verb in each of the following sentences.

EXAMPLE **1.** Tina and Julia washed the dog and dried it.
1. Tina, Julia—subject; washed, dried—verb

1. Alice and Reiko sang and played the piano.
2. Either Dwayne or I will find the coach and ask his advice.
3. Patrick and she read the same biography of Dr. Martin Luther King, Jr., and reported on it.
4. Roses and lilacs look pretty and smell good.
5. The dentist or her assistant cleans and polishes my teeth.
6. In many traditional Japanese homes, doors or partitions are framed in wood, left open in the middle, and then covered with rice paper.
7. Larry and she washed the dishes but did not dry them.
8. The lamb and its mother had leapt the fence but were still inside the yard.
9. Fish, rays, turtles, and dolphins live in the Gulf of Mexico and often swim near the shore.
10. Did Uncle Ted or his children call or visit you on their way through town?

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Review C Identifying Subjects and Predicates

Identify the complete subject and the complete predicate in each of the following sentences. Then, underline the simple subject and the verb.

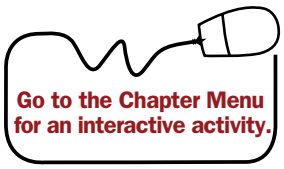
EXAMPLE **1.** Reports and legends of huge apelike creatures fascinate many people.

1. subject—Reports and legends of huge apelike creatures; predicate—fascinate many people

1. These creatures are known as *Yeti* in the Himalayas and as *Rakshas* in Katmandu.
2. American Indians of the Northwest call them *Mammoth.*
3. *Sasquatch* and *Bigfoot* are other common names for these mysterious creatures.
4. Since 1818, they have been seen and described by people in the United States and Canada.
5. According to most accounts, Bigfoot adults are very strong and large and smell very bad.
6. Their huge footprints have been measured and cast in plaster by eager searchers.
7. However, these reports and bits of evidence generally do not convince scientists.
8. Not one live Bigfoot has ever been captured by either scientists or the general public.
9. As a result, the Bigfoot is simply a fantasy to most people.
10. Still, in pockets of deep wilderness across the country might live whole families of these shy creatures.

HELP

Some of the subjects and verbs in Review C are compound.



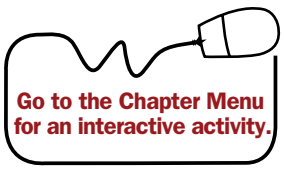
Review D Writing Sentences

Tell whether each of the following sentence parts can be used as a *subject* or a *predicate.* Then, use each sentence part in a sentence. Begin each sentence with a capital letter, and end it with the correct mark of punctuation. Use a variety of subjects and verbs in your sentences.

EXAMPLE **1.** will drive us home

1. predicate—Will your mother drive us home?

1. my favorite book
2. watched a good mystery



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3. the flying saucer
4. the oldest house in town
5. prepares delicious Korean food
6. growled and bared its teeth
7. the shiny red car and the bicycle
8. caught a huge fish
9. can borrow your skates
10. the best tacos and enchiladas in town

Kinds of Sentences

Reference Note
For information on **how sentences can be classified according to structure,** see page 394.

Sentences may be classified according to purpose.

10h. A *declarative sentence* makes a statement and ends with a period.

EXAMPLES Our media center has several computers.

Patrick Henry lived in Virginia.

10i. An *imperative sentence* gives a command or makes a request. Most imperative sentences end with a period. A strong command ends with an exclamation point.

EXAMPLES Please pass the potatoes. [request]

Sit down. [command]

Stop shouting! [strong command]

The subject of a command or a request is always *you,* even if the word *you* never appears in the sentence. In such cases, *you* is called the ***understood subject.***

EXAMPLES [**You**] Please pass the potatoes.

[**You**] Stop shouting!

10j. An *interrogative sentence* asks a question and ends with a question mark.

EXAMPLES Did the Apollo 13 spacecraft reach the moon?

How old are you?

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3. the flying saucer
4. the oldest house in town
5. prepares delicious Korean food
6. growled and bared its teeth
7. the shiny red car and the bicycle
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[**You**] Stop shouting!

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EXAMPLES Did the Apollo 13 spacecraft reach the moon?

How old are you?

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10k. **An *exclamatory sentence* shows excitement or expresses strong feeling and ends with an exclamation point.**

EXAMPLES What a difficult assignment that was!

I got her autograph!

Exercise 14 Classifying Sentences by Purpose

Write each of the following sentences, and add an appropriate end mark. Identify the sentence as *declarative, interrogative, imperative,* or *exclamatory.*

EXAMPLE **1.** What a funny show that was

1. What a funny show that was!—exclamatory

1. Please help me find my umbrella. **1.** imp.
2. How happy I am! **2.** exc.
3. Have you and your sister been to the new video store on Congress Avenue? **3.** int.
4. Go east for three blocks, and look for a yellow mailbox next to a red door. **4.** imp.
5. My father and I are cleaning the attic together later this afternoon. **5.** dec.
6. What a delicious salad this is! **6.** exc.
7. During our last summer vacation, we toured the garment district in New York City. **7.** dec.
8. Do you like barbecued chicken? **8.** int.
9. My surprise visit last month pleased both my grandmother and Aunt Gabriela. **9.** dec.
10. When is your next piano lesson? **10.** int.

Review E Classifying Sentences by Purpose

For each of the sentences on the following page, add an appropriate end mark. Then, identify each sentence as *declarative, imperative, interrogative,* or *exclamatory.*

EXAMPLE **1.** Have you ever seen the Grand Canyon

1. Have you ever seen the Grand Canyon? —interrogative

STYLE TIP

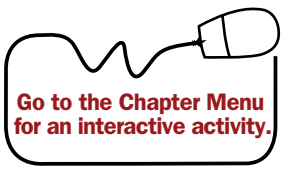
Be careful not to overuse exclamation points in your writing. Save them for sentences that really do show strong emotion. When used too much, exclamation points lose their effect.

OVERUSED

For her birthday, Katy's parents threw her a bowling party! About twenty friends and family members attended, and we all had a great time! I had two strikes in one game!

IMPROVED

For her birthday, Katy's parents threw her a bowling party. About twenty friends and family members attended, and we all had a great time. I had two strikes in one game!



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STYLE TIP

In any kind of writing, correct end punctuation is important. However, it is especially important in written conversations. The punctuation helps a reader know how a speaker says something. A sentence can mean very different things when its end punctuation is changed. Try reading the following sentences aloud to hear the difference.

DECLARATIVE
He's my hero.

INTERROGATIVE
He's my hero?

EXCLAMATORY
He's my hero!

1. We enjoyed our vacation in the Southwest
2. Dad took these photographs when our family visited the Grand Canyon
3. Our guide spoke both Spanish and English
4. How pretty the sunset is
5. Don't stand so close to the edge
6. Did you buy any turquoise-and-silver jewelry
7. It was quite chilly at night
8. What a great movie we saw about the canyon
9. Did you take the short hike or the long one
10. Look at us riding on mules in this canyon

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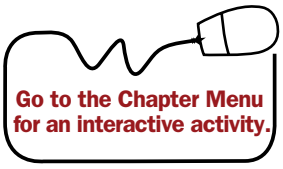
10

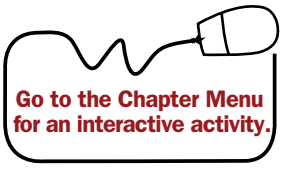
Chapter Review



A. Identifying Sentences

For each of the following word groups that is a sentence, add a capital letter at the beginning and punctuate the sentence with an appropriate end mark. If a group is not a sentence, write *sentence fragment.*

1. burned brightly throughout the night
2. he studies computer programming after school
3. the band sounds so wonderful tonight
4. whenever the mountains are covered with fog
5. over the past two thousand years
6. be seated
7. behind us barked the dogs
8. just as I neared the castle's drawbridge
9. should we sand the wood now
10. the artist carving the totem pole



B. Identifying the Complete Subject and the Complete Predicate

Write each of the following sentences. Then, underline the complete subject once and the complete predicate twice.

11. *Black Beauty* is a story about a horse.
12. Sometimes bats fly into our chimney.
13. A wonderful smell of baking bread came from the kitchen and filled the house.
14. The chief will speak to you now.
15. Milk and cheese can help you develop strong bones.
16. Two eagles and a hawk live near our house.
17. Adele peeled and ate the orange.
18. Several knights guarded the castle and drove off the dragon.
19. Under the lettuce was my tomato.
20. Will Ahmad and Nadim set the table before lunch?

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HELP

Sentences in Part C may contain compound subjects and compound verbs.

Go to the Chapter Menu for an interactive activity.

C. Identifying Simple Subjects and Simple Predicates

For each of the following sentences, write the simple subject and the simple predicate.

21. The winner is Mr. Otis Kwan!
22. Suddenly, the clock stopped.
23. Many cactuses have grown in the garden.
24. Have you ever eaten yakitori?
25. Yancy and Rollo will meet us at the shopping mall.
26. When did they reach the summit of Mount Fairweather?
27. Yellow, orange, and red have always been my favorite colors.
28. Prince and Princess jumped the fence and barked at my brother's friend.
29. The sports banquet will be held on April 4.
30. We bought milk and bread but forgot the eggs.

Go to the Chapter Menu for an interactive activity.

D. Punctuating and Classifying Sentences by Purpose

Write each sentence, adding an appropriate end mark. Then, classify each sentence as *declarative, imperative, interrogative,* or *exclamatory.*

31. Listen to them
32. What music they make
33. My name is Lucy
34. Tell me more about your trip to Romania
35. How long has Marlon played the zither
36. I will ask her to come over for dinner
37. Who is the star of the film
38. Stop it now
39. I'm so happy to see you
40. Which pair of shoes did you decide to buy

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Writing Application

Using Sentence Variety

Sentences Classified by Purpose As a special project, your social studies class is creating a comic book. Each class member will contribute a comic strip about a particular historical event or historical person. In your comic strip, include at least one of each of the four kinds of sentences—declarative, imperative, interrogative, and exclamatory.

Prewriting First, jot down some ideas for the characters and story line of your comic strip. You may want to look through your social studies book for ideas. Then, plan the frames of your comic strip. Think about how you could include the four types of sentences in your characters' dialogue. For example, what request or command could a character make?

Writing Use your prewriting notes to help you make a draft of your comic strip. Use word balloons to add the dialogue to the pictures. As you write, you may decide to add details. Keep in mind that you will be able to add details in the pictures that go with the words.

Revising Ask a friend to read your cartoon. Are your characters' conversations clear? Can your friend follow the story line? If not, you may need to add, revise, or rearrange sentences.

Publishing Check your comic strip for errors in grammar, spelling, and punctuation. Make sure that you have used all four kinds of sentences and that you have used periods, question marks, and exclamation points correctly for each kind of sentence. You and your classmates may want to photocopy all the comic strips and gather them in a folder for each member of the class.

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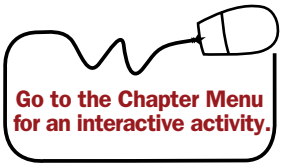
CHAPTER 11

Parts of Speech Overview

Noun, Pronoun, Adjective



Diagnostic Preview

Identifying Nouns, Pronouns, and Adjectives

Identify each of the italicized words in the following sentences as a *noun*, a *pronoun*, or an *adjective*.

EXAMPLE **1.** Her older *brother* has an *important* test today.

1. brother—noun; important—adjective

1. The *Romans* built a huge system of roads, *some* of which are still used.
2. Last summer we visited *Alaska,* which is our *largest* state.
3. *Which* of the projects does *that* illustrate?
4. The *Hawaiian* dancers wore *colorful* costumes.
5. *The* bubbling volcano, *inactive* for years, is now a popular tourist attraction.
6. The campers enjoyed *themselves* as they watched the sun set behind the *mountains.*
7. "*That* notebook is *mine,*" Angela said.
8. *They* made a touchdown just before the final *whistle.*
9. *Colombo* is the capital *city* of Sri Lanka.
10. The pen with the *blue* ink is *hers.*

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The Noun

11a. A ***noun*** is a word or word group that is used to name a person, place, thing, or idea.

Persons	parents, Scott, teacher, Ms. Theresa Vargas, sister, linebackers, baby sitter
Places	White House, states, Nairobi, school
Things	rocket, desks, ocean, hamster, computer, Newbery Medal, Golden Gate Bridge
Ideas	danger, freedom, kindness, fears, dream

Notice that some nouns are made up of more than one word. A ***compound noun*** is a single noun made up of two or more words used together. The compound noun may be written as one word, as a hyphenated word, or as two or more words.

One Word	daydream, Iceland
Hyphenated Word	self-esteem, sister-in-law
Two Words	Rita Rodriguez, family room

Exercise 1 Identifying Nouns

Identify the nouns in the following sentences.

EXAMPLE **1.** Clara Barton was the founder of the American Red Cross.

1. Clara Barton, founder, American Red Cross

1. Clara Barton was born in Massachusetts.
2. She was educated in a rural school and grew up with a love of books.
3. She began her career as a teacher.
4. During the Civil War, however, she distributed medicine and other supplies.
5. Later she helped find soldiers who were missing in action.

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6. She organized the American Red Cross and was its president for many years.
7. She raised money for the Red Cross and worked with victims of floods and other disasters.
8. Her kindness touched the lives of countless men, women and children.
9. Her life has been an inspiration to many people who have followed in her footsteps.
10. What a remarkable career and legacy she left the people of the world!

Proper Nouns and Common Nouns

Reference Note
For information about **capitalizing proper nouns,** see page 539.

A ***proper noun*** names a particular person, place, thing, or idea and begins with a capital letter. A ***common noun*** names any one of a group of persons, places, things, or ideas. It is usually not capitalized.

Common Nouns	Proper Nouns
woman	Aunt Josie
teacher	Jaime Escalante
city	Los Angeles
country	Germany
continent	Asia
monument	Lincoln Memorial
team	Karr Cougars
book	*Barrio Boy*
holiday	Chinese New Year
religion	Judaism
language	Swahili

Exercise 2 Identifying Common and Proper Nouns

Identify the nouns in the following sentences, and label them *common* or *proper*.

EXAMPLE **1.** The people of Japan celebrate many holidays.

1. people—common; Japan—proper; holidays—common

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1. The picture below is of the Snow Festival in Sapporo.
2. Many groups work together to build these giant sculptures of snow.
3. Do you recognize any of the statues or buildings?
4. Is that the Statue of Liberty made out of snow?

5. In the historic city of Kyoto each June, you can see a parade of spears.
6. A popular fair in Tokyo offers pickled radishes.
7. Many villages are colorfully decorated for the Feast of the Lanterns.
8. Toshiro said that his town enjoys the Star Festival every summer.
9. Several flowers, among them the iris and the lily, have their own special days.
10. The birthday of Buddha is observed in April.

Exercise 3 Substituting Proper Nouns for Common Nouns

In the sentences on the next page, substitute a proper noun for each italicized common noun. You may need to change or leave out some other words in each sentence. You may also make up proper names to use.

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EXAMPLE **1.** The *principal* awarded the *student* the prize for the best creative essay.

1. Ms. Chen awarded Paula Perez the prize for the best creative essay.

1. The *student* is from a *city.*
2. Usually, my *uncle* looks through the *newspaper* after we finish dinner.
3. The *child* watched a *movie.*
4. A *teacher* asked a *student* to talk about growing up in Mexico.
5. My *cousin* read that *book.*
6. Surrounded by newspaper reporters, the *mayor* stood outside the *building.*
7. Does the *girl* go to this *school*?
8. That *singer* wrote the *song.*
9. My *neighbor* bought her husband a new *car* for his birthday last Saturday.
10. When he was a college student, the *coach* played for that *team.*
11. The *painting* is in a *museum.*
12. The *officer* directed us to the *bridge.*
13. My relatives, who are originally from a *town,* now live in a *city.*
14. The librarian asked my *classmate* to return the *book* as soon as possible.
15. That *newspaper* is published daily; this *magazine* is published weekly.
16. Ted read a *poem* for the *teacher.*
17. That *state* borders the *ocean.*
18. The owner of that store visited a *country* during a *month.*
19. A *man* flew to a *city* one day.
20. Last week the *president* talked about the history of our *nation.*

Exercise 4 Using Proper Nouns

Developers are planning to build a new shopping mall in your neighborhood. They are trying to find out what kinds of stores and other attractions the community would like at the mall. The developers have prepared the following survey.

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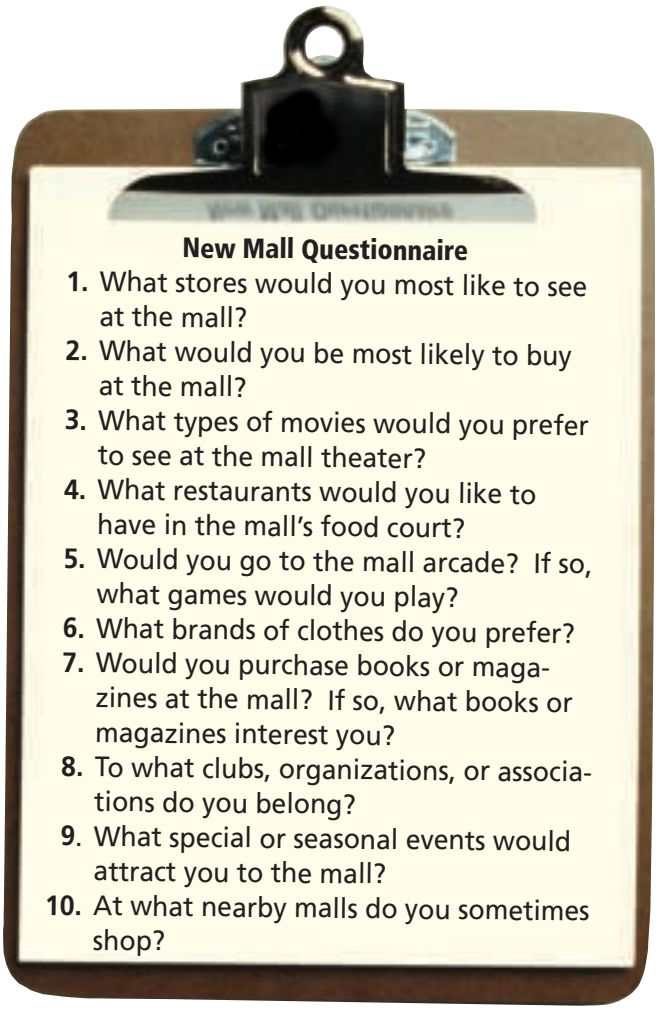
Answer each question with a complete sentence. Underline each proper noun that you use.

EXAMPLE **1.** When would you be most likely to go to the mall?

1. I would be most likely to visit the mall on Saturdays, especially in August and November.

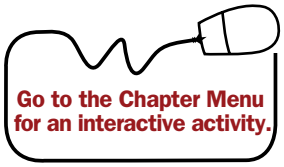


Review A Identifying and Classifying Nouns

Identify the nouns in the following sentences, and label them *common* or *proper*.

EXAMPLE **1.** In 1989, President George Bush gave General Colin Powell a big job.

1. 1989—common; President George Bush—proper; General Colin Powell—proper; job—common



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1. He appointed Powell leader of the Joint Chiefs of Staff.
2. Powell became one of the top military officers in the United States.
3. In the photo here, he is shown talking with soldiers during the Persian Gulf War.
4. Do you think the troops were excited to meet the general?
5. Powell grew up in the Bronx, a neighborhood in New York City.
6. His parents came to the United States from Jamaica.
7. Powell graduated from the City College of New York.
8. There he joined the Reserve Officers' Training Corps.
9. Did you know that Powell was awarded the Purple Heart during the Vietnam War?
10. In his speeches, he often encourages students to graduate from high school.

The Pronoun

11b. **A *pronoun* is a word that is used in place of one or more nouns or pronouns.**

In each of the following examples, an arrow is drawn from a pronoun to the noun or nouns it stands for in the sentence.

EXAMPLES When Cindy Davis came to the bus stop, **she** was wearing a cast.

The trees and bushes are dry; **they** should be watered.

This stable is large. **It** has stalls for thirty horses.

The word or word group that a pronoun stands for is called its ***antecedent.***

EXAMPLES My **aunt** sold her car. [*Aunt* is the antecedent of *her*.]

Anthony, call your mother. [*Anthony* is the antecedent of *your*.]

Reference Note

For information about choosing **pronouns that agree with their antecedents,** see page 435.

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Reference Note

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Sometimes the antecedent is not stated because the reader can understand the meaning of the sentence without it.

EXAMPLES Call **your** mother. [The antecedent of *your* is clearly the person to whom the sentence is directed.]

They beat **us** fair and square. [The antecedent of *They* is clearly the team that the speaker played against. The antecedent of *us* is clearly the team of which the speaker is a member.]

Exercise 5 Substituting Pronouns for Nouns

In each of the following sentences, replace the repeated nouns with pronouns.

EXAMPLE **1.** Viviana set up Viviana's game on the table.

1. Viviana set up her game on the table.

1. The passengers on the departing ocean liner waved to the passengers' friends on shore.
2. The test was so long that I almost didn't finish the test.
3. Rachel's neighbors asked Rachel to baby-sit.
4. Carlos said that Carlos had already cleaned Carlos's room.
5. The directions were long, but the directions were clear.
6. Mom was born in Nigeria, and Mom speaks French, English, Spanish, and Italian.
7. Ask those police officers if the police officers know the way to Alhambra Avenue.
8. The twins saved the twins' money; now, that new bicycle built for two is the twins'.
9. Did Warren's aunt fix some tacos for Warren?
10. Our whole family spent the weekend at home, but our whole family had the best time ever.

Personal Pronouns

A ***personal pronoun*** refers to the one speaking (***first person***), the one spoken to (***second person***), or the one spoken about (***third person***). Personal pronouns have both singular and plural forms.

EXAMPLE **I** am sure **he** told **you** about **their** plans.

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HELP

Do not confuse the possessive pronoun *its* with the contraction *it's*. The pronoun *its* means "belonging to it." The contraction *it's* means "it is" or "it has." The apostrophe shows that letters have been left out.

Some other possessive pronouns that are often confused with contractions are *their*, meaning "belonging to them," (confused with *they're*, meaning "they are") and *your*, meaning "belonging to you" (confused with *you're*, meaning "you are").

Reference Note

For more information about **words that are often confused,** see page 625.

Personal Pronouns		
	Singular	**Plural**
First person	I, me, my, mine	we, us, our, ours
Second person	you, your, yours	you, your, yours
Third person	he, him, his, she, her, hers, it, its	they, them, their, theirs

The ***possessive pronouns***—*my, mine, our, ours, your, yours, her, hers, his, its, their,* and *theirs*—are personal pronouns that are used to show ownership or possession.

EXAMPLES Nina stored **her** suitcase under **her** bed.

Is that paper **yours** or **mine**?

NOTE Some teachers prefer to call some possessive forms of pronouns (such as *my, your,* and *our*) adjectives. Follow your teacher's instructions regarding possessive forms.

Reflexive and Intensive Pronouns

A ***reflexive pronoun*** refers to the subject and is necessary to the basic meaning of the sentence. An ***intensive pronoun*** emphasizes its antecedent and is unnecessary to the basic meaning of the sentence.

Reflexive and Intensive Pronouns	
First person	myself, ourselves
Second person	yourself, yourselves
Third person	himself, herself, itself, themselves

REFLEXIVE We enjoyed **ourselves** at the party.

She bought **herself** a new set of Spanish lesson tapes.

INTENSIVE David **himself** bought a sandwich.

The award will be presented by the principal **herself.**

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Exercise 6 Identifying Pronouns

Identify all of the pronouns in each of the following sentences.

EXAMPLE **1.** I lent her my camera.
1. I, her, my

1. The dentist asked me several questions before examining my teeth.
2. Dad asked the mechanics working on his car to call him about his bill.
3. Our cousins have decided they will visit Peru.
4. She asked herself where she could have put her book.
5. He washed the mats thoroughly and put them out in the sun to dry.
6. Here is a postcard from Egypt for you and me.
7. We helped ourselves to tacos and refried beans.
8. You gave us your support when we needed it.
9. He had to do his social studies homework before playing soccer with us.
10. I found the weak battery and replaced it myself.

Exercise 7 Identifying Types of Pronouns

In each of the following sentences, identify the italicized pronoun as *personal, reflexive,* or *intensive.*

EXAMPLE **1.** Eric gave *her* a flower.
1. personal

1. Darren *himself* did not know where the gifts were hidden.
2. Did Teri offer *them* directions to the community center?
3. Elena is a very good actress, and *she* always learns her lines very quickly.
4. Kara treated *herself* to a short nap after a long day.
5. Although *it* fell from the top branches of the elm tree, the chipmunk was not injured.
6. Have *you* told Dennis about the new sports complex?
7. Tracy and Ed carried the aquarium to the car *themselves.*
8. Brian and Erin just arrived home, so *they* have not started their homework assignment yet.
9. Rosalia congratulated *herself* on meeting her goal.
10. The dog made *itself* dizzy by chasing its own tail.

TIPS & TRICKS

If you are not sure whether a pronoun is reflexive or intensive, use this test: Read the sentence aloud, omitting the pronoun. If the meaning of the sentence stays the same, the pronoun is intensive. If the meaning changes, the pronoun is reflexive.

EXAMPLES

Jeremy repaired the tire **himself.** [Without *himself,* the meaning stays the same. The pronoun is intensive.]

The children enjoyed **themselves** at the park. [Without *themselves,* the sentence doesn't make sense. The pronoun is reflexive.]

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Demonstrative Pronouns

A ***demonstrative pronoun*** points out a specific person, place, thing, or idea.

Demonstrative Pronouns			
this	that	these	those

EXAMPLES What is **that**?

This is the uniform once worn by Satchel Paige.

These are the shoes he used to wear.

Are **those** really his autographs?

Reference Note
For information on **adjectives,** see page 336.

NOTE *This*, *that*, *these*, and *those* can also be used as adjectives. When these words are used to modify a noun or pronoun, they are called ***demonstrative adjectives.***

PRONOUN **This** is a delicious papaya. [*This* refers to *papaya.*]

ADJECTIVE **This** papaya is delicious. [*This* modifies *papaya.*]

PRONOUN **That** is the stamp my cousin sent from Sweden. [*That* refers to *stamp.*]

ADJECTIVE **That** stamp was the first in my collection. [*That* modifies *stamp.*]

Indefinite Pronouns

Reference Note
For more information on **indefinite pronouns,** see page 427.

An ***indefinite pronoun*** refers to a person, a place, a thing, or an idea that may or may not be specifically named.

Common Indefinite Pronouns			
all	each	more	one
any	either	much	other
anybody	everybody	neither	several
anyone	everyone	nobody	some
anything	few	none	somebody
both	many	no one	something

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EXAMPLES **Everyone** in the class was invited to the party.

None of the boys knew **much** about camping.

NOTE Most words that can be used as indefinite pronouns can also be used as adjectives.

PRONOUN **Some** are bored by this movie.

ADJECTIVE **Some** people are bored by this movie.

Exercise 8 Identifying Pronouns

Identify the italicized pronoun in each of the following sentences as *indefinite* or *demonstrative*.

EXAMPLE **1.** *Someone* has been sitting in my chair.

1. indefinite

1. Are you asking *anyone* to the dance this weekend?
2. *This* is my jacket; that one must be yours.
3. *Something* is different about your hair.
4. *That* was the funniest thing I have ever seen a kitten do!
5. *This* is good, but Chrissy's report is better.
6. The armadillo paused at the puddle and drank *some* of the water.
7. Are *those* the socks you are wearing with those shoes?
8. We have to choose between *these* and the ones we looked at yesterday.
9. Linda did more sit-ups than *several* who tried before her.
10. *Nobody* knows the answer to that.

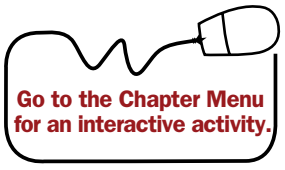
Review B Identifying Pronouns

Identify the pronoun or pronouns in each of the following sentences.

EXAMPLE **1.** Everyone in my class likes going on field trips.

1. Everyone; my

1. Last week, we really enjoyed ourselves at the National Museum of African Art.
2. It has been part of the Smithsonian Institution in Washington, D.C., since 1979.



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3. In 1987, the museum's collection was moved to its present underground facility.
4. Our teacher, Ms. Martinez, told us about the museum before we went there.
5. She said the entrance is made of pink granite.
6. I was surprised by the six domes on top.
7. Everyone had at least one question to ask our museum guide.
8. We enjoyed hearing her lively explanations of the artwork.
9. This is a photograph of one of my favorite objects at the museum.
10. Do you like it?

Mask, Bassa Peoples, Liberia. Wood, pigment, bone or ivory, iron ($9\frac{1}{2}$" X $5\frac{3}{4}$" X $4\frac{1}{2}$"). National Museum of African Art, Eliot Elisofon Archives, Smithsonian Institution, #88-5-1. Photo Credit: Franko Khoury.

Interrogative Pronouns

An ***interrogative pronoun*** introduces a question.

Interrogative Pronouns				
what	which	who	whom	whose

EXAMPLES **What** is the first event in the contest?

Who is going to represent our team?

To **whom** is the e-mail addressed?

Which of the books are you reading?

Whose is the car in the driveway?

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Relative Pronouns

A ***relative pronoun*** introduces a subordinate clause.

Common Relative Pronouns				
that	which	who	whom	whose

EXAMPLES Harry S. Truman, **who** became president when Franklin D. Roosevelt died, surprised many people with his victory over Thomas Dewey in 1948.

Robins are among the birds **that** migrate south for the winter.

Reference Note

For information on **subordinate clauses,** see page 388.

Exercise 9 Identifying Relative and Interrogative Pronouns

Identify the italicized pronouns in each of the following sentences as *relative* or *interrogative*.

EXAMPLE **1.** *Which* of those snow sculptures do you think will win the prize?

1. interrogative

1. The only student *that* could complete the obstacle course was Sophia.
2. *What* was the name of the volcano that erupted in Washington?
3. *What* was causing that sound outside your room at night?
4. "*Who* left all of those markers on the floor yesterday?" asked Ms. Jackson.
5. Lilacs, *which* are known throughout the world for their fragrant flowers, grow best in northern climates.
6. The new teacher, *whom* we have not yet met, will start Monday.
7. *Which* of you remembers the name of the author of "The Celebrated Jumping Frog of Calaveras County"?
8. *Whose* turn is it to take out the trash?
9. The light bulb, *which* had been flickering for a few days, finally burned out.
10. To *whom* did you lend your textbook?

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The Adjective

11c. An *adjective* is a word that is used to modify a noun or a pronoun.

To ***modify*** a word means to describe the word or to make its meaning more definite. An adjective modifies a noun or pronoun by telling *what kind, which one, how many,* or *how much.*

What Kind?	Which One or Ones?	How Many or How Much?
gentle dog	**sixth** grade	**two** tickets
Irish town	**these** books	**full** pitcher
scary movie	**other** people	**most** players
purple shoes	**any** CD	**no** work

Adjectives usually come before the words they modify. Sometimes, however, an adjective comes after the word it modifies.

EXAMPLES The dog is **gentle.** [The predicate adjective *gentle* modifies *dog.*]

The sea, **blue** and **sparkling,** stretched out before us invitingly. [The adjectives *blue* and *sparkling* modify the noun *sea.*]

NOTE The adjectives *a, an,* and *the* are called ***articles.***

STYLE TIP

Some adjectives are more specific and vivid than others. You can make your writing more interesting by replacing dull adjectives with more vivid ones.

ORIGINAL
Mr. Sato is a **nice** man. [The adjective *nice* is dull and doesn't really say much about Mr. Sato.]

REVISED
Mr. Sato is a **generous** man. [The adjective *generous* is more specific about Mr. Sato.]

Reference Note

For information on using ***a*** and ***an,*** see page 520.

Exercise 10 Identifying Adjectives

Identify each adjective in the following sentences. Do not include *a, an,* or *the.*

EXAMPLE **1.** The sky was clear, and the night was cold.
1. clear, cold

1. A silvery moon rode down the western sky.
2. It shed a pale light on the quiet countryside.
3. Long meadows spread out between two hills.
4. The smell of the wild grass was strong.
5. The only sound we heard was the sharp crackle of the fire.

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6. Suddenly, several stars came out.
7. I watched until the entire sky glowed with bright stars.
8. I was lonely and happy at the same time.
9. I finally became sleepy and longed for my warm bed.
10. Soon I went indoors and fell into a deep sleep.

Exercise 11 Identifying Adjectives and the Words They Modify

Identify the adjectives and the words they modify in the following sentences. Do not include *a*, *an*, or *the*.

EXAMPLE **1.** It costs five dollars to go to that movie.
1. five—dollars; that—movie

1. I have a free ticket for the last game.
2. We ate spicy crawfish, and they were delicious.
3. The new neighbor is helpful and nice.
4. The bear, angry and hungry, surprised the campers.
5. Many students compete in the regional events.
6. Will country musicians play at the county fair?
7. Despite the long delay, we remained cheerful.
8. A shiny coin stared up at me from the the icy sidewalk.
9. Take one booklet and pass the rest to the next row.
10. A few colorful birds perched in the tall, green trees on the bank of the river.

COMPUTER TIP

Some software includes a thesaurus feature. You can use the computer thesaurus to find synonyms to replace dull or overused adjectives in your writing. Always check the meaning of an unfamiliar adjective in a dictionary, though, to make sure it is just the right word.

Exercise 12 Writing Adjectives for a Story

The following story is about a cave exploration. Copy the sentences, adding an appropriate adjective for each blank. Underline the adjectives you add.

EXAMPLE **1.** Exploring caves is ____ on ____ days.
1. Exploring caves is <u>fun</u> on <u>hot</u> days.

1. Have you ever been in a ____ cave like the one shown at right?
2. Would you say it looks ____ and ____?
3. My father and I explored this ____ cave once.
4. It was ____ but ____, too.
5. We found some ____ rock formations.
6. We also heard ____ sounds.

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7. My father took some ____ photographs.
8. We looked up and saw ____ bats flying above our heads.
9. After exploring for about ____ hours, we were ready to see the sky again.
10. Spelunking, as cave exploring is called, can be a very ____ experience, if you have a ____ guide.

Proper Adjectives

A ***proper adjective*** is formed from a proper noun and begins with a capital letter.

Reference Note
For information on **capitalizing proper adjectives,** see page 548.

Proper Nouns	Proper Adjectives
Japan	**Japanese** islands
Easter	**Easter** Sunday
Queen Victoria	**Victorian** drama
Sioux	**Sioux** customs

HELP

Some proper nouns, such as *Easter* and *Sioux*, do not change spelling when they are used as proper adjectives.

Exercise 13 Identifying Adjectives

Identify all of the adjectives in the following sentences. Then, underline each proper adjective. Do not include the articles *a*, *an*, or *the*.

EXAMPLE **1.** The Navajo weaver made a blanket on a wooden loom.

1. Navajo, wooden

1. Music can express sad or happy feelings.
2. The quartet sang several Irish songs.
3. The gold watch with the fancy chain was made by a famous Swiss watchmaker.
4. She is a Balinese dancer.
5. On vacation, Mom enjoys long, quiet breakfasts.
6. Many Australian people are of British origin.
7. The Egyptian mummies are on display on the first floor.
8. We are proud of Joshua.
9. The movie is based on a popular Russian novel.
10. In Canadian football, a team has twelve players on the field at one time.

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Exercise 14 Writing Proper Adjectives

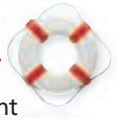
Change the following proper nouns into proper adjectives. Then, use each proper adjective in a sentence.

EXAMPLE **1.** France

1. French—We bought French bread at the bakery.

1. England
2. Inca
3. Hinduism
4. Celt
5. Alaska
6. Thanksgiving
7. Shakespeare
8. Korea
9. Navajo
10. Boston

HELP



You may want to use a dictionary to help you spell the adjectives in Exercise 14.

Demonstrative Adjectives

This, that, these, and *those* can be used both as adjectives and as pronouns. When they modify nouns or pronouns, they are called ***demonstrative adjectives.*** When they are used alone, they are called ***demonstrative pronouns.***

ADJECTIVE What are **these** skates doing in the living room?

PRONOUN What are **these** doing in the living room?

ADJECTIVE I prefer **that** brand of frozen yogurt.

PRONOUN I prefer **that.**

Reference Note

For more information on **demonstrative pronouns,** see page 332.

Exercise 15 Identifying Demonstrative Pronouns and Demonstrative Adjectives

In each of the following sentences, identify the italicized word as a *demonstrative pronoun* or a *demonstrative adjective.*

EXAMPLE **1.** Who gave you *those* beautiful flowers?

1. demonstrative adjective

1. *That* is the strangest hot-air balloon I have ever seen!
2. Will *those* squirrels find enough to eat during the winter?
3. My dog, Manda, has been chewing on *this* piece of rawhide for three weeks.
4. *These* are the only shoes I can find that will fit you.
5. According to the guidebook, *those* are the largest trees in North America.

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6. Is *that* your final offer?
7. The geese always return to *these* same lakes.
8. What do you plan to do with *that* lump of clay?
9. I'm afraid she's gone too far *this* time.
10. Can *this* be the same person I knew back in third grade?

Go to the Chapter Menu for an interactive activity.

Review C Identifying Adjectives

Identify the adjectives in the following sentences. Do not include *a, an,* or *the.*

EXAMPLE **1.** I enjoy visiting the large railroad museum in our city.

1. large, railroad

1. Museums can be interesting.
2. Large cities have different kinds of museums.
3. Some museums display sculpture and paintings.
4. These museums may focus on one special kind of art.
5. For example, they might specialize in Chinese art or Mexican art.
6. Other museums feature birds, sea creatures, dinosaurs, and other animals.
7. A curator holds an important job in a museum.
8. A curator needs to know many facts about a particular display.
9. Some valuable objects must be displayed in a stable environment.
10. Some people prefer displays of modern art, while others enjoy exhibits of folk art.

Go to the Chapter Menu for an interactive activity.

Review D Identifying Nouns, Pronouns, and Adjectives

Identify all of the nouns, pronouns, and adjectives in each of the following sentences. Do not include *a, an,* or *the.*

EXAMPLE **1.** I think models make a great hobby.

1. I—pronoun; models—noun; great—adjective; hobby—noun

1. Do you have a favorite hobby?
2. Models are enjoyable and educational.

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3. They require little space.
4. I keep mine on a bookshelf my dad and I built ourselves.
5. Models are packaged in kits.
6. My favorite models are historic ships and antique planes.
7. On my last birthday, my parents gave me two model kits of biplanes.
8. They came with directions in several languages.
9. Many of the tiny parts are designed for an exact fit.
10. Do you think the bright decals add a realistic look?

Review E Identifying Nouns, Pronouns, and Adjectives

Go to the Chapter Menu for an interactive activity.

Identify all of the nouns, pronouns, and adjectives in each of the following sentences. Do not include *a*, *an*, or *the*.

EXAMPLE 1. Pueblos are practical housing for people in hot, dry regions.

1. Pueblos—noun; practical—adjective; housing—noun; people—noun; hot—adjective; dry—adjective; regions—noun

1. The brown building in the photograph below contains several individual homes.
2. *Pueblo* is a Spanish word for a structure like this and for a town.
3. This building is located at the Taos Pueblo in New Mexico.

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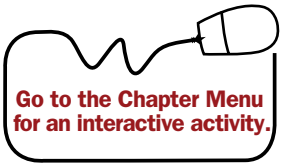
4. Can you tell how pueblos are made?
5. They are built of adobe.
6. People make adobe by mixing mud with grass or straw.
7. They shape the mixture into bricks and let them bake in the sun.
8. Buildings made with this material stay cool during the summer months.
9. Anyone on a visit to the Southwest can find other pueblos like this one.
10. Old pueblos built by the Hopi and the Zuni fascinate me.



Review F Writing Sentences Using Nouns, Pronouns, and Adjectives

Write ten original sentences using the parts of speech given below. In each sentence, underline the word that is the listed part of speech.

EXAMPLE **1.** an adjective that comes after the word it describes

1. Our guide was very helpful.

1. a proper noun
2. a possessive pronoun
3. an adjective that tells *how many*
4. a reflexive pronoun
5. a proper adjective
6. an article
7. a third-person pronoun
8. a demonstrative adjective
9. an indefinite pronoun
10. a noun that names an idea

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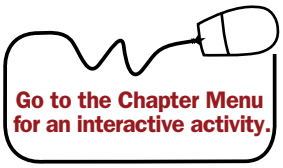
CHAPTER 12

Parts of Speech Overview

Verb, Adverb, Preposition, Conjunction, Interjection



Diagnostic Preview

Identifying Verbs, Adverbs, Prepositions, Conjunctions, and Interjections

Identify each of the italicized words or word groups in the following sentences as a *verb*, an *adverb*, a *preposition*, a *conjunction*, or an *interjection*.

EXAMPLE **1.** A tornado *is* a terrible *and* violent storm.

1. is—verb; and—conjunction

1. The tornado *struck* our neighborhood *without* warning.
2. We do *not* have a basement in our house.
3. I grabbed my dog Muffin *and* ran *into* the bathroom, the safest room in the house.
4. Muffin and I were *tightly* wedged *between* the sink and the bathtub.
5. *Either* the house was shaking *or* I was, and the air *became* very cold.
6. *Suddenly,* a siren went *off.*

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7. A tornado *had been sighted* right *in* the area.
8. Then everything suddenly *grew* calm—it seemed almost *too* calm.
9. I *was* ready for the worst, *but* the tornado did not touch my house *or* any other home in the area.
10. *Well,* I was frightened, *but* I was not hurt.

The Verb

12a. A *verb* is a word that expresses action or a state of being.

EXAMPLES We **went** to Boston last April.

Is a firefly a kind of beetle?

Every complete sentence has a verb. The verb says something about the subject.

In this book, verbs are classified in three ways — (1) as *main* or *helping* verbs, (2) as *action* or *linking* verbs, and (3) as *transitive* or *intransitive* verbs.

Reference Note

For more information about **verbs,** see page 444.

Main Verbs and Helping Verbs

In many sentences, a single word is all that is needed to express the action or the state of being.

EXAMPLES The dog **barked** all night.

Brett **throws** the ball a long way.

Mr. Rivera **is** the new English teacher.

In other sentences, the verb consists of a main verb and one or more helping verbs.

A ***helping verb*** (also called an *auxiliary* verb) helps the ***main verb*** to express action or a state of being.

EXAMPLES **can** speak

will learn

should have been fed

TIPS & TRICKS

Remember, a verb cannot be a helping verb unless there is another verb for it to help. If a verb such as *was* or *had* is the only verb in a sentence, it is not a helping verb.

EXAMPLES

I **had** called my grandmother already. [*Had* is helping the main verb, *called.*]

They **had** a good time at the nature center. [*Had* is the only verb; there is no other verb for it to help.]

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Together, the main verb and its helping verb or verbs are called a ***verb phrase.***

EXAMPLES Many students **can speak** Spanish.

I **will be learning** all the state capitals tonight.

The dog **should have been fed** by now.

Commonly Used Helping Verbs

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

NOTE Some words can be used as both helping verbs and main verbs.

HELPING VERB I **do** wash the dishes.

MAIN VERB I will **do** the dishes.

Sometimes a verb phrase is interrupted by another part of speech.

EXAMPLES Suzanne **should** not **call** so late at night. [The verb phrase *should call* is interrupted by the adverb *not.*]

The scientists **did**n't **think** the asteroid would hit the earth. [The verb phrase *did think* is interrupted by *–n't,* the contraction for *not.*]

Did you **watch** Shania Twain's new video? [The verb phrase *Did watch* is interrupted by the subject *you.*]

HELP

The word *not* and its contraction, *–n't,* are adverbs telling *to what extent;* neither is part of a verb phrase.

Exercise 1 Identifying Verb Phrases and Helping Verbs

Identify the verb phrase in each of the following sentences. Then, underline the helping verb or verbs.

EXAMPLE **1.** We are going to Arizona this summer.

1. *<u>are</u> going*

1. The Petrified Forest has long attracted many tourists.

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2. Its spectacular beauty has captured their imaginations.
3. Visitors can see the Painted Desert at the same time.
4. The colors of the desert do not remain the same for long.
5. Specimens of petrified wood are exhibited at the tourist information center.
6. Have you ever seen a piece of petrified wood?
7. A guide will gladly explain the process of petrification.
8. Visitors can purchase the fossilized wood as a souvenir.
9. Tours of the Petrified Forest are not recommended for amateur hikers.
10. Hikes must be arranged with park rangers.

Exercise 2 Using Verb Phrases in Original Sentences

Use each of the following word groups as the subject of a sentence with a verb phrase. Make some of your sentences questions. Underline each helping verb and the main verb in each sentence.

EXAMPLE 1. your neighbor's dog

1. Can your neighbor's dog do tricks?

1. my bicycle
2. the astronauts
3. a tiny kitten
4. the hard assignment
5. a famous singer
6. some strange footprints
7. my grandmother
8. the subway
9. a funny costume
10. the refreshments
11. the Los Angeles Dodgers
12. his favorite movie
13. the bird watchers' club
14. the new computer chip
15. Queen Elizabeth
16. her school picture
17. today's newspaper
18. a slice of bread
19. the pencil sharpener
20. my calendar

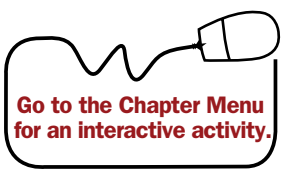
Review A Identifying Verbs

Identify the verbs in each of the following sentences. Be sure to include helping verbs.

EXAMPLE 1. Fairy tales are sometimes called folk tales.

1. are called

1. Long ago, many people could not read.



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2. Instead, they would memorize stories.
3. Then they would tell the stories to their family members and friends.
4. In this way, the people, or folk, passed the tales on from generation to generation.
5. Finally, some people wrote the collected stories.
6. Two German brothers, Jakob and Wilhelm Grimm, published a famous collection of German folk tales.
7. The brothers had heard many of the tales from their older relatives.
8. Their collection of stories became extremely popular all over the world.
9. "Sleeping Beauty," "Cinderella," and "Rumpelstiltskin" were all preserved by the brothers Grimm.
10. In your library, you can probably find these tales and many others, too.

Action Verbs

An ***action verb*** expresses either physical or mental activity.

PHYSICAL ACTIVITY — I **have used** a computer in math class.
Please **cook** dinner, Jerome.

MENTAL ACTIVITY — Fran **understands** the science assignment better than anyone else does.
The magician **is thinking** of a number.

Exercise 3 Identifying Action Verbs

Identify the action verb in each of the following sentences.

EXAMPLE **1.** The Maricopa people live in Arizona.
1. live

1. The Maricopa make unusual pottery.
2. For this pottery they use two kinds of clay.
3. One kind of clay forms the bowl or platter itself.
4. The other kind of clay colors the pottery.
5. First, the potters mold the clay by hand.
6. Then, they shape it into beautiful bowls and vases.
7. With the second type of clay, the potters create designs.

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8. They often etch designs on the pottery with a toothpick.
9. Each family of potters has its own special designs.
10. These designs preserve Maricopa traditions from generation to generation.

Linking Verbs

A ***linking verb*** connects, or links, the subject to a word or word group that identifies or describes the subject.

EXAMPLES Sandra Cisneros **is** a writer. [The verb *is* connects *writer* with the subject *Sandra Cisneros.*]

The firefighters **had appeared** victorious. [The verb phrase *had appeared* connects *victorious* with the subject *firefighters.*]

The new superintendent **was** she. [The verb *was* connects *she* with the subject *superintendent.*]

Some Linking Verbs Formed from the Verb *Be*

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

Other Linking Verbs

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

Some verbs may be either action verbs or linking verbs, depending on how they are used.

ACTION They **sounded** the bell for a fire drill.

LINKING Mom **sounded** happy about her new job. [The verb *sounded* links *happy* with the subject *Mom.*]

STYLE TIP

In the sentence *The new superintendent was she,* the pronoun *she* after the linking verb may sound strange. Many people would use *her* in informal speech. However, in formal, standard English, *she* is the correct form in this sentence.

Reference Note

For more about **pronouns following linking verbs,** see page 411. For information on **formal and informal language,** see page 519.

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ACTION The judge **will look** at my science project.

LINKING Ann **will look** funny in her gorilla costume. [The verb phrase *will look* links *funny* with the subject *Ann*.]

TIPS & TRICKS

If you are not sure if a verb is being used as a linking verb or an action verb, try substituting *is* or *are* for the verb. If the sentence still makes sense, the verb is probably a linking verb. If the sentence does not make sense, the verb is probably an action verb.

EXAMPLES

James **looks** taller. [*James is taller* makes sense; here, *looks* is a linking verb.]

James **looks** out the window. [*James is out the window* does not make sense; here, *looks* is an action verb.]

Exercise 4 Identifying Linking Verbs

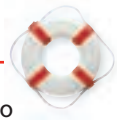
Identify the linking verbs or verb phrases in the following sentences.

EXAMPLE **1.** Peanut soup made from fresh roasted peanuts tastes good.

1. tastes

1. Peanuts remain an important crop around the world.
2. The peanut, which is high in protein, is native to South America.
3. Peanuts grow ripe underground.
4. The seeds are the edible part of the plant.
5. The peanut has become an important ingredient in more than three hundred common products, such as wood stains, shampoo, printer's ink, and soap.
6. Of course, roasting peanuts smell wonderful.
7. Peanut butter was the invention of a St. Louis doctor in 1890.
8. Before then, thanks to George Washington Carver, the peanut had become one of the major crops of the South.
9. Carver, a scientist who experimented with peanuts and other plants, had been a slave.
10. It may seem strange, but Carver once prepared an entire dinner out of peanuts.

HELP



Remember to include helping verbs in your answers to Exercise 5.

Exercise 5 Identifying Action Verbs and Linking Verbs

Identify the verb in each of the following sentences as an *action verb* or a *linking verb*.

EXAMPLES **1.** One of the most successful business leaders in the United States is John Johnson.

1. is—linking verb

2. Johnson publishes many popular magazines.

2. publishes—action verb

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1. The photograph at right shows John Johnson as a success.
2. Johnson's life has not always been easy.
3. The small Arkansas town of his childhood had no high school.
4. Therefore, Johnson's mother moved to Chicago.
5. In Chicago, Johnson attended high school with classmates Redd Foxx and Nat "King" Cole.
6. During the Great Depression of the 1930s, Johnson's family grew very poor.
7. However, Johnson studied hard.
8. He became an honor student, the class president, and the editor of the high school newspaper.
9. Johnson started his first magazine with a loan.
10. Now he is the owner of a group of companies worth $200 million per year.

Transitive and Intransitive Verbs

A ***transitive verb*** is a verb that expresses an action directed toward a person, place, thing, or idea. With transitive verbs, the action passes from the doer—the subject—to the receiver of the action. Words that receive the action of a transitive verb are called ***objects.***

EXAMPLES Tamisha **entertained** the child. [The object *child* receives the action of the verb *entertained*.]

Felipe **visited** San Juan. [The object *San Juan* receives the action of the verb *visited*.]

An ***intransitive verb*** tells something about the subject or expresses action without the action passing to a receiver, or object.

EXAMPLES The children **smiled.**

The horses **galloped** across the prairie.

I **am** here.

Reference Note

For more about **objects in sentences,** see page 405.

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NOTE Not everything that follows a verb is an object. Many words or word groups that come after the verb give more information without receiving the action of the verb.

EXAMPLES Tameka writes **poetry.** [The object *poetry* receives the action of the transitive verb *writes.*]

Tameka writes **daily.** [The word *daily* tells when she performs the action of the intransitive verb *writes,* but *daily* does not receive the action and is not an object.]

Tameka writes **in the morning.** [The word group *in the morning* tells when she performs the action of the verb *writes,* but *in the morning* does not receive the action and is not an object.]

Some action verbs may be either transitive or intransitive, depending on how they are used in a sentence.

EXAMPLES My cousin Julio **plays** baseball on a Caribbean League team. [transitive]

My cousin Julio **plays** every week. [intransitive]

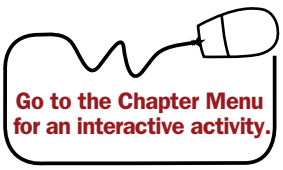
Kanani **studies** Chinese each day after school. [transitive]

Kanani **studies** hard. [intransitive]

NOTE Linking verbs are intransitive.

EXAMPLES This soup **tastes** too salty. [The linking verb *tastes* does not express any action for an object to receive. When used as a linking verb, *tastes* is intransitive.]

Does the box **seem** heavier than it should be? [The linking verb *Does seem* does not express any action for an object to receive. *Does seem* is intransitive.]



Exercise 6 Identifying Transitive and Intransitive Verbs

For each of the following sentences, identify the italicized verb as *transitive* or *intransitive.*

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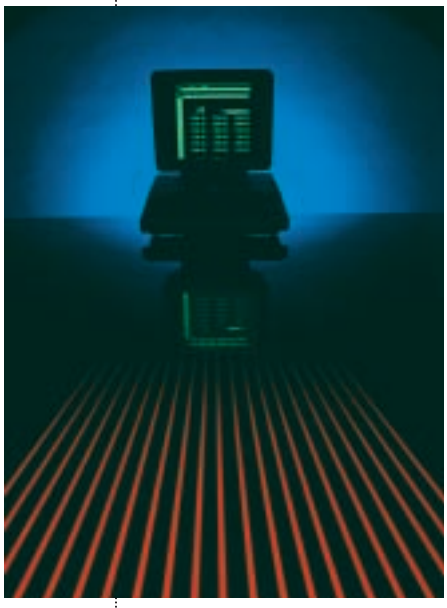
EXAMPLE **1.** Computers *affect* our lives every day.
1. transitive

1. Computers *make* calculations incredibly quickly.
2. They *perform* many tasks that people often find boring and difficult.
3. Many businesses *benefit* from these machines.
4. Home computers *work* in similar ways.
5. They *do* word processing, a very useful operation for writers.
6. They also *run* programs for thousands of challenging games.
7. Handy pocket computers *fit* easily into a purse, bag, or backpack.
8. My mother *bought* a tiny computer not much larger than a credit card.
9. The information in its memory *appears* on the screen at the touch of a button.
10. Addresses, phone numbers, notes, and other information on the screen *help* my mother with her work.



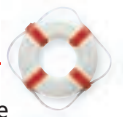
Exercise 7 Using Transitive and Intransitive Verbs

Write an appropriate verb for each of the following sentences. Then, identify the verb as *transitive* or *intransitive*.

EXAMPLE **1.** He ____ my older brother's best friend.
1. is—intransitive
or
knows—transitive

1. Aunt Teresa ____ us about some of the traditions of the Cherokee.
2. Our experiment with plants and photosynthesis ____.
3. Billy and I ____ green beans and carrots.
4. By noon, the hot sun ____ the ice.
5. Everything ____ fine to me.
6. In the twilight, a shrimp boat ____ into the bay.
7. ____ these hurdles, Jason.
8. ____ Bogotá the capital of Colombia?
9. Wow! What a crazy tie that ____!
10. Several African nations ____ elections this year.

HELP



Although the example in Exercise 7 gives two possible answers, you need to write only one answer for each item.

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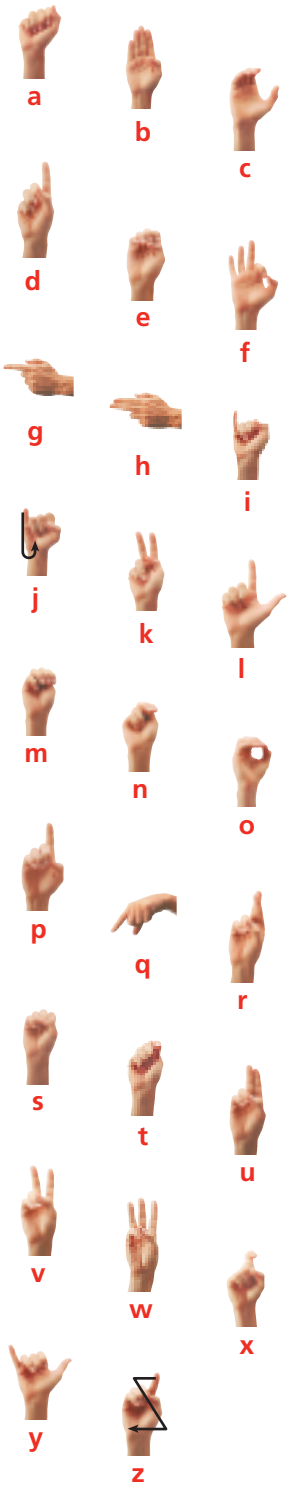

Review B Identifying Verbs

Identify the verb in each of the following sentences. Be sure to include helping verbs. Then, tell whether the verb is used as an *action* or *linking verb*. Then, tell whether it is *transitive* or *intransitive*.

EXAMPLE **1.** Can you form the letters of the sign language alphabet?

1. Can form—action, transitive

1. The alphabet chart at left is helpful.
2. Perhaps you and a friend could practice together.
3. At first, it may be a challenge.
4. Many people communicate with these letters as well as thousands of other signs.
5. Many people use forms of sign language.
6. For example, referees, coaches, and football players sometimes give signals in sign language.
7. Some stroke victims must learn sign language during their recovery period.
8. Scientists have taught very simple signs to gorillas and chimpanzees.
9. These animals have been talking to people and to each other in sign language.
10. In the picture below, the gorilla on the left and the woman are having a conversation in sign language.

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The Adverb

12b. An *adverb* is a word that modifies a verb, an adjective, or another adverb.

Just as an adjective makes the meaning of a noun or a pronoun more definite, an adverb makes the meaning of a verb, an adjective, or another adverb more definite.

EXAMPLES Reporters **quickly** gather the news. [The adverb *quickly* modifies the verb *gather.*]

The route is **too** long. [The adverb *too* modifies the adjective *long.*]

Our newspaper carrier delivers the paper **very early.** [The adverb *very* modifies another adverb, *early.* The adverb *early* modifies the verb *delivers.*]

Adverbs answer the following questions:

Where?	How often?	To what extent?
When?	*or*	*or*
How?	How long?	How much?

EXAMPLES Please put the package **there.** [*There* modifies the verb *put* and tells *where.*]

I will call you **later.** [*Later* modifies the verb phrase *will call* and tells *when.*]

Softly, I shut my door. [*Softly* modifies the verb *shut* and tells *how.*]

Alannah **always** reads science fiction novels. [*Always* modifies the verb *reads* and tells *how often.*]

Would you please **briefly** explain what you mean? [*Briefly* modifies the verb phrase *Would explain* and tells *how long.*]

An owl hooted **very** late last night. [The adverb *very* modifies the adverb *late* and tells *to what extent.*]

The lemonade was **too** sour. [*Too* modifies the adjective *sour* and tells *how much.*]

HELP

Often, adverbs can be recognized by the suffix *–ly.* Remember, however, that not all adverbs end in *–ly* and not all words that end in *–ly* are adverbs.

ADVERBS	
swam	**quickly**
left	**later**
ADJECTIVES	
only	friend
early	flight

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STYLE TIP

In your own writing, try not to overuse the adverb *very*. Replace it with a less common adverb, or revise the sentence so that other words carry more of the descriptive meaning.

EXAMPLE
The runt of the litter is still very small.

REVISED
The runt of the litter is still **quite** small.
or
The runt of the litter **weighs just one pound and is only six inches long.**

HELP

The word *not* and its contraction, *–n't,* are adverbs.

Words Often Used as Adverbs	
Where?	here, there, away, up, outside
When?	now, then, later, soon, ago
How?	clearly, easily, quietly, slowly
How often? *or* **How long?**	never, always, often, seldom frequently, usually, forever
To what extent? *or* **How much?**	very, hardly, almost, so, really most, nearly, quite, less, only

The Position of Adverbs

Adverbs may come before, after, or between the words they modify.

EXAMPLES **Quietly,** she will tiptoe from the stage. [*Quietly* comes before *will tiptoe,* the verb phrase it modifies.]

She will **quietly** tiptoe from the stage. [*Quietly* comes between *will* and *tiptoe,* the verb phrase it modifies.]

She will tiptoe **quietly** from the stage. [*Quietly* comes after *will tiptoe,* the verb phrase it modifies.]

Exercise 8 Identifying Adverbs

Identify the adverb in each of the following sentences. Then, give the word or words each adverb modifies.

EXAMPLE **1.** Williamsburg is a very interesting place.
1. very—interesting

1. Visitors to Williamsburg can truly imagine what life must have been like in the 1700s.
2. As you can see in the photo on the opposite page, Williamsburg was carefully built to resemble a small town of the past.
3. On one street a wigmaker slowly makes old-fashioned powdered wigs.
4. Nearby, a silversmith designs beautiful candlesticks, platters, and jewelry.

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5. Down the block the bookbinder skillfully crafts book covers out of leather.
6. His neighbor, the blacksmith, is certainly important because he makes shoes for horses.
7. In colonial times people could seldom afford new shoes for themselves.
8. Nowadays, many curious tourists visit the bootmaker's shop.
9. Another very popular craftsman makes lovely musical instruments.
10. Williamsburg definitely gives tourists the feeling that they have visited the past.

Exercise 9 Identifying Adverbs and the Words They Modify

Each of the following sentences contains at least one adverb. Identify each adverb. Then, give the word each adverb modifies. Be prepared to tell whether the word modified is a verb, an adjective, or an adverb.

EXAMPLE 1. If you look closely at a world map, you can quite easily find Brazil.

1. closely—look; quite—easily; easily—can find

1. The nation of Brazil actually covers almost half of the continent of South America.
2. A large portion of the Amazon rain forest grows there.
3. Many people have become more active in the preservation of the rain forest.
4. The loss of the rain forest may seriously affect the planet's climate.
5. Very early in the sixteenth century, Brazil was colonized by the Portuguese.
6. The country later became an independent republic.
7. Brazilians often say *Bom día,* which means "good day" in Portuguese.
8. In Brazil, sports fans can almost always find a soccer game in progress.
9. Brasília, the capital of Brazil, is an extremely modern city.
10. My aunt travels frequently, but she hasn't been to Brasília.

HELP

In the example sentence in Exercise 9, *look* is a verb, *easily* is an adverb, and *can find* is a verb.

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Exercise 10 **Writing Appropriate Adverbs**

Write the following sentences. Then, fill in each blank with an appropriate adverb. Use a different adverb in each sentence.

EXAMPLE **1.** ____ I learned some Spanish words.

1. Quickly, I learned some Spanish words.

1. I ____ watch TV after school.
2. You will ____ bait a hook yourself.
3. My little sister crept down the stairs ____.
4. Do you think that you can ____ find the answer to the math problem?
5. She is ____ eager for lunch.
6. In the evening, the African drums beat ____.
7. People in the highest balcony could ____ hear the speakers onstage.
8. Does thunder ____ follow lightning?
9. Would you dim the light ____ for me?
10. The sky over Honolulu was ____ clear that I could see for miles.

The Preposition

12c. A *preposition* is a word that shows the relationship between a noun or a pronoun and another word in the sentence.

EXAMPLES Your math book is **underneath** your coat, Allen. [The preposition *underneath* shows the relationship of *coat* to *book*.]

The one **behind** us honked his horn. [The preposition *behind* shows the relationship of *us* to *one*.]

TIPS & TRICKS

Many prepositions can be remembered as "anywhere a cat can go."

EXAMPLES
up the tree
behind the sofa
under the bed
through the door

Notice how changing the preposition in the following sentences changes the relationship between *hit* and *net*.

I hit the ball **over** the net.
I hit the ball **into** the net.
I hit the ball **under** the net.
I hit the ball **against** the net.
I hit the ball **across** the net.

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Commonly Used Prepositions		
aboard	between	past
about	beyond	since
above	by	through
across	down	throughout
after	during	till
against	except	to
along	for	toward
among	from	under
around	in	underneath
at	into	until
before	like	up
behind	of	upon
below	off	with
beneath	on	within
beside	over	without

Some prepositions are made up of more than one word. These are called ***compound prepositions.***

Some Compound Prepositions		
according to	in addition to	next to
aside from	in place of	on account of
because of	in spite of	out of

The Prepositional Phrase

A preposition always has at least one noun or pronoun as an object. This noun or pronoun is called the ***object of the preposition.*** The preposition, its object, and any modifiers of the object make up a ***prepositional phrase.*** Generally, the object of the preposition follows the preposition.

EXAMPLES The pile **of dry leaves** had grown much larger. [The preposition *of* relates its object, *leaves,* to *pile.* The adjective *dry* modifies *leaves.*]

Reference Note

For more information about **prepositional phrases,** see Chapter 13.

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He poured sauce **over the pizza.** [The preposition *over* relates its object, *pizza,* to *poured.* The article *the* modifies *pizza.*]

A preposition may have more than one object.

EXAMPLES This flea collar is **for cats** and **dogs.** [The preposition *for* has the two objects *cats* and *dogs.*]

My big sister had to decide **between the University of Wisconsin** and **Carroll College.** [The preposition *between* has the two objects *the University of Wisconsin* and *Carroll College.*]

TIPS & TRICKS

When you are looking for the object of a preposition, be careful. Sometimes the object comes before, not after, the preposition.

EXAMPLES
This is the movie that I told you about on Tuesday. [*That* is the object of the preposition *about.*]

Exercise 11 Identifying Prepositions and Their Objects

Identify the prepositional phrase in each of the following sentences. Underline the preposition, and circle its object.

EXAMPLE **1.** Otters are related to weasels and minks.
1. to (weasels) and (minks)

1. Yesterday afternoon, we planted a sapling behind the garage.
2. I bought a pattern for a sari.
3. They live near the airport.
4. For his birthday, my brother wants a guitar.
5. The pictures won't be developed until Friday or Monday.
6. I received a letter from my aunt and uncle.
7. The largest of all falcons is the arctic falcon.
8. What are the answers to the third and fourth questions?
9. There are many uses for peanuts.
10. I think that you might need a graphing calculator for that problem.

STYLE TIP

Ending a sentence with a preposition is becoming more accepted in casual speech and informal writing. However, in formal writing it is generally best to avoid doing so.

Exercise 12 Using Prepositions

Using the treasure map on the next page, give an appropriate preposition for each of the following sentences. Be sure to use a variety of prepositions.

EXAMPLE **1.** Can you find the *X* ____ this map?
1. on

1. Our rowboat rests ____ Mournful Beach.
2. Follow the path ____ the treasure.

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3. Notice that Skull Rock lies ____ the cliff.
4. A sandy path leads ____ the stone ruins.
5. Did you jump ____ the fallen tree along the cliff?
6. Don't slip ____ the path up Lookout Hill!
7. Walk ____ the river.
8. Go ____ the waterfall!
9. You need not walk ____ the woods.
10. The treasure is ____ the open field and the gnarled oak tree.

Preposition or Adverb?

Some words may be used as both prepositions and adverbs. Remember that a preposition always has at least one noun or pronoun as an object. An adverb never does. If you can't tell whether a word is used as an adverb or a preposition, look for an object.

PREPOSITION Clouds gathered **above** us. [*Us* is the object of the preposition *above*.]

ADVERB Clouds gathered **above.** [no object]

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PREPOSITION Meet me **outside** the gym tomorrow morning. [*Gym* is the object of the preposition *outside*.]

ADVERB Meet me **outside** tomorrow morning. [no object]

Exercise 13 Identifying Adverbs and Prepositions

Identify the italicized word in each of the following sentences as either an *adverb* or a *preposition*.

EXAMPLE **1.** *Above* us, wispy clouds filled the sky.

1. preposition

1. Before it rains, bring your bike *in*.
2. Had you ever seen an authentic Chinese New Year Parade *before*?
3. Bright red and green lights sparkled *down* the street.
4. Smoke from the campfire quickly disappeared *in* the heavy fog.
5. Andy turned the log *over* and found fat, squirming worms.
6. A submarine surfaced *next to* an aircraft carrier.
7. Will we read a poem by Nikki Giovanni *next*?
8. Turn that stereo *down* right now!
9. Millicent, did you remember to send a thank-you note *to* Mr. Bernstein?
10. What kind *of* dog is that?

The Conjunction

12d. A *conjunction* is a word that joins words or groups of words.

A ***coordinating conjunction*** joins words or word groups that are used in the same way.

Coordinating Conjunctions						
and	but	for	nor	or	so	yet

CONJUNCTIONS beans **and** rice movies **or** television

JOINING WORDS sad **but** true Egypt, Italy, **and** Spain

TIPS & TRICKS

You can remember the coordinating conjunctions as FANBOYS:

For
And
Nor
But
Or
Yet
So

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PREPOSITION Meet me **outside** the gym tomorrow morning. [*Gym* is the object of the preposition *outside*.]

ADVERB Meet me **outside** tomorrow morning. [no object]

Exercise 13 Identifying Adverbs and Prepositions

Identify the italicized word in each of the following sentences as either an *adverb* or a *preposition*.

EXAMPLE **1.** *Above* us, wispy clouds filled the sky.

1. preposition

1. Before it rains, bring your bike *in*.
2. Had you ever seen an authentic Chinese New Year Parade *before*?
3. Bright red and green lights sparkled *down* the street.
4. Smoke from the campfire quickly disappeared *in* the heavy fog.
5. Andy turned the log *over* and found fat, squirming worms.
6. A submarine surfaced *next to* an aircraft carrier.
7. Will we read a poem by Nikki Giovanni *next*?
8. Turn that stereo *down* right now!
9. Millicent, did you remember to send a thank-you note *to* Mr. Bernstein?
10. What kind *of* dog is that?

The Conjunction

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CONJUNCTIONS JOINING PHRASES
go for a walk **or** read a book
after breakfast **but** before lunch
cooking dinner **and** fixing breakfast

CONJUNCTIONS JOINING CLAUSES
I wanted to call, **but** it was late.
The deer ran, **for** they smelled smoke.
We knocked on the door, **and** they answered.

NOTE The word *for* can be used either as a conjunction or as a preposition.

CONJUNCTION The zebra turned toward the watering hole, **for** it was getting thirsty. [*For* joins the two sentences.]

PREPOSITION The zebra lay down in the shade **for** a nap. [*For* shows the relationship between the object *nap* and the verb *lay*.]

Correlative conjunctions are pairs of conjunctions that join words or word groups that are used in the same way.

Correlative Conjunctions

both . . . . . and	not only . . . but also
either . . . . . or	whether . . . or
neither . . . . . nor	

EXAMPLES **Both** Michael Jordan **and** David Robinson planned to play in the charity softball game. [two nouns]

Chris turned **neither** to the west **nor** to the east. [two prepositional phrases]

Not only did Babe Didrikson Zaharias set world records in track and field, **but** she **also** won more than fifty golf tournaments. [two independent clauses]

Reference Note
For information on using **commas to join words, phrases, or clauses,** see page 566.

Reference Note
For more information on using **prepositions,** see page 360.

Exercise 14 Identifying Conjunctions

Identify the conjunction in each of the following sentences.

EXAMPLE **1.** Lena or I will pitch at batting practice.

1. or

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STYLE TIP

The conjunction *so* is often overused. Whenever you can, reword a sentence to avoid using *so*.

EXAMPLE
The scarves were on sale, so Hector bought two.

REVISED
Because the scarves were on sale, Hector bought two.

1. Julio and Roger joined the soccer team.
2. Whether it rains or not, we will be there.
3. Many Chinese plays include dancing and acrobatics.
4. The squirrels are burying nuts, for the long, cold winter will be here soon.
5. Did Nancy finish her final book report, or is she still working on it?
6. Not only strong but also graceful, the eagle is a beautiful bird.
7. He is not here, nor has he called.
8. The Boys Choir of Harlem will be singing tonight, so we bought tickets.
9. I already addressed the envelope but have not taken it to the post office yet.
10. I have enough money for either popcorn or juice.

The Interjection

12e. An *interjection* is a word that expresses emotion.

An interjection has no grammatical relation to the rest of the sentence.

Often, an interjection is followed by an exclamation point.

EXAMPLES **Aha!** I knew you were hiding there.

Oops! I punched in the wrong numbers.

Is that a wasp? **Ouch!**

Sometimes an interjection is set off by a comma or a pair of commas.

EXAMPLES **Well,** what do you think?

The fish weighed**, oh,** about three pounds.

It's time to go**, alas.**

Common Interjections

aha	hey	ouch	whew
alas	hooray	ow	wow
aw	oh	ugh	yikes
goodness	oops	well	yippee

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Exercise 15 Writing Interjections

Have you ever heard the expression "an accident waiting to happen"? How many accidents are waiting to happen in the picture below? Write appropriate interjections to complete the following sentences that the people in the picture might say.

EXAMPLE **1.** ____, Vince, have you seen my other roller skate anywhere?

1. Oh, Vince, have you seen my other roller skate anywhere?

1. ____! I almost sat on the cat.
2. ____! Watch out for that book!
3. ____! Something on the stove is burning.
4. ____, Lila! Be careful with that milk!
5. ____, we will have to get a new cord for our lamp.
6. Something smells bad, ____.
7. Down the stairs comes Dad with, ____, the biggest present I've ever seen!
8. At last the party is over, ____.
9. ____! Look out for the roller skate.
10. The party was, ____, interesting to say the least.

HELP

In Exercise 15, use a variety of interjections from the list on the previous page.

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Determining Parts of Speech

12f. **The way a word is used in a sentence determines what part of speech it is.**

Remember that you cannot tell what part of speech a word is until you know how it is used in a particular sentence. The same word may be used as different parts of speech.

VERB	Do you **like** guacamole?
PREPOSITION	That looks **like** guacamole.
ADVERB	The cat climbed **up.**
PREPOSITION	The cat climbed **up** the tree.
NOUN	We threw pennies into the wishing **well.**
ADJECTIVE	Janice isn't feeling **well.**
ADVERB	Did you do **well** on the test?
INTERJECTION	**Well,** what did he say?

Review C Identifying Parts of Speech

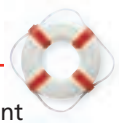
Identify the italicized word or words in each of the following sentences as a *noun,* a *pronoun,* an *adjective,* a *verb,* an *adverb,* a *preposition,* a *conjunction,* or an *interjection.*

EXAMPLE **1.** Some scientists *study* bones.

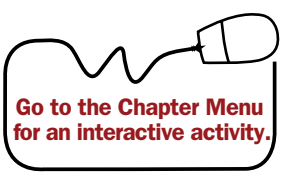
1. study—verb

1. The fans lined up *outside* the stadium.
2. *She* always drives to work.
3. Those *plants* grow best in sandy soil.
4. *Either* Rhea *or* Susan bought paper cups for the party.
5. Their parents *own* a card store.
6. N. Scott Momaday has written several books, *but* I have read only one of them.
7. *Oops*! I dropped my backpack.
8. We play *outdoors* every day until dinner time.
9. This videotape looks *new.*
10. You don't sound *too* happy.

HELP



You may want to review Chapter 11 before completing Review C.



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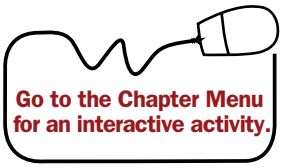
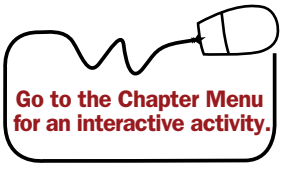
Chapter Review



A. Identifying Verb Phrases and Helping Verbs

Identify the verb phrase in each of the following sentences. Then, underline each helping verb.

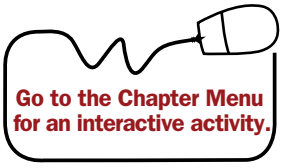
1. Tolbert could not see his brother in the fog.
2. Does Nguyen know the words to the song?
3. Dana might come to the party after all.
4. You should have brought your friend home for our special Chinese dinner last night.
5. Will you join the dance?



B. Identifying Action and Linking Verbs

Identify the verb in each of the following sentences as an *action verb* or a *linking verb.*

6. Ivan will be a superb guitar player someday.
7. Our dog Tadger brought an old bone home yesterday.
8. The whole-wheat bread smelled delicious.
9. Jacqui smelled the exhaust of the huge truck in the next lane of the freeway.
10. Will you look for me in the parade tomorrow?



C. Identifying Transitive and Intransitive Verbs

For each of the following sentences, identify the italicized verb as *transitive* or *intransitive.*

11. Francisco *opened* the door to the cellar.
12. Even the judge *seemed* uncertain about the answer.
13. The piano player *performs* twice each night.
14. We *performed* the play three times that weekend.
15. We *dine* every night at seven.

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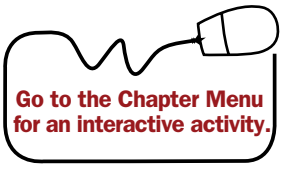


D. Identifying Adverbs and the Words They Modify

Identify the adverb or adverbs in each of the following sentences. Then, give the word each adverb modifies.

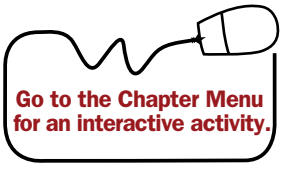
16. Mr. Chavez never watches television, but he listens to the radio often.

17. Carefully open the dryer, and check to see whether the clothes are too wet.

18. Did you awake very early?

19. Our old cat creeps gingerly from room to room.

20. Recently, I received an extremely interesting letter from my pen pal in Italy.



E. Identifying Prepositions and Their Objects

Identify the prepositional phrase in each of the following sentences. Underline the preposition once and its object twice.

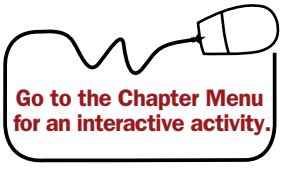
21. Tanya's pet hamster likes sleeping behind the computer.

22. Has your house ever lost power during a thunderstorm?

23. Some animals hunt only between dusk and dawn.

24. Bring me the largest head of lettuce, please.

25. According to my father, my uncle was a carpenter.



F. Identifying Verbs, Adverbs, Prepositions, Conjunctions, and Interjections

Identify each italicized word or word group in the following sentences as a *verb,* an *adverb,* a *preposition,* a *conjunction,* or an *interjection.*

26. I always have fun *at* a water park.

27. You *can slide* as fast as a sled down the huge water slide.

28. *Wow*! What a truly exciting ride that is!

29. Some parks *rent* inner tubes *inexpensively.*

30. You *may become* tired, *but* you won't be bored.

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G. Determining Parts of Speech

Identify the italicized word in each of the following sentences as a *verb,* an *adjective,* an *adverb,* a *preposition,* or an *interjection.*

31. *Well,* I suppose you know what you are doing.
32. Ms. Jefferson will not be back in school until she is *well.*
33. When I sat down on the couch, my sister moved *over.*
34. The bowls are in the cupboard *over* the sink.
35. Did you *test* the batteries before you installed them?

Writing Application

Using Verbs in a List

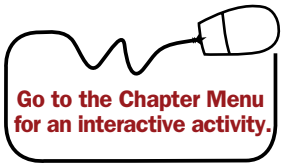
Helping Verbs and Linking Verbs You and your classmates have decided to list some goals for the coming year. The theme for your lists is "How I Can Make the World a Better Place." Write a list of ten or more goals or resolutions for yourself. Make each of your resolutions a complete sentence. In your list, use the verb form *be* at least two times as a helping verb and three times as a linking verb.

Prewriting First, think of some realistic goals you can set for yourself. List as many goals as you can.

Writing From your list, choose the resolutions that seem the most important and the most manageable. Write each of them as a complete sentence.

Revising Read through your list. Are your resolutions clear and specific? Will you really be able to keep them? If not, revise or replace some of the resolutions.

Publishing Be sure that you've used a form of the verb *be* as a helping verb twice and as a linking verb three times. Make sure that all of your sentences are complete. Identify each helping verb and linking verb. Do a final check for errors in grammar, spelling, and punctuation. You and your classmates may want to have everyone in the class submit one or two of their favorite resolutions and compile a list of resolutions for the entire class. Post the list on the bulletin board.



Reference Note

For information on **complete sentences,** see page 262.

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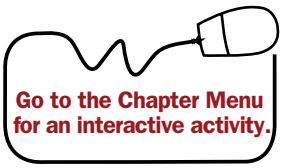
CHAPTER

13 The Phrase and the Clause

Prepositional Phrases, Independent and Subordinate Clauses, Sentence Structure



Diagnostic Preview

A. Identifying Adjective Phrases and Adverb Phrases

Identify the prepositional phrase in each of the following sentences, and tell whether the phrase is used as an *adjective phrase* or an *adverb phrase*. Then, give the word or words that the phrase modifies.

EXAMPLE **1.** This newspaper article on weather patterns is interesting.

1. on weather patterns; adjective phrase—article

1. The hikers are ready for a break.
2. Yesterday we rode our bikes through the park.
3. That store has something for everyone.
4. The Reverend Jesse Jackson spoke at the convention.
5. Most children like books with colorful pictures.
6. Students from both South America and North America attended the meet.

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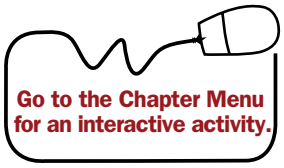
7. I wear heavy wool socks under my hiking boots.
8. Joel and Tina are participating in the Special Olympics.
9. The door to the secret room is locked.
10. According to the map, Tony's farm is just ahead.

B. Identifying Independent Clauses and Subordinate Clauses



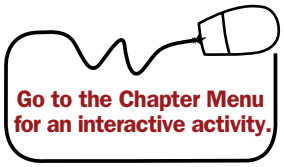
For each of the following items, identify the italicized word group as either an *independent clause* or a *subordinate clause.*

EXAMPLE **1.** Marco got the tables ready *while Nestor set up the chairs.*

1. subordinate clause

11. *When school is out,* these halls seem quite lonely.
12. As far as I can tell, the red piece goes right here, and *the green piece goes under there.*
13. *If you exercise regularly,* your endurance will increase.
14. Just before the train sped across the road, *the bell rang,* and the gate went down.
15. *Geronimo,* who was a leader of the Apache, *died in the early part of the twentieth century.*

C. Identifying Types of Sentences



Identify each of the following sentences as *simple, compound, complex,* or *compound-complex.*

EXAMPLE **1.** Mom is late, but she will be here soon.

1. compound

16. Jaleel learned several African folk tales and recited them.
17. Raccoons and opossums steal our garbage as the dogs bark at them from inside the house.
18. The school bus stopped suddenly, but no one was hurt.
19. The dance committee has chosen a Hawaiian theme, so the volunteers will decorate the gym with flowers and greenery while Todd finds the right music.
20. Luis Gonzalez stepped up to the plate, and the crowd roared enthusiastically.

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The Phrase

13a. A *phrase* is a group of related words that is used as a single part of speech and that does not contain both a verb and its subject.

EXAMPLES could have been looking [no subject]

in the backyard [no subject or verb]

NOTE If a word group has both a subject and a verb, it is called a ***clause.***

EXAMPLES The coyote howled. [*Coyote* is the subject of the verb *howled.*]

when the Peytons left [*Peytons* is the subject of the verb *left.*]

Reference Note
For more about **clauses,** see page 387.

Phrases cannot stand alone as sentences. They must be used with other words to make a complete sentence.

PHRASE **in the box**
SENTENCE We put the tapes **in the box.**

Exercise 1 Identifying Phrases and Sentences

Identify each of the following word groups as *a phrase* or *not a phrase.*

EXAMPLE **1.** some people enjoy skiing
1. not a phrase

1. ski lifts are used for Alpine skiing
2. down the snowy hills
3. slalom skiers race through gates
4. during the race
5. before the other skiers
6. skiers love the Colorado slopes
7. with tiny snowflakes on my face
8. for a hot cup of soup
9. we sat beside the cozy fire
10. maybe I can go again next year

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Prepositional Phrases

13b. A *prepositional phrase* includes a preposition, the object of the preposition, and any modifiers of that object.

Prepositions show the relationship of a noun or pronoun to another word in the sentence. The noun or pronoun that follows a preposition is called the ***object of the preposition.*** A preposition, its object, and any modifiers of the object are all part of the prepositional phrase.

EXAMPLES The man **from Singapore** was giving a speech. [The preposition *from* shows the relationship between the object *Singapore* and the noun *man.*]

The tree **in front of the window** blocks our view. [The compound preposition *in front of* shows the relationship between the object *window* and the noun *tree. The* modifies *window.*]

Please hand me the book **on the long, green table.** [The preposition *on* shows the relationship between the object *table* and the noun *book.* The adjectives *the, long,* and *green* modify *table.*]

A preposition may have more than one object.

EXAMPLES Aaron showed his arrowhead collection to **Tranh** and **her.** [The preposition *to* has two objects.]

The dinner of **baked chicken, salad,** and **two vegetables** also came with dessert. [The preposition *of* has three objects.]

Reference Note

For more about **objects of prepositions,** see page 361.

Exercise 2 Identifying Prepositional Phrases and Their Objects

For each of the following sentences, identify the prepositional phrase and circle the object or objects of the preposition.

EXAMPLE **1.** Dinosaurs and other giant reptiles roamed across the earth sixty-five million years ago.

1. across the (earth)

1. Although some of the dinosaurs were enormous, others were quite small.

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2. The drawing on this page includes a triceratops, thirty feet long, and a saltopus, not quite three feet long.
3. Many dinosaurs fed on plants and vegetables.
4. Dinosaurs with sharp teeth ate flesh.
5. Can you imagine seeing this flying reptile, the pterodactyl, above you?
6. It once lived in Europe and Africa.
7. Until a few years ago, scientists believed that all dinosaurs were coldblooded.
8. According to recent studies, however, some dinosaurs may have been warmblooded.
9. Many scientists say that birds and crocodiles may be related to dinosaurs.
10. Some people in science even claim that birds are living dinosaurs.

Exercise 3 Identifying Prepositional Phrases and Their Objects

Identify the prepositional phrase in each of the following sentences. Underline each preposition, and circle its object or objects.

EXAMPLE **1.** The package was for my brother and me.
1. for my (brother) and (me)

1. The Sahara is a huge desert that lies south of the Mediterranean.

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2. We waited until lunchtime.
3. The house across the street has green shutters.
4. Do not make repairs on the brakes yourself.
5. Maura said that the word *lasso* comes from a Spanish word that means "snare."
6. May I sit between you and him?
7. The woman in the blue uniform is my aunt.
8. The *Cherokee Phoenix* was the first newspaper printed in an American Indian language.
9. He is saving money for a stereo and a guitar.
10. The messenger slipped the note under the door.

Exercise 4 Writing Appropriate Prepositional Phrases

Write the following sentences, filling in each blank with an appropriate prepositional phrase.

EXAMPLE **1.** We saw Jason ____.

1. We saw Jason at the mall.

1. My favorite comedian will appear ____.
2. That bus always arrives ____.
3. The fans ____ cheered every score.
4. The children tumbled ____.
5. The light ____ is broken.
6. Our car waited ____.
7. ____ sat a bald eagle.
8. A rich vein of gold ran ____.
9. ____ dashed a frightened squirrel.
10. His grandmother told us a story ____.

Adjective Phrases

13c. A prepositional phrase that modifies a noun or pronoun is called an *adjective phrase.*

In other words, an adjective phrase is a prepositional phrase that is used as an adjective.

ADJECTIVE **Icy** chunks fell from the skyscraper.

ADJECTIVE PHRASE Chunks **of ice** fell from the skyscraper.

Reference Note

For more information about **adjectives,** see page 336.

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STYLE TIP

You can use adjective phrases to add details to your writing or to combine ideas into one sentence.

ORIGINAL
His favorite pastime is reading books.

REVISED
His favorite pastime is reading books **about space exploration.**

ORIGINAL
The squirrel was in the top of the tree. The squirrel chattered at me.

REVISED
The squirrel **in the top of the tree** chattered at me.

Adjective phrases answer the same questions that single-word adjectives answer.

What kind?	Which one?
How many?	How much?

EXAMPLES Mr. Arnaud ordered a dinner **of boiled crawfish.** [The adjective phrase modifies the noun *dinner.* The phrase answers the question *What kind?*]

The one **with the big pockets** costs a little more. [The adjective phrase modifies the pronoun *one.* The phrase answers the question *Which one?*]

There was enough room **for only three people.** [The adjective phrase modifies the noun *room.* The phrase answers the question *How much?*]

Notice in these examples that an adjective phrase generally follows the word it modifies.

Exercise 5 Identifying Adjective Phrases

Identify the adjective phrase in each of the following sentences. Then, give the word that the phrase modifies.

EXAMPLE **1.** Diego Rivera was a famous painter from Mexico.

1. from Mexico—painter

1. People throughout the world enjoy Rivera's art.
2. One photograph on the next page shows an indoor mural that he painted.
3. Rivera often painted the walls of buildings.
4. His murals are beautiful examples of popular twentieth-century art.
5. Rivera's artworks often include symbols of Mexican culture.
6. His work with other Mexican artists was also very important.
7. Rivera was a major influence on the mural artist Juan O'Gorman.

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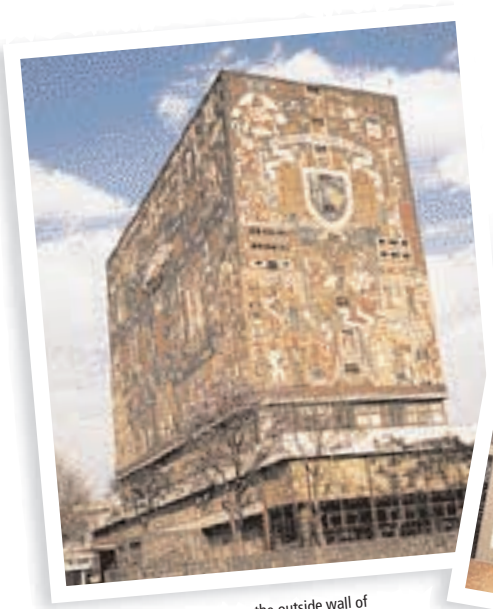
8. O'Gorman's mural on the left beautifies a university library.
9. O'Gorman does not paint his murals; instead, he uses tiny pieces of colored tile.
10. The complicated pattern upon the library walls fascinates everyone who sees it.



Tile mural by Juan O'Gorman on the outside wall of a university library. SEF/Art Resource, New York

The Making of a Fresco Showing the Building of a City by Diego Rivera, 1931. True Fresco, 22'7" x 29'9", San Francisco Art Institute. Photo Credit: David Wakely

More than one adjective phrase may modify the same noun or pronoun.

EXAMPLE That painting **of sunflowers by van Gogh** is famous. [The two adjective phrases, *of sunflowers* and *by van Gogh,* both answer the question *Which painting?*]

An adjective phrase may also modify the object of another adjective phrase.

EXAMPLE A number **of the paintings by that artist** are landscapes. [The adjective phrase *of the paintings* answers the question *What kind of number?* The adjective phrase *by that artist* answers the question *Which paintings?*]

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HELP

Some sentences in Exercise 6 contain more than one adjective phrase.

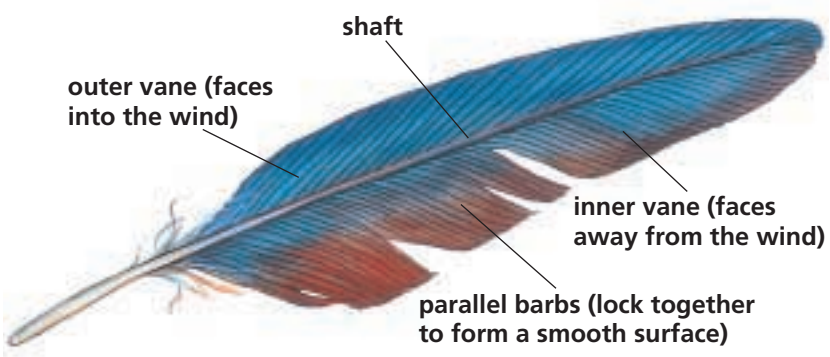
Exercise 6 Identifying Adjective Phrases

Identify each adjective phrase in the following sentences. Then, give the noun or pronoun the phrase modifies.

EXAMPLE **1.** This book about birds of North America has won many awards for photography.

1. about birds—book; of North America—birds; for photography—awards

1. It explains the importance of flight in the survival of the bird population.
2. The key to successful flight is the structure of the feather.
3. As you can see, the shaft and the vane are the two main parts of a feather.
4. The area inside the quill of a feather is hollow.
5. Barbs on the shaft form a feather's vane.
6. The curves in the vane and the notches of the feather permit easy, quick movement.
7. The wings of airplanes resemble birds' wings.
8. Feathers on the wings and tails of birds often are quite showy.
9. Fast-flying birds like swifts usually have pointed wings.
10. Have you ever seen any of the birds that have these kinds of feathers?



Exercise 7 Writing Adjective Phrases

Fill in the blank in each of the following sentences with an appropriate adjective phrase.

EXAMPLE **1.** That storm ____ might be dangerous.

1. That storm from the east might be dangerous.

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1. The shelf ____ is too high to reach.
2. I certainly hope that my gorilla costume wins a prize ____.
3. The girl ____ is one of my best friends.
4. The argument ____ really wasn't very important.
5. My favorite birthday present was the one ____.
6. Give your ticket to the man ____.
7. Did you see a bear on your trip ____?
8. Put the groceries ____ away, please.
9. My sister is the girl ____.
10. As I looked around the house, I noticed that an African design decorated the wall ____.

Adverb Phrases

13d. **A prepositional phrase that is used to modify a verb, an adjective, or an adverb is called an *adverb phrase.***

In other words, an adverb phrase is a prepositional phrase that is used as an adverb.

ADVERB We walk **there** every Saturday.

ADVERB PHRASE We walk **along the lake** every Saturday.

Adverb phrases answer the same questions that single-word adverbs answer.

When?	Where?	Why?
How?	How often?	How long?

EXAMPLES The statue stands **next to a large oak tree.** [The adverb phrase modifies the verb *stands* and answers the question *Where?*]

Ready **by dawn,** the travelers set out early to reach the capital. [The adverb phrase modifies the adjective *Ready* and answers the question *When?*]

Are these jeans long enough **for you**? [The adverb phrase modifies the adverb *enough* and answers the question *How?*]

Reference Note

For more about **adverbs,** see page 357.

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HELP

Be sure to ask yourself what question the phrase answers. Often, a phrase that comes right after a noun looks as though it is modifying that noun, but it is actually answering the question *When*?, *Where*?, or *How long*? about the verb. In the last example to the right, *over the bridge* does not tell us *which* bikes, but *where* we rode them.

HELP

Remember, an adverb phrase modifies a verb, an adjective, or an adverb.

NOTE Adverb phrases may appear anywhere in a sentence. They may come before or after the words they modify. Also, other words may come between an adverb phrase and the word or words it modifies.

EXAMPLES **After swimming lessons,** Aunt Helen drove us home.

Dad has been afraid **of snakes** since he was a boy.

We rode our bikes **over the bridge.**

Exercise 8 Identifying Adverb Phrases

Identify the adverb phrase used in each of the following sentences. Then, write the word or words the phrase modifies.

EXAMPLE **1.** My hamster disappeared for three days.

1. for three days—disappeared

1. That mirror hung in the front hall.
2. The cat is afraid of thunderstorms.
3. The normally graceful acrobat plunged into the net but did not hurt herself.
4. Jimmy Smits will speak at our school.
5. Mom discovered several field mice in the cellar.
6. With great courage, Rosa Parks disobeyed the bus driver.
7. She jogs around the reservoir every morning.
8. For a beginner, he plays well.
9. Soon, my shoes were full of sand.
10. We have planted several new varieties of day lilies along the fence.

As with adjective phrases, more than one adverb phrase can modify the same word.

EXAMPLE Cesar Chavez worked **with the United Farm Workers for many years.** [Both adverb phrases, *with the United Farm Workers* and *for many years,* modify the verb *worked.*]

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An adverb phrase may be followed by an adjective phrase that modifies the object of the preposition in the adverb phrase.

EXAMPLE Yesterday we went **to an exhibit of rare coins.** [The adverb phrase *to an exhibit* modifies the verb *went.* The adjective phrase *of rare coins* modifies *exhibit,* the object of the preposition in the adverb phrase.]

Exercise 9 Identifying Adverb Phrases

Identify the adverb phrase used in each of the following sentences. After each phrase, give the word or words the phrase modifies.

EXAMPLES **1.** On Passover evening, we prepare a Seder, which is a Jewish holiday meal and ceremony.

1. On Passover evening—prepare

2. Passover celebrates a time long ago when Jewish slaves freed themselves from their masters.

2. from their masters—freed

1. On Passover, many of our relatives visit our home.
2. We always invite them for the Seder.
3. Our whole family helps with the preparations.
4. Soon, everything is ready for this special meal.
5. In this photograph you can see how beautiful our holiday table is.
6. Holding all the special Passover foods, the Seder plate is displayed in the center of the table.
7. On the plate is a roasted egg representing new life.
8. Horseradish, which represents slavery's bitterness, is placed near the egg.
9. The other carefully arranged foods are also used during the Passover feast.
10. Throughout the entire meal, everyone enjoys a variety of delicious foods.

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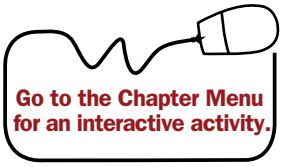
Exercise 10 Writing Sentences with Adverb Phrases

Write ten sentences using the following word groups as adverb phrases. Underline each phrase. Then, draw an arrow from the phrase to the word or words it modifies.

EXAMPLE **1.** for the airport

1. My grandparents left for the airport.

1. down the hall
2. by them
3. in the mall
4. under the car
5. onto the diving board
6. over our heads
7. by a Navajo woman
8. through the sky
9. at five o'clock sharp
10. from Egypt



Review A Identifying Adjective and Adverb Phrases

Each of the following sentences contains a prepositional phrase. Identify each phrase, and label it *adjective phrase* or *adverb phrase.*

EXAMPLES **1.** Wilma Rudolph won three gold medals in the 1960 Olympic games.

1. in the 1960 Olympic games—adverb phrase

2. Rudolph overcame many obstacles in her life.

2. in her life—adjective phrase

1. Wilma Rudolph did not have the childhood you might expect of a future Olympic athlete.
2. She and her twenty-one sisters and brothers were raised in a needy family.
3. Rudolph suffered from polio and scarlet fever when she was four years old.
4. Illnesses like these were often deadly.
5. For many years afterward, Rudolph used a leg brace when she walked.
6. Still, she never lost sight of her dreams.
7. She battled the odds against her.
8. With her family's help, she exercised hard every day.
9. All of her hard work made her strong.
10. Years later, she gained fame as a world-class athlete.

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Review B Identifying Adjective and Adverb Phrases

Each of the following sentences contains at least one prepositional phrase. Identify each prepositional phrase, and label each one *adjective phrase* or *adverb phrase.*

Go to the Chapter Menu for an interactive activity.

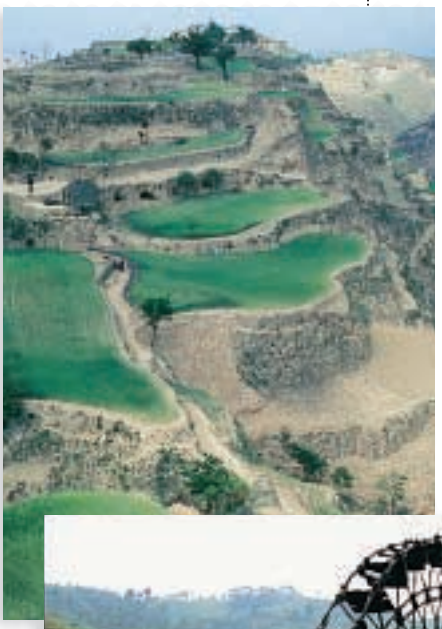
EXAMPLES **1.** In China, farmers are considered the backbone of the country.

1. In China—adverb phrase; of the country—adjective phrase

2. With over one billion people to feed, China asks much from its farmers.

2. With over one billion people to feed—adjective phrase; from its farmers—adverb phrase

1. Many of the Chinese people are farmers.
2. They generally work their farms by hand.
3. Chinese farmers usually use hand tools instead of large machines.
4. Farmland throughout China is carefully prepared, planted, and weeded.
5. Farmers also harvest their crops with great care.
6. In the hills, the Chinese make flat terraces.
7. As you can see, water from high terraces can flow to lower terraces.
8. Farmers build ridges around the terraces so that the terraces can be flooded during the growing season.
9. In flat areas, water is pumped out of the ground.
10. Another Chinese method of irrigation is shown in the lower picture.



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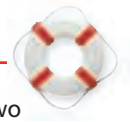
Go to the Chapter Menu for an interactive activity.



HELP

Although two possible answers are shown in the example, you need to write only one sentence for each item in Review C.

Review C Using Prepositional Phrases in Sentences

Use each of the following prepositional phrases in a sentence. Then, underline the word or word group that the prepositional phrase modifies.

EXAMPLE **1.** across the street

1. They live across the street.

or

The store across the street is open.

1. among the papers
2. over the fence
3. for your sister
4. toward him
5. about the schedule
6. before class
7. along the wall
8. through the door
9. under the table
10. in the evening
11. across the narrow bridge
12. near you and Anna Maria
13. aboard the sailboat
14. to the Grand Canyon
15. beneath the handmade quilt
16. according to the scientist
17. beyond the farthest planet
18. next to the blue helmet
19. upon the highest tree branch
20. from my brother and me

Go to the Chapter Menu for an interactive activity.

Review D Writing Sentences with Adjective Phrases and Adverb Phrases

Use each of the following phrases in two separate sentences. In the first sentence, use the phrase as an adjective. In the second sentence, use the phrase as an adverb.

EXAMPLE **1.** in Indiana

1. The people in Indiana are called "Hoosiers."
We once lived in Indiana.

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1. from California
2. in my class
3. along the path
4. under the bridge
5. behind you
6. throughout the summer
7. at the beginning
8. around the corner
9. during dinner
10. on the patio

The Clause

13e. **A *clause* is a word group that contains a verb and its subject and that is used as a sentence or as part of a sentence.**

Every clause contains a subject and a verb. However, not all clauses express complete thoughts. Clauses that express complete thoughts are called ***independent clauses.*** Clauses that do not express complete thoughts are called ***subordinate clauses.***

Independent Clauses

13f. **An *independent* (or *main*) *clause* expresses a complete thought and can stand by itself as a sentence.**

EXAMPLES
S V
Gertie practices soccer every day.

S V
She has improved a great deal.

S V
Her team won yesterday's game.

When an independent clause stands alone, it is called a sentence. Usually, the term *independent clause* is used only when such a clause is joined with another clause.

SENTENCE **He worked on the jigsaw puzzle.**

INDEPENDENT CLAUSE After Kevin had fed the cats, **he worked on the jigsaw puzzle.**

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1. from California
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HELP

A subordinate clause that is capitalized and punctuated as if it were a sentence is a **sentence fragment.** Avoid using sentence fragments in your writing.

Reference Note

For more on **correcting sentence fragments,** see page 262.

Subordinate Clauses

13g. A *subordinate* (or *dependent*) *clause* does not express a complete thought and cannot stand by itself as a complete sentence.

EXAMPLES
S V
if you finish on time

S V
which we found on the sidewalk

Subordinate means "lesser in rank or importance." A subordinate clause must be joined with at least one independent clause to make a sentence and express a complete thought.

SUBORDINATE CLAUSES
that Dad cooked for us

if you set realistic goals

before the sun sets

SENTENCES
We all enjoyed the dinner **that Dad cooked for us.**

If you set realistic goals, you are more likely to succeed.

Before the sun sets, I need to mow the lawn.

Notice the words that begin the subordinate clauses: *that, if,* and *before.* The chart below lists some other words that can signal the beginning of a subordinate clause.

Words Often Used to Begin Subordinate Clauses

after	because	that	wherever
although	before	though	whether
as	how	unless	which
as if	if	until	while
as long as	since	when	who
as much as	so that	whenever	whom
as though	than	where	whose

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Exercise 11 Identifying Independent and Subordinate Clauses

For each of the following items, identify the italicized word group as either an *independent clause* or a *subordinate clause.*

EXAMPLES **1.** I'll do the experiment *if you will record the results.*
1. subordinate clause

2. *Ignacio,* who is an artist, *painted the banner.*
2. independent clause

1. *While Dad was sleeping,* we decorated the house for his birthday party.
2. Just as Terri came in the door, *the phone rang.*
3. Somalis, *who traditionally raise and export livestock,* are nomadic.
4. Before you accept the invitation, *ask your mother.*
5. Do you know *when the train should arrive*?
6. *Although he was better at social studies,* he loved art.
7. Two uniformed soldiers guarded the entrance *where an iron gate stood.*
8. When the snows melt, *these streams will fill and rush down to the valley.*
9. That art paper *that you are using* really soaks up ink.
10. *Toni Morrison,* whose parents were once sharecroppers, *won the Pulitzer Prize.*

Adjective Clauses

13h. An *adjective clause* is a subordinate clause that modifies a noun or pronoun.

Like an adjective or an adjective phrase, an adjective clause may modify a noun or a pronoun. Unlike an adjective phrase, an adjective clause contains both a subject and verb.

ADJECTIVE	a **white** cat
ADJECTIVE PHRASE	a cat **with white fur** [*With white fur* does not have a subject and verb.]
ADJECTIVE CLAUSE	a cat **that has white fur** [*That has white fur* has a subject, *that,* and a verb, *has.*]

Reference Note
For information about **nouns,** see page 323.
For information about **pronouns,** see page 328.

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An adjective clause usually follows the noun or pronoun it modifies and tells *Which one?* or *What kind?*

EXAMPLES The runner **who came in second** was Tina. [The adjective clause modifies the noun *runner* and answers the question *Which one?*]

I would like a dog **that I could take for long walks.** [The adjective clause modifies the noun *dog* and answers the question *What kind?*]

Exercise 12 Identifying Adjective Clauses

Identify each adjective clause in the following sentences.

EXAMPLE **1.** Her coat was lined with fleece that kept her warm.

1. that kept her warm

1. Jordan, whose aunt once rode on the space shuttle, is visiting her this summer.
2. Grandfather gave me that arrowhead, which has been in our family for generations.
3. The doctor looked at the notes that the nurse had written.
4. What was the name of the man who helped us?
5. Panama hats, which are prized far and wide, are woven of jipijapa leaves.
6. We could not have done it without Harry, whose skill saved the day.
7. Have you heard of Sister Juana Ines de la Cruz, the Mexican nun who championed women's rights in 1691?
8. Argentina's pampas, where fine herds of cattle graze, offer ranchers rich and vast grasslands.
9. Since ancient times, Asian ginger has been prized for the tang that it gives many dishes.
10. Ric, whom Doris calls "The Prince," is always a good sport.

Exercise 13 Using Adjective Clauses in Sentences

Write ten sentences using the following word groups as adjective clauses.

EXAMPLE **1.** where I grew up

1. This is the street where I grew up.

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1. which had been imported from Japan
2. who is always on time
3. that live in this ecosystem
4. where the roses grow
5. whose short stories appear in your text
6. whom you talked about yesterday
7. that was having a sale
8. which may or may not be true
9. for whom our school is named
10. whose hard work made this event possible

Adverb Clauses

13i. An *adverb clause* is a subordinate clause that modifies a verb, an adjective, or an adverb.

Like an adverb or an adverb phrase, an adverb clause may modify a verb, an adjective, or another adverb. Unlike an adverb phrase, an adverb clause contains a subject and verb.

ADVERB	**Shyly,** the toddler hid behind her mother.
ADVERB PHRASE	**With a shy smile,** the toddler hid behind her mother. [*With a shy smile* does not have a subject and verb.]
ADVERB CLAUSE	**Since the toddler was shy,** she hid behind her mother. [*Since the toddler was shy* has a subject, *toddler,* and a verb, *was*.]

An adverb clause answers the following questions: *How? When? Where? Why? To what extent? How much? How long?* or *Under what conditions?*

EXAMPLES **After he had moved the books,** Marvin dusted the shelves. [The adverb clause tells *when* Marvin dusted the shelves.]

Then he put the books back **where they belonged.** [The adverb clause tells *where* he put the books.]

He cleaned his room **because it was very messy.** [The adverb clause tells *why* he cleaned his room.]

HELP

Introductory adverb clauses are usually set off by commas.

EXAMPLES

After we built the campfire, we roasted hot dogs.

Although the song is good, it is not one of their best.

Reference Note

For more information on **using commas to set off introductory elements,** see page 572.

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Exercise 14 Identifying Adverb Clauses

Identify each adverb clause in the following sentences.

EXAMPLE **1.** Call when you can.

1. when you can

1. Tiny wildflowers sprang up wherever they could.
2. Unless you want to sink, do not pull that large plug at the bottom of the boat.
3. Wind blew softly across the sand dunes while the caravan made its way home.
4. As soon as the cows come in, they must be fed.
5. To our surprise, when we entered the woods, a dozen armadillos were foraging right in front of us.
6. Although the piano had not been used for some time, it was still in tune.
7. Unless the shipment arrives today, the order will not be ready on time.
8. Because the airplane had been painted yellow, it was easily seen from the ground.
9. I'm not going if you're not going.
10. I had never heard anyone sing as he did.

STYLE TIP

In most cases, deciding where to place an adverb clause is a matter of style, not correctness.

As he leapt across the gorge, Rex glanced back at his alien pursuers.

Rex glaced back at his alien pursuers as he leapt across the gorge.

Which sentence might you use in a science fiction story? The sentence to choose would be the one that looks and sounds better in the context—the rest of the paragraph to which the sentence belongs.

Exercise 15 Writing Sentences with Adverb Clauses

Write twenty sentences using the following word groups as adverb clauses.

EXAMPLE **1.** as soon as he can

1. He will be here as soon as he can.

1. when I save enough money
2. if things go according to the schedule
3. since we have lived here
4. after the assembly was over
5. before school starts
6. although we couldn't speak Japanese
7. than she is
8. because they were going to the rink
9. until the sun set
10. while the lions are drinking from the river

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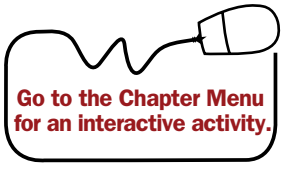
11. as long as the band plays
12. whenever the train arrives at the station
13. unless the dog is on a leash
14. wherever you see grasshoppers
15. although the trail was steep
16. when Alexa won the marathon
17. so that we could use the computer
18. while the storm was raging
19. than you are
20. as though they had run ten miles

Review E Identifying Clauses



For each of the following sentences, identify the italicized clause as an *independent clause* or a *subordinate clause.* Then, identify each subordinate clause as an *adjective clause* or an *adverb clause.*

EXAMPLE **1.** Those Japanese sandals *that you are wearing* are zoris.

1. subordinate clause—adjective clause

1. *Camels stamped and bellowed in annoyance* when packs were put on them.
2. Aloe plants, *which originated in Africa,* are now widely available in the United States.
3. As far as scientists can tell, *there is no connection between these two events.*
4. *If you adjust the blinds,* you won't have that glare on your monitor.
5. *The castanets,* which were quite old, *had been Melanie's grandmother's.*
6. *You were always singing* when you were little.
7. Three Indian elephants patiently towed the logs *that had just been cut.*
8. Stay with us *as long as you want.*
9. *Southeast Asia depends heavily on the seasonal rain* that the monsoons bring.
10. The Forbidden City, *where China's emperors lived,* is enclosed by walls.

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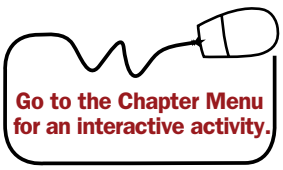
HELP

Although two possible answers are shown in the example, you need to write only one sentence for each item in Review F.



Review F Writing Sentences with Clauses and Prepositional Phrases

Use each of the following phrases and clauses in a sentence. Then, underline the word that the phrase or clause modifies.

EXAMPLE **1.** under the flat rock

1. Under the flat rock lived many odd insects.

or

The insects under the flat rock wriggled.

1. with a cowboy hat
2. who told us about computers
3. under the surface
4. since the club meets in the afternoon
5. for yourself
6. through the puddles
7. over the treetops
8. before we ate dinner
9. that grow along the fence
10. toward us

Sentence Structure

Simple Sentences

Reference Note

For information about **independent clauses** and **subordinate clauses,** see page 387.

13j. A *simple sentence* has one independent clause and no subordinate clauses.

A simple sentence may have a compound subject, a compound verb, or both. Although a compound subject has two or more parts, it is still considered a single subject. In the same way, a compound verb or verb phrase is considered one verb.

EXAMPLES
S V
My **mother belongs** to the Friends of the Library.
[single subject and single verb]

S S V
Argentina and **Chile are** in South America.
[compound subject]

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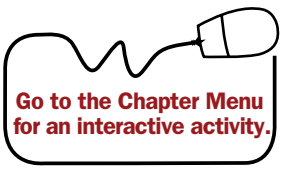
HELP

Although two possible answers are shown in the example, you need to write only one sentence for each item in Review F.



Review F Writing Sentences with Clauses and Prepositional Phrases

Use each of the following phrases and clauses in a sentence. Then, underline the word that the phrase or clause modifies.

EXAMPLE **1.** under the flat rock

1. Under the flat rock lived many odd insects.

or

The insects under the flat rock wriggled.

1. with a cowboy hat
2. who told us about computers
3. under the surface
4. since the club meets in the afternoon
5. for yourself
6. through the puddles
7. over the treetops
8. before we ate dinner
9. that grow along the fence
10. toward us

Sentence Structure

Simple Sentences

Reference Note

For information about **independent clauses** and **subordinate clauses,** see page 387.

13j. A *simple sentence* has one independent clause and no subordinate clauses.

A simple sentence may have a compound subject, a compound verb, or both. Although a compound subject has two or more parts, it is still considered a single subject. In the same way, a compound verb or verb phrase is considered one verb.

EXAMPLES
S V
My **mother belongs** to the Friends of the Library.
[single subject and single verb]

S S V
Argentina and **Chile are** in South America.
[compound subject]

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S V V
Jeannette read *Stuart Little* and **reported** on it. [compound verb]

S S V
The **acrobats** and **jugglers did** amazing tricks and

V
were rewarded with a standing ovation. [compound subject and compound verb]

Compound Sentences

13k. A *compound sentence* consists of two or more independent clauses, usually joined by a comma and a connecting word.

In a compound sentence, a coordinating conjunction (*and, but, for, nor, or, so,* or *yet*) generally connects the simple sentences. A comma usually comes before the conjunction in a compound sentence.

EXAMPLES I forgot my lunch**, but** Dad ran to the bus with it.

She likes sweets**, yet** she seldom buys them.

Notice in the second example above that, usually, a sentence is compound if the subject is repeated.

Sometimes the independent clauses in a compound sentence are joined by a semicolon.

EXAMPLES The blue one is mine**;** it has my initials on it.

The spider is not an insect**;** it is an arachnid.

Exercise 16 Identifying Simple Sentences and Compound Sentences

Identify each of the following sentences as *simple* or *compound.*

EXAMPLE **1.** That story by Lensey Namioka is good, and you should read it.

1. compound

1. My dad and I like tacos, and we're making them for dinner.
2. Some trees and shrubs live thousands of years.
3. It rained, but we marched in the parade anyway.
4. Mr. Edwards will lead the singing, for Ms. Cruz is ill.

Reference Note

For more information about **using commas with conjunctions,** see page 568. For more about using **semicolons,** see page 577.

STYLE TIP

Sometimes you can combine two simple sentences to make one compound sentence. Just connect the two simple sentences by using a comma and *and, but, for, nor, or, so,* or *yet.*

ORIGINAL
The rain has stopped. The sky is still dreary and gray.

COMBINED
The rain has stopped**, but** the sky is still dreary and gray.

Combining sentences this way can help make your writing smoother and more interesting.

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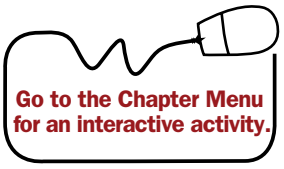
5. My aunts, uncles, and cousins from Costa Rica visited us last summer.
6. I had worked hard all morning, and I still had not finished the job by lunchtime.
7. Abe peeled and chopped all of the onions and dumped them into a huge pot.
8. All ravens are crows, but not all crows are ravens.
9. Chippewa and Ojibwa are two names for the same American Indian people.
10. I liked this movie best; it was more exciting than the others.



Review G Identifying Simple Sentences and Compound Sentences

Identify each of the following sentences as *simple* or *compound*.

EXAMPLE **1.** Have you or Sandy ever seen the movie *The Bridge on the River Kwai*?

1. simple

1. My stepbrother is only eight years old, and he is fascinated by bridges.
2. We buy postcards with pictures of bridges, for he likes to collect them.
3. He has several cards of stone bridges.

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4. Stone bridges are strong but are costly to build.
5. Many bridges are quite beautiful.
6. The Central American rope bridge shown here is one kind of suspension bridge.
7. The modern bridge on the previous page is another kind of suspension bridge.
8. Suspension bridges may look dangerous, yet most are safe.
9. Bridges must be inspected regularly.
10. My stepbrother collects postcards of bridges, and I collect postcards of towers.

Complex Sentences

13l. A *complex sentence* contains one independent clause and at least one subordinate clause.

Subordinate clauses usually begin with a word such as *who, whose, which, that, after, as, if, since,* and *when.* A subordinate clause can appear at the beginning, in the middle, or at the end of a complex sentence.

EXAMPLES Before Chen planted his garden, he made a sketch of the layout.

	S V
independent clause	he made a sketch of the layout
	S V
subordinate clause	Before Chen planted his garden

When bees collect pollen, they fertilize the plants that they visit.

	S V
independent clause	they fertilize the plants
	S V
subordinate clause	When bees collect pollen
	S V
subordinate clause	that they visit

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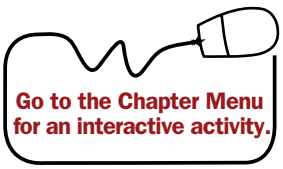

Compound-Complex Sentences

13m. **A sentence with two or more independent clauses and at least one subordinate clause is a *compound-complex sentence.***

EXAMPLE I picked up the branches that had fallen during the storm, and Rosa mowed the grass.

independent clause	**S V** I picked up the branches
independent clause	**S V** Rosa mowed the grass
subordinate clause	**S V** that had fallen during the storm

Exercise 17 Classifying Sentences by Structure

Identify each of the following sentences as *simple, compound, complex,* or *compound-complex.*

EXAMPLE **1.** It was raining, but the sun was shining when we looked out the window.

1. compound-complex

1. Cuba's capital is Havana, and this beautiful city has been the center of Cuban culture since 1552.
2. The heavy branches of an oak tree hung over our table and shaded us from the sun.
3. When you are looking at a work by Monet, stand back at least fifteen or twenty feet.
4. As it happens, you're right and I'm wrong.
5. Seashells filled Liz's suitcase and spilled onto the floor.
6. According to our records, your next appointment isn't until next month, but we do thank you for your call.
7. The Internet and other forms of electronic communication are shaping the world's future.
8. Because opinions are still divided, further discussion will be necessary.
9. The clock's minute hand is moving, but the second hand has stopped.
10. Between Asia and Africa lies a land bridge that is known as the Sinai Peninsula.

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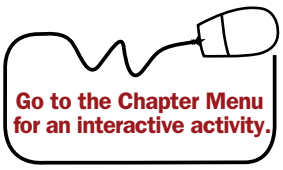
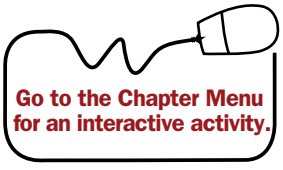
Chapter Review



A. Identifying Adjective and Adverb Phrases

Identify the prepositional phrase in each of the following sentences, and tell whether the phrase is used as an *adjective phrase* or an *adverb phrase.* Then, give the word or words that the phrase modifies.

1. The crowd waved banners during the game.
2. That book about the Underground Railroad is interesting.
3. Have you seen the pictures of the Wongs' new house?
4. The water in my glass was cold.
5. Uncle Eduardo carefully knocked the snow off his boots.
6. You should travel to Utah if you have never seen a beautiful desert.
7. Do you have the new CD by the Three Tenors?
8. The swings in the park are a bit rusty.
9. A clown handed balloons to the children.
10. The mail carrier left a package on the front porch.



B. Identifying Independent and Subordinate Clauses

For each of the following items, identify the italicized word group as either an *independent clause* or a *subordinate clause.*

11. Yamile and her family enjoyed their vacation in Indonesia, *which is a country made up of thousands of islands.*
12. *Whenever he pressed the button,* another buzzer sounded.
13. After Luis worked out on the weight machines and swam ten laps in the pool, *he took a shower.*
14. Bring an extra sweatshirt with you *if you have one.*
15. *Martin enjoys speaking Japanese* when he visits the Nakamuras.
16. Before you leave for school, *do you always remember to brush your teeth*?
17. Is Rena the one *who went to New Zealand*?
18. *Did our grandmother ever tell you* how she came to this country from Latvia?

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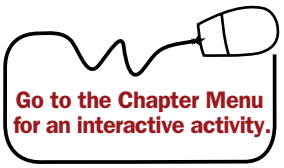
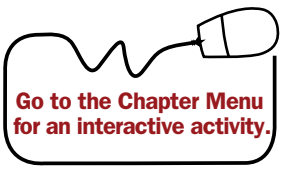
19. *Unless you don't like getting wet and working outside all day,* we could use your help at the Spanish club car wash on Saturday.
20. *Mr. Boylan,* whom we met several times at school events, *is the author of a novel.*



C. Identifying Clauses

For each of the following sentences, identify each italicized clause as an *adjective clause* or an *adverb clause.*

21. *When you have a chance,* send me an e-mail.
22. Anyone *who knows Vita* can tell you how smart she is.
23. *When the Castillo family arrived at the ski lodge that evening,* they went right to bed.
24. The theater company, *which had come to town only that afternoon,* put on a spectacular show.
25. Sherlock Holmes, *whose creator was Sir Arthur Conan Doyle,* is probably the most famous fictional detective in literature.



D. Identifying Types of Sentences

Identify each of the following sentences as *simple, compound, complex,* or *compound-complex.*

26. Sir Ernest Shackleton was an Antarctic explorer.
27. He wanted to be the first man to reach the South Pole, and in 1908, he led a party that came within ninety-seven miles of the pole.
28. In 1914, he led the British Imperial Trans-Antarctic Expedition to Antarctica.
29. Shackleton intended to cross Antarctica, which no one else had ever crossed before.
30. Before the expedition could land, Shackleton's ship, the *Endurance,* was trapped in the ice of the Weddell Sea for ten months.
31. Finally, the ice crushed the ship, and Shackleton and his men were stranded on the ice for five more months.
32. The men escaped the ice in small boats, and they landed on Elephant Island, where they lived in a makeshift camp.

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33. Shackleton and five other men sailed to South Georgia Island, where they sought help from Norwegian whalers.

34. Shackleton's first attempts to return to Elephant Island did not succeed, but he finally rescued his crew on August 30, 1916.

35. Shackleton's expedition failed to cross Antarctica, but he brought all of his men home safely.

Writing Application

Using Prepositional Phrases in a Story

Using Prepositional Phrases to Add Detail The Friends of Animals Society is having a contest for the best true-life pet story. The winner of the contest will have his or her story published in the local newspaper. Write a brief story to enter in the contest. In your story, tell about an unusual pet that you have heard about or known. Use at least five adjective phrases and five adverb phrases in your story.

Prewriting First, you will need to choose a pet about which to write. Then, jot down details about how the animal looks and how it acts. In your notes, focus on a specific time when the animal did something funny or amazing.

Writing Begin your draft with an attention-grabbing paragraph. Introduce and describe your main character. Be sure that you have included any human characters that play a part in the story. Also, describe the story's setting—for example, your kitchen, your neighbor's backyard, or the woods.

Revising Ask a friend to read your draft. Depending on what your friend tells you, you may need to add, cut, or rearrange details. Make sure you have used at least five adjective phrases and five adverb phrases.

Publishing Check your story carefully for errors in grammar, spelling, and punctuation. You and your classmates may want to collect your stories into a booklet. Along with your stories, you might include pictures or drawings of the pets you have written about.

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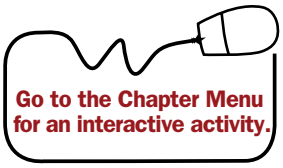
CHAPTER

14 Complements

Direct and Indirect Objects, Subject Complements



Diagnostic Preview

Identifying Complements

Identify each complement in the following sentences as a *direct object*, an *indirect object*, a *predicate nominative*, or a *predicate adjective*.

EXAMPLE **1.** Many forests are cold and snowy.

1. cold—predicate adjective; snowy—predicate adjective

1. We made our parents a family tree for their anniversary.
2. The sun disappeared, and the wind suddenly grew cold.
3. The home of the former president is now a library and museum.
4. The newspaper published an article and an editorial about ex-Mayor Sharon Pratt Dixon.
5. My uncle gave my sister and brother ice skates.
6. After the long hike, all of the Scouts felt sore and sleepy.
7. Leaders of the Ojibwa people held a meeting last summer.
8. I wrote my name and address in my book.
9. Your dog certainly appears healthy to me.
10. They always send us grapefruit and oranges from Florida.
11. Most stars in our galaxy are invisible to the human eye.

HELP

Some sentences in the Diagnostic Preview have more than one complement.

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12. Did the workers capture an alligator in the sewer system?
13. Our trip on the Staten Island ferry became an adventure.
14. The air show featured balloons and parachutes.
15. The maples are becoming gold and red early this year.
16. My parents bought themselves several Celia Cruz CDs.
17. Aunt Kathleen gave Ricardo and me tickets for the show.
18. The two most popular sports at my school are football and volleyball.
19. The water in the pool looked clean and fresh.
20. My mother's homemade Sabbath bread tastes delicious.

Recognizing Complements

14a. **A *complement* is a word or word group that completes the meaning of a verb.**

Every sentence has a subject and a verb. Sometimes the subject and the verb can express a complete thought all by themselves.

EXAMPLES
S V
Adriana swam.

S V
The puppy was sleeping.

Often, however, a verb needs a complement to complete its meaning.

S V
INCOMPLETE My aunt found [*what?*]

S V C
COMPLETE My aunt found a **wallet.** [The noun *wallet* completes the meaning of the verb *found.*]

S V
INCOMPLETE Sarah bought [*what?*]

S V C C
COMPLETE Sarah bought **herself** a new **jacket.** [The pronoun *herself* and the noun *jacket* complete the meaning of the verb *bought.*]

TIPS & TRICKS

You can remember the difference in spelling between *complement* (the grammar term) and *compliment* (an expression of affection or respect) by remembering that a compl**e**ment compl**e**tes a sentence.

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TIPS & TRICKS

To find the complement in a sentence, try this trick. Cross out all the prepositional phrases first. Then, look for the subject, verb, and any complements that are in the rest of the sentence.

EXAMPLE

James threw the ball over the defender and into the receiver's arms. [The subject is *James.* The verb is *threw. Defender* and *arms* cannot be complements because they are both in prepositional phrases. The complement is *ball.*]

Reference Note

For more about **adverbs,** see page 357. For more about **prepositions** and **prepositional phrases,** see pages 360 and 361.

S V

INCOMPLETE The longcase clock was [*what?*]

S V C

COMPLETE The longcase clock was an **antique.** [The noun *antique* completes the meaning of the verb *was.*]

S V

INCOMPLETE The elephant seemed [*what?*]

S V C

COMPLETE The elephant seemed **tired.** [The adjective *tired* completes the meaning of the verb *seemed.*]

An adverb is never a complement.

ADVERB The koala chews slowly. [The adverb *slowly* modifies the verb by telling *how* the koala chews.]

COMPLEMENT The koala chews eucalyptus **leaves.** [The noun *leaves* completes the meaning of the verb *chews* by telling *what* the koala chews.]

A complement is never a part of a prepositional phrase.

OBJECT OF PREPOSITION Hannah is riding to her friend's house. [The noun *house* is the object of the preposition *to.*]

COMPLEMENT Hannah is riding her **bicycle.** [The noun *bicycle* completes the meaning of the verb phrase *is riding* by telling *what* Hannah is riding.]

Exercise 1 Writing Complements

Write an appropriate complement to complete each of the following sentences.

EXAMPLE **1.** The class seemed ____ to go on the field trip.

1. happy

1. Yesterday, Uncle Joe sent me a ____ in the mail.
2. Did you lend ____ your calculator?
3. After college, she became a ____ in Chicago.
4. This puppy looks ____ to me, Doctor.
5. Is your brother still a ____ in Montana?
6. The sky was ____ and ____ that winter night.
7. Give ____ a hand, please.

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8. Was that ____ in the dinosaur costume?
9. My little brother ran into the house and showed us a ____.
10. Next on the program for the recital, the middle school chorus will sing ____.

Objects of Verbs

Direct objects and *indirect objects* complete the meaning of transitive verbs.

Direct Objects

The direct object is one type of complement. It completes the meaning of a transitive verb.

14b. A *direct object* is a noun, pronoun, or word group that tells *who* or *what* receives the action of the verb.

A direct object answers the question *Whom?* or *What?* after a transitive verb.

EXAMPLES My brother bought a **model.** [My brother bought *what*? Bought a *model.* The noun *model* receives the action of the verb *bought.*]

Jan called **somebody** for the assignment. [Jan called *whom*? Called *somebody.* The pronoun *somebody* receives the action of the verb *called.*]

Corey studied **Mother Teresa** in his history class. [Corey studied *whom*? Studied *Mother Teresa*. The compound noun *Mother Teresa* receives the action of the verb *studied.*]

A direct object may be a compound of two or more objects.

EXAMPLES Did the car have spoked **wheels** and a **spoiler**? [The compound direct object of the verb *Did have* is *wheels* and *spoiler.*]

She needed **glue, paint,** and **decals** for her model. [The compound direct object of the verb *needed* is *glue, paint,* and *decals.*]

Reference Note

For more information about **transitive verbs,** see page 353.

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8. Was that ____ in the dinosaur costume?
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Reference Note

For more information about **transitive verbs,** see page 353.

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Reference Note
For more about **linking verbs,** see page 351.

A direct object can never follow a linking verb because a linking verb does not express action.

LINKING VERB Julia Morgan **was** an architect. [The verb *was* does not express action; therefore, *architect* is not a direct object.]

Exercise 2 Identifying Direct Objects

Identify each direct object in the following sentences. Remember that a direct object may be compound.

EXAMPLE **1.** Do you enjoy books and movies about horses?
1. books, movies

Link to **Literature**

1. If so, then you probably know some stories by Marguerite Henry.
2. Her books about horses have thrilled readers for more than forty years.
3. Henry has written many popular books, such as *Misty of Chincoteague* and *King of the Wind.*
4. Her book *King of the Wind* won the Newbery Medal in 1949.

Wesley Dennis, illustration from *King of the Wind* by Marguerite Henry. Illustration © 1947; copyright renewed 1976 by Morgan and Charles Reid Dennis.

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5. The book tells the adventures of the boy Agba and his beautiful Arabian horse.
6. Agba fed milk and honey to the newborn colt.
7. Sometimes the playful colt bit Agba's fingers.
8. The head of the stables often mistreated Agba and the young colt.
9. Later, the boy and the horse left their home and traveled to England.
10. Read *King of the Wind,* and learn more about the adventures of Agba and his horse.

Wesley Dennis, illustration from *King of the Wind* by Marguerite Henry. Illustration © 1947; copyright renewed 1976 by Morgan and Charles Reid Dennis.

Indirect Objects

The indirect object is another type of complement. Like the direct object, the indirect object helps complete the meaning of a transitive verb. If a sentence has an indirect object, it must also have a direct object.

14c. An *indirect object* is a noun, pronoun, or word group that usually comes between the verb and the direct object. An indirect object tells *to whom* or *to what* or *for whom* or *for what* the action of the verb is done.

EXAMPLES I gave that **problem** some thought. [The noun *problem* is the indirect object of the verb *gave* and answers the question "*To what* did I give some thought?"]

Dad bought **himself** some peanuts. [The pronoun *himself* is the indirect object of the verb *bought* and answers the question "*For whom* did Dad buy peanuts?"]

Luke sent **David Robinson** a fan letter. [The compound noun *David Robinson* is the indirect object of the verb *sent* and answers the question "*To whom* did Luke send a fan letter?"]

TIPS & TRICKS

Here is a trick you can use to see whether a word is an indirect object. Move the word from before the direct object to after it, and add either *to* or *for.* If the sentence still makes sense, you know the word is an indirect object in the original sentence.

EXAMPLE

Carol sold Steve her old television.

Carol sold her old television **to** Steve. [The sentence means the same thing either way.]

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Reference Note

For more information about **prepositional phrases** and **objects of prepositions,** see page 375.

If the word *to* or *for* is used, the noun, pronoun, or word group following it is part of a prepositional phrase and cannot be an indirect object.

OBJECTS OF PREPOSITIONS	The ship's captain gave orders to the **crew.**
	Vinnie made some lasagna for **us.**
INDIRECT OBJECTS	The ship's captain gave the **crew** orders.
	Vinnie made **us** some lasagna.

Like a direct object, an indirect object can be compound.

EXAMPLES She gave **Ed** and **me** the list of summer activities. [*Ed* and *me* are indirect objects of the verb *gave.* They answer the question "*To whom* did she give the list?"]

Did the peacock show **you** and your **sister** its tail feathers? [*You* and *sister* are indirect objects of the verb *Did show.* They answer the question "*To whom* did the peacock show its tail feathers?"]

Exercise 3 Identifying Direct and Indirect Objects

HELP

Some sentences in Exercise 3 do not have indirect objects.

Identify the direct objects and indirect objects in the following sentences. Remember not to confuse objects of prepositions with direct objects and indirect objects.

EXAMPLE **1.** Gabriel sent me a postcard from Ecuador.

1. me—indirect object; postcard—direct object

1. In Ecuador, Gabriel visited many of his relatives.
2. His aunt Luz and uncle Rodrigo showed him the railroad in San Lorenzo.
3. They also visited the port in Esmeraldas.
4. Ecuador exports bananas and coffee.
5. Gabriel's cousin showed him some other sights.
6. She told Gabriel stories about Ecuadoran heroes.
7. Gabriel and his relatives rode a train high into the Andes Mountains.
8. They took photos from the train.
9. Gabriel enjoyed his visit to Ecuador.
10. He brought us some unusual souvenirs.

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Exercise 4 Writing Direct and Indirect Objects

Write an appropriate direct or indirect object to complete each of the following sentences.

EXAMPLE **1.** This weekend we are painting the ____.
1. kitchen

1. The President made a ____ on television last night.
2. Did your dad teach ____ those magic tricks?
3. Wow! The governor wrote ____ a letter!
4. Then Marianne asked ____ the question in all our minds.
5. A mechanic replaced the truck's ____.
6. Save ____ a place at your table.
7. Are you still studying ____?
8. Okay, I'll owe ____ two hours' use of my skateboard.
9. Have you taken ____ for a walk?
10. Sam made ____ a table in shop class.

Review A Identifying Direct and Indirect Objects

Identify the direct objects and indirect objects in the following sentences.

EXAMPLE **1.** Have you ever given board games much thought?
1. board games—indirect object; thought—direct object

1. For centuries, people have enjoyed games of strategy.
2. Interest in strategy games has given us chess and checkers.
3. My brother showed me a book about different kinds of board games.
4. Board games reflect many different interests and appeal to all kinds of people.
5. Some games teach players lessons useful in careers and sports.
6. Of course, word games can give people hours of fun.
7. During the more difficult word games, Mrs. Hampton sometimes helps Chen and me.
8. Do you like trivia games?
9. Sharon's uncle bought Ronnie and her one of the new quiz games.
10. A popular television show inspired the game.

HELP
Some sentences in Review A do not have indirect objects.

Go to the Chapter Menu for an interactive activity.

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