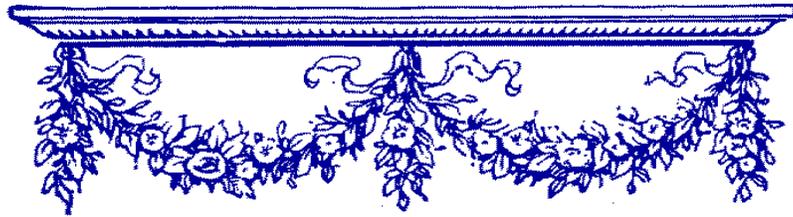


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for
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A Guide to
Critical Writing,
Grammar, and Style
by
Robert W. Watson

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Introduction

THE MOST important skill that a high school student can learn is writing with critical thinking. In the trivium, critical writing is a form of rhetoric, because the end of critical writing is to persuade an audience. In order to be skilled in the art of persuasion, students *must* practice writing.

This guide approaches the study of grammar differently than the traditional workbook. The guide integrates basic principles of grammar and style with writing while students apply these lessons to their own writing. The basic assumption behind this guide is that centering a student's attention on individual words is wrong. A word by itself is meaningless, because meaning is possible only when words are used together. Herein lies the potential harm with diagramming sentences. The student gets the impression that language and writing can be subdivided into independent, self-sufficient units, under the labels of nouns, verbs, or any other part of speech. Indeed, diagramming sabotages the thinking process, because the student should be learning how to combine and expand thoughts, rather than finding ways to tear them apart. While diagramming sentences has value, a student cannot learn to use critical thinking by doing exercises in a grammar workbook. To develop his critical thinking, the student must combine, expand, and explain his ideas.

The purpose of these lessons is to sharpen the student's awareness that writing is a dynamic, not a static, process. Students will take an active role by self-evaluating and rewriting their own papers. By learning certain principles about grammar and good style, the student should become a better writer not only from practicing, but from learning the "why" as well. Basically, these lessons will help students organize their thoughts better, improve their writing style, and increase their confidence towards the end that they can write well.

Writing is simply thinking on paper. If a student's thinking is muddled then the writing will reflect shallow, insipid thought. This guide will help students to organize their thoughts by using the classical form for argument. The student will learn the most common writing in college—the argumentative paper. The student will learn to create a good thesis statement with topic sentences. After learning this, the student will become familiar with the five-paragraph paper. In this course, the student will practice writing analytical papers on literature. Also included are optional impromptu essays. Writing impromptu essays will prepare the student for state graduation requirements and tests for college admissions and placement.

Students should write a diagnostic paper before attempting to do the lessons in this book. The purpose of the diagnostic paper is to let students know where they are concerning their skills in critical writing. The teacher should not offer any instruction in writing before the diagnostic paper. Do not evaluate this initial paper nor give a grade for the work. Return the paper to the students and have them do the exercises that will lead them step-by-step toward improving their original draft. Once the student has rewritten the paper, then the teacher can evaluate the assignment by placing individual comments on the paper.

This guide is organized in eight five-day units. Therefore, the guide can be incorporated with any English program. Ideally, the student will read a work of literature and then will write a paper concerning a rhetorical issue found in the work. The student should write a draft of the paper, and then apply the lessons to the paper, effectively rewriting the paper in five days. Whenever the student accomplishes a lesson titled "Rewriting the Paper," it is time to evaluate the paper and to have the student read another selection of literature.

ROBERT W. WATSON

Lesson One

The Argumentative Paper

These first few lessons will help you to construct and to organize an effective argumentative paper. The writing that you will experience in this program is called **argumentative**, or **point-driven, writing**, which is by far the most common writing assignment in college courses. This kind of writing requires you to take a position and to stand your own ground. Generally, when discussing literature, your chief purpose for writing will be **interpretation**. However, with your timed writings, you will have the occasion to offer **value judgments** and to agree or disagree with a particular **policy**.

You must carefully understand the purpose of argumentation. Whenever young writers are asked to write an argumentative paper, oftentimes they approach the task with many misconceptions as to what is expected. First, the argumentative paper is **not** a biographical sketch about an author. If your topic is about a literary work, then focus on the ideas of the author and not his life.

Second, the argumentative paper is **not** an elaborate definition. If you are writing an argument against abortion, then do not spend two pages spewing forth words explaining what abortion is. Very few people are ignorant about what an abortion is; therefore, do not waste precious words on defining terms that need not be defined. Your concise language should clarify the meaning of any terms.

Finally, the argumentative paper is definitely **not** a plot summary. For some odd reason, most inexperienced writers have this compelling urge to write a summary about the work. However, if the urge is too great and you must write a plot summary, then write it. Once you have finished the summary, file your masterpiece away, forget about it, and get down to some serious writing.

If you are like me, you hate to be disagreeable. My dislike for getting into petty squabbles goes back to my teenage years when I knew a fellow named Confrontational Charlie [the name has been changed for the sake of argument]. Of course, everyone has encountered Charlie. This guy knows anything about everything and relishes the idea of matching wits with the best of his fellows. However, Charlie tends to have very few friends because people avoid him. Alas, Charlie just is not very friendly.

Many of us have learned that to have friends, we must show ourselves to be friendly. This means that we should not see every conversation as a chance to beat a person mentally with piercing words. Also, this means trying to tolerate imperfect people with their peculiar quirks and weird ideas. Whether your community is your family, school, church, or country, you experience peace whenever all the members dwell together with some sort of understanding.

Fortunately, writing an argumentative paper will not require sacrificing your easy-going disposition on the altar of muckraking. A good argumentative paper has a positive tone that represents your logical, unemotional, and reasoned approach to a subject that is open to debate. Emotional outbursts are not only unnecessary, but are inappropriate for the responsible, intelligent writer as well. Any fool can resort to name-calling, temper tantrums, and shouting. Whenever someone gets angry about a topic, his loss of emotional control generally indicates that his position is weak. If you cannot discuss a controversial topic with calmness and presence of mind, then you should reevaluate what you believe about the topic. If you can discuss your position with passionate conviction, yet without anger, then other people will value your thoughts even though they may disagree with you.

As you have already learned during your young life, people disagree on a host of ideas. Some issues are unimportant; others are extremely important. Some of these issues happen to be the current, passing fad. Other issues are steadfast convictions of the soul for which you would rather give your life before you would change your mind. An implied trait of the responsible writer is a respect for another's view point. This is not to say that you should agree with the viewpoint. However, reasonable people do differ and they have their reasons for believing the way they do. Your task as a responsible writer is to study both sides of an issue, to point out the weaknesses of the contrary position, and to show how your point of view is superior.

Your purpose for argument is not to strip your adversary of his dignity, but to help him to become enlightened and to understand the truth as you understand it. Of course, this is no small task. Approach this task of enlightenment with humility and grace and not with pride and boorishness.

Do Not Use Secondary Sources

A primary source is the text that you are studying. For an example, if you are reading *Great Expectations* by Charles Dickens in order to write a paper about the epic, then Dickens's work is the primary source. However, if you find a book called *Analysis and Criticism of Great Expectations*, this work is a secondary source that is written about the primary source. Argumentative papers do not use secondary sources. **Do not** refer to other sources other than the primary source when writing your papers. The purpose of the argumentative paper is for you to use your opinions, analysis, and conclusions about the literature.

The Audience

Always consider your audience as you write. Your audience may consist of millions of readers or only one person. Naturally, you would write differently for a group of first graders than you would for a teacher who has a college degree. The inexperienced writer tends to forget about his audience as he sets out to write his paper. Of course, this does not mean that you must use a pretentious vocabulary. A logical argument expressed in simple terms will convert more people to your position than any *grandiloquent, elocutionary verbosity*—get the point? At least in the academic context, you can assume that your intended audience will have a basic knowledge about your topic.

The Topic

Normally, you will be given a broad subject and you will be responsible to narrow the topic. The teacher could assign a two-page paper about Aristotle's *Poetics*. The first step is to limit the topic. You could write about the concept of the tragic flaw, or you could write about Aristotle's view about the ideal tragedy. On the other hand, perhaps you could discuss the nature of the epic poem.

Do not try to say too much in your paper. Keep the topic focused with a good thesis statement. The importance of narrowing the subject with your thesis statement is discussed in Lesson Two.

Exercises

Circle the number of the following items that would make a good argumentative paper. Remember, the topic ought to be one with which reasonable people may disagree.

1. The use of sounds in “The Bells”
2. John Donne’s work experience in France
3. The purpose of poetry according to “Terence, This is Stupid Stuff”
4. Sir Walter Raleigh’s life
5. The plot of “The Highwayman”
6. Death as the ultimate beauty in “The Philosophy of Composition”
7. Death as the final irony in “Death Be Not Proud”
8. The history of religious poetry
9. Lord Byron’s service in the Greek army
10. Donne’s use of cacophony in “Holy Sonnet X”
11. The symbolism of the tiger in Blake’s “The Tyger”
12. The nature of love according to Elizabeth Barrett Browning’s “Sonnet I”
13. The short military career of Edgar Allan Poe
14. The symbolism of the gentle knight in Spenser’s *The Faerie Queene*
15. The pious life of Alexander Pope

Lesson Two

The Thesis Statement

All writing has purpose. Therefore, you are solely responsible to ensure that the reader knows your purpose for writing. Without a predetermined direction, you will be wandering a little over here and a little over there. If the reader fails to see where you are heading, he may be smart enough not to become lost with you and will stop reading.

The very first sentence that you must compose for any essay or paper is the **thesis statement**. I cannot over emphasize the importance of the thesis statement because this is the sentence that gives your paper direction and purpose. The thesis statement is a direct statement—not a question—that asserts a bold claim, that is debatable, and that demands to be proven with facts, reasons and other evidence. A well-written thesis provides the reader the incentive to continue reading. The busy reader wants to know as soon as possible whether he should take the time to read what you have written. However, if he is unable to determine what you are trying to say, the reader will quit. If you want to commit academic suicide, then I suggest that you make your thesis as difficult to decipher as possible.

Do not confuse the thesis statement with the subject or the topic of the paper. The subject of your paper may be Edgar Allan Poe’s “The Bells.” Your topic may be the use of various sounds in the poem. Notice that the subject and the topic are not statements. A suitable thesis statement for the above subject and topic would be “In his “The Bells,” Edgar Allan Poe uses selected sounds in the poem to mimic the ringing of the various bells.”

A good thesis statement meets at least four requirements. First, the thesis statement will be **related to the subject** of the paper. If your thesis asserts, “In ‘I Wandered Lonely As a Cloud,’ the daffodils reveal the passing of a simpler life,” then the reader will be surprised—and disappointed—to read an essay about the different species of daffodils.

Second, the thesis **provides the reason** for the paper. The thesis sets the stage for your persuading the reader to agree with your argument. Thus, if your thesis is “In his ‘An Elegy on the Death of a Mad Dog,’ Goldsmith ironically points out the viciousness of men,” then you have shown at least why you took the time to write a paper. Hopefully, you will marshal sufficient evidence to persuade your reader to agree with you.

Third, the thesis **provides the focus** for the paper. The best paper will have a focused topic, and not a broad one. For a successful paper, you must narrow your subject. Notice that the thesis, “In his ‘Holy Sonnet X,’ John Donne uses many symbols,” is very expansive and sounds dull; whereas, “In John Donne’s ‘Holy Sonnet X,’ the believer is a symbol of a besieged fortress” is focused, is manageable, and captures the reader’s curiosity.

Finally, the thesis **uses concrete, specific language**. You should avoid vague and ambiguous expressions. The thesis “By using ‘The Raven’ as an example, Poe discusses the nature of poetry in his essay, ‘The Philosophy of Composition’” is better than “One of Poe’s essays discusses the nature of poetry by using one of Poe’s poems.” Of course, the consequence for using concrete language is that no one will misunderstand what you are saying. Therefore, you will need to defend your position well. Remember, intelligent writing is responsible writing. Concrete language forces you to be responsible.

A good thesis statement should take more than a few mindless minutes to compose. You will be doing yourself a favor by taking plenty of time with writing and rewriting your thesis statement. A good thesis statement will help you to organize your paper effectively and efficiently. However, your thesis statement is not set in concrete. You may discover your purpose and position changing as you write. Do not be alarmed because this process is normal. If you find yourself redefining any decisions that you made early in the planning stage of writing, then by all means change the purpose and the thesis.

At this point in your writing instruction, always place the thesis statement as the **last** sentence in your **first (introductory) paragraph**.

Exercises

Circle the number in front of the sentences below to indicate that the sentence is a good thesis statement. Remember the definition for a thesis statement: a *statement* that asserts a *bold claim* open to debate and that demands to be proven with facts. With literature, the thesis statement will be the attempt to prove a point in characterization or some other rhetorical issue with material found in the text.

1. In “What Is Our Life,” Raleigh sees human life as merely a play.
2. In Tennyson’s “The Lady of Shalott,” the Lady symbolizes the poet.
3. “Death Be Not Proud” as an apostrophe
4. In Blake’s “The Tyger,” the tiger symbolizes Satan.
5. After reading “The Collar,” what do you think it means?
6. The priestly life of Gerard Manley Hopkins

7. In “Charge of the Light Brigade,” Lord Tennyson reveals the futility of war.
8. Did Sir Walter Raleigh really believe in God?
9. “The Fish” and its perception of mankind
10. In “The Lotos-Eater,” Lord Tennyson uses sounds effectively to give the poem a dreamy, sleepy effect.
11. John Milton’s blindness as a blessing
12. In Poe’s “The Raven,” the raven symbolizes an everlasting sorrow.
13. In his “Holy Sonnet X,” Donne uses the device of irony to show the relationship between God and the believer.
14. The tiger as the Devil in “The Tyger”
15. Lord Byron and Romanticism

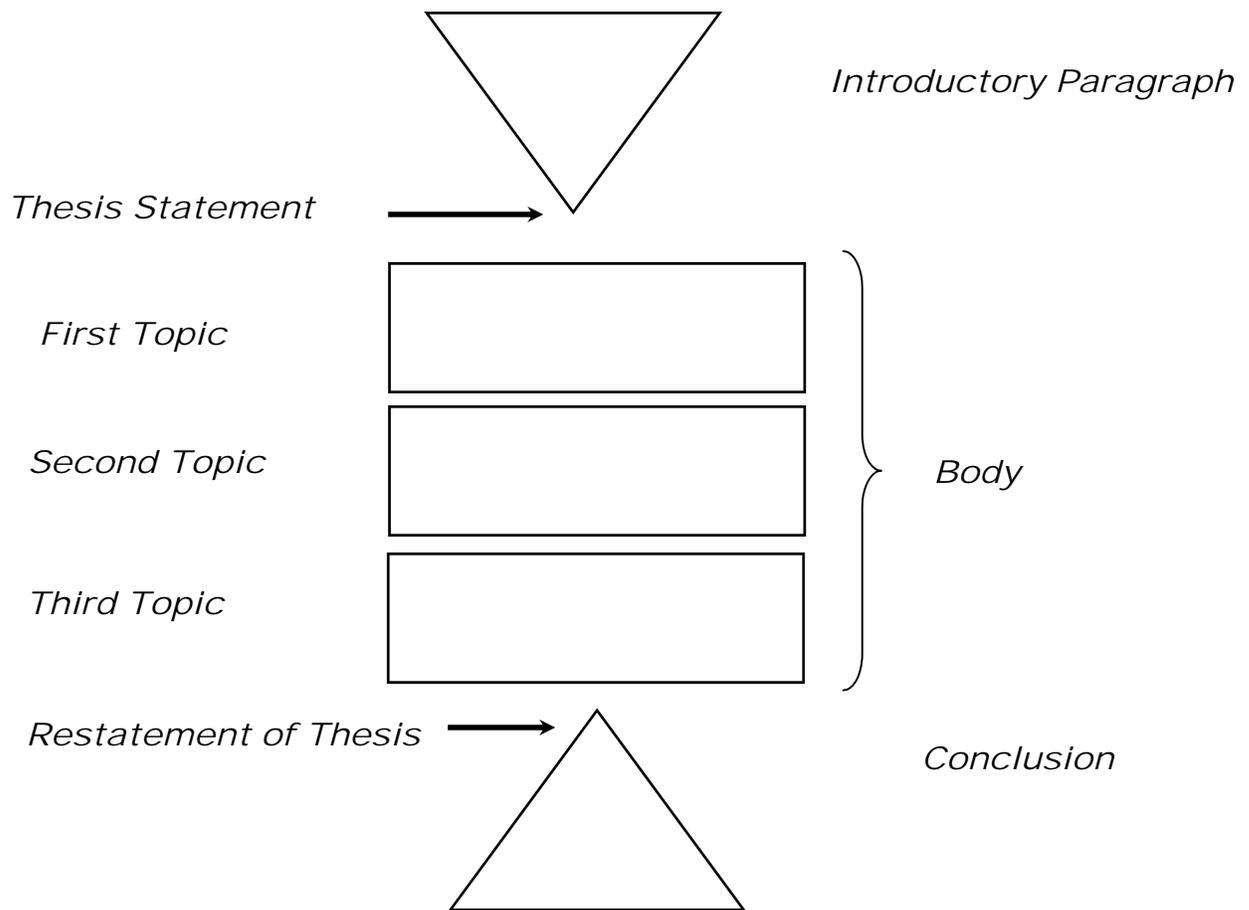
Improving Your Writing

Look at your paper. Underline the last sentence of the first paragraph. Is this sentence your thesis statement? If not, you need to move your thesis here. If you do not have a thesis statement, then you must create one at this time. If you need to, begin rewriting your paper on another sheet. However, save your first writing since this paper will be turned in with the final draft.

Lesson Three

The Structure of the Argumentative Paper

Your paper should be in the form of the classical pattern of argument. You need to get used to this form since your college work will require it. Typically, you will have an introductory paragraph with the thesis statement as the last sentence in the paragraph. This paragraph is followed usually by three topic paragraphs with the topic sentence as the first sentence in each paragraph. These paragraphs provide the reasons for supporting the thesis. A concluding paragraph brings your paper to a logical finish. A restatement of the thesis is the first sentence of the concluding paragraph. Visually, the form looks like the following:



The Introductory Paragraph

The introductory paragraph should be about five to seven sentences. Start broadly and end narrowly with your thesis statement. Conventional wisdom suggests that you write the introductory paragraph last. However, when it comes to writing, you need to do what is comfortable for you. For me, diving right into the first paragraph often gives me the necessary spark to get writing. I never liked the above wisdom because it suggests that the introductory paragraph is unimportant.

However, the introductory paragraph is important. You want your reader to leave his thoughts and to replace them with yours. Your reader will find concentrating difficult while

reading dull thinking. Therefore, if you fail to capture your reader's attention almost immediately, you lose [translation: low grade ☹]. Be sure that the introduction relates to your subject and to your thesis statement.

Because of its importance, the introductory paragraph is not the place for obvious generalizations. When readers see a string of common knowledge, they will conclude that you will have nothing fresh to say. Avoid hedging or apologizing about the position that you take on the subject. Be bold. Do not say, "I am sorry to say this but. . . ." Take your position and stand. Finally, leave out of your introduction any worn out expressions. This clutter includes *In today's society*, *One of the most important subjects of today*, and *Since the beginning of time*.

Apart from your thesis statement, your introductory paragraph should have an "attention grabber." You can get the reader's attention by using any of the following ideas:

1. Provide background information on the topic or issue.
2. Tell a brief story or a short anecdote.
3. Offer an apt quotation from a notable person.
4. Present some humor. With humor, however, be careful. Mark Twain remarked that poorly presented humor "is very depressing, and makes one want to renounce joking and lead a better life."

Topic Paragraphs

After creating your thesis statement, the next step when composing a paper is to provide reasons for your thesis. These reasons are called **topic sentences**. Be sure that the topic sentences answer the question "Why?" when you test the logic of your thesis.

Thesis: In "Terence, This is Stupid Stuff," A. E. Housman explains that poetry prepares the reader for trouble in life. *Why?*

- Because*
1. Unlike drinking beer, poetry keeps the reader in reality.
 2. Unlike courting chance, poetry trains the reader for certainty.
 3. Unlike taking poison, poetry inoculates the reader with hope.

Notice how each of the topics is a reason that explains *why* poetry prepares the reader for trouble in life. By writing your topic sentences in a parallel structure, you are showing clear thinking that will help your readers to follow your argument. Observe the following example:

Thesis: In "Terence, This is Stupid Stuff," A. E. Housman explains that poetry prepares the reader for trouble in life. *Why?*

- Because*
1. Terence's friends thought his poetry to be moping and melancholy.
 2. People are unwise to live by chance, since it is not predictable.
 3. Mithridates was eventually immune to poison by drinking small doses.

Do any of these sentences express a reason for why poetry helps the reader with troubles? Since the above sentences fail to be good reasons for the thesis, the sentences are not good topic sentences.

Therefore, for each reason that you have provided for your thesis, you will have one paragraph. Be certain that each paragraph discusses only **one** idea. A good argumentative paper will generally have three topic paragraphs with each paragraph beginning with a topic sentence. Try to achieve parallelism with these important sentences. Also, begin the paragraph with transition words like "first" and "second" to let your reader know you are changing topics.

The Support Sentences

When writing about literature, you will need to use the text for support. For an example, if your topic sentence states “Tennyson uses cacophony to depict a battle,” you must give a specific example to support the statement.

Tennyson uses cacophony to depict a battle. By using harsh sounds such as *b*, *k*, and *d*, and difficult pronunciation, Tennyson successfully shows the confusion and the terror of battle. For an example, the violence is prominent in these lines: “And ever and anon with host to host / Shocks, and the splintering spear, the hard mail hewn, / Of battleaxes on shatter’d helms, and shrieks / After the Christ, of those who falling down / Look’d up for heaven, and only saw the mist.” The phrases “host to host / Shocks” and “hard mail hewn” are especially harsh and difficult to pronounce.

The above example shows that the student understands the principle of cacophony by explaining how the sounds affect the reader and by providing a *specific* example from the text, not a general statement of the student’s opinion. In order to do well with any writing assignment, you must provide specific evidence to support your topics.

Exercises

Circle the number of the following thesis statements with good topic sentences that are reasons for why the thesis is true.

- Thesis:** In his *Philosophy of Composition*, Edgar Allan Poe reveals the nature of the Beauty.
 - Poe states that the domain of Beauty is poetry.
 - Poe states that the tone of Beauty is sadness.
 - Poe states that the topic of Beauty is death.
- Thesis:** If I were stranded on a deserted island, I would want the Bible, *Paradise Lost*, and *Great Expectations*.
 - For spiritual guidance, I would want the Bible.
 - For intellectual attainment, I would want *Paradise Lost*.
 - For recreational diversion, I would want *Great Expectations*.
- Thesis:** In “The Lotos-Eaters,” Tennyson creates a drowsy atmosphere.
 - Tennyson uses the myth found in the *Odyssey*.
 - The ship seems to coast slowly to land.
 - The men forget about their families back home.
- Thesis:** In his “God’s Grandeur,” Gerard Manley Hopkins reveals the endurance of Nature.
 - Nature endures even though men have exploited Nature.
 - Nature endures even though men have abused Nature.
 - Nature endures even though men have ignored Nature.

5. **Thesis:** In “Death Be Not Proud,” John Donne mocks the pride of Death.
- Death thinks it is proud.
 - Sleep is a pleasant activity.
 - Death is a slave to Fate and Chance.

Circle the number of the following topic sentences if the support sentence provides a specific example.

- Tennyson achieves the effect of drowsiness by using soft vowel sounds. Not only do words like “languid,” “dream,” and “moon” have a connotation with sleep, but the combination of words like “to fall and pause and fall did seem” prolongs a dreamy, monotonous atmosphere.
- Robert Browning uses imagery. His fine descriptions and use of actual colors lead our minds to paint pictures.
- The word “collar” has multiple meanings. Herbert was angry with his vocation as a preacher and wanted to quit.
- Then the dog bit the man. How that the dog died and not the man.
- Eve is seduced by the words of the Serpent. The Serpent uses words that are soft and subtle, “[l]ight as a flower fell,” which “he whispered.”
- The red cross knight was to prove his bravery. The knight was commissioned by the Queen of Fairyland and carried a shield with a red cross on it.

Improving Your Writing

Refer once again to your paper. Do you have two or three paragraphs in the body of your paper? Underline the first sentence in each of the topic paragraphs. These sentences ought to be your topic sentences. Do these sentences provide reasons for your thesis? Do the sentences answer the question “Why?” If not, you must rewrite these sentences in order to provide reasons for the thesis.

Now, do you provide good support sentences for each of the topic paragraphs? Is each paragraph focused; that is, does the paragraph discuss only one idea? If not, rewrite the paragraphs by ensuring that every sentence in the paragraph is centered on a single idea provided by the topic sentence. Make sure that your support cites **specific** examples from the text.

Lesson Four

Ending the Argumentative Paper Well

The Conclusion

Concluding the argumentative paper can be very challenging. Arguably, the final paragraph is the most important paragraph in the paper, because readers remember mostly that which they read last. Therefore, you need to reinforce your argument and thesis in the **conclusion**. Basically, you will want to summarize the main points that you have discussed in the topic sentences.

While the introductory paragraph begins broadly and ends with the thesis, on the other hand, the conclusion should begin with a restatement of the thesis and end broadly. The concluding paragraph ends your paper logically. Good conclusions are like good thesis statements, because both do not need any introduction. Therefore, do not use the phrase *In conclusion* when beginning the final paragraph.

As the introduction needs an attention grabber, the conclusion needs a clincher. Use the same strategies with the conclusion as with the introduction. You should consider using an anecdote, or an apt quotation. Perhaps your using a striking example of the argument can be effective to finish the paper. In addition to these strategies, your final words can be a call to action or to some awareness. Be careful of the temptation to end your paper with a question. Shelley can ask, “O Wind, / If Winter comes, can Spring be far behind?” and get away with it because poets are supposed to be vague. With the argumentative paper, you cannot afford this poetic license. Make certain that every statement in your paper is as plain as can be for your reader's sake.

Do not introduce new issues or offer any new support in this paragraph. All issues must be discussed in the topic paragraphs. Like the introduction, avoid any apologizing for your position.

Typing the Argumentative paper

Only in-class essays should be handwritten. You need to get used to typing argumentative papers, since you will be required to type your papers in college. Of course, when I refer to “typing,” I also mean “word-processing” as well.

- Some schools are beginning to require title pages. I recommend that you do not put a title page on your paper. On the first page of your paper, put your name, the course, and the date in the upper left-hand corner. However, be certain to follow the format required by your teachers.
- On the second and all subsequent pages, you must put your last name followed by the page number. This helps identify the page should it ever become separated from the other pages. Place this entry in the upper right hand corner of the paper, one-half inch (1/2”) from the top of the page. For papers being word-processed, you can use the header feature to place your name and page number. In fact, by selecting “insert page number,” the processor will automatically number your pages.
- Any letter-quality font with serifs can be used, but Roman size 12 is preferred.
- Margins shall be one inch (1”) on all sides.
- The right margin is **not** to be justified.
- The text is double-spaced.

- A minor pen and ink correction is acceptable so long as the correction is neat. Pen and ink corrections should be used sparingly. Most colleges do not permit the use of correction fluid.
- Papers are not to be placed in binders. Papers are to be stapled in the upper left-hand corner with **one** staple.

EXAMPLE OF THE ARGUMENTATIVE PAPER

Study carefully the example paper on pages 13 and 14.

1. What is the thesis statement? Where is the thesis located in the paper?
2. How many topic sentences are there? What are they?
3. What evidence does the writer use to support the topic sentences?
4. In the concluding paragraph, does the writer restate the thesis? Where is the restating of the thesis found?

Phillip Pirrip

Date

Not a Fly, But a King

In her better known poems about death, Emily Dickinson has the speaker talking from the grave. At first, a reader may think that a grave is the ideal for a speaker to reflect upon the past and more particularly upon the moment of death itself. Unfortunately, in spite of the reflections, Dickinson does not offer much hope for mankind after death. Even though the speaker is conscious, this existence can hardly be called eternal life. Indeed, since the thoughts are preoccupied with death and the moment of death, the speaker is experiencing a form of everlasting death. In “I heard a Fly buzz,” Dickinson suggests that no hope of blissfulness exists beyond death.

First of all, this hopelessness begins with a disappointed expectation. The speaker is bracing herself, expecting a coming storm. Not only does the speaker await her storm, but the friends around her bed are weathering their own private storms as they weep for their dying friend. For the speaker, the moment before death is like the calm before the storm. During this calm, she “willed [her] Keepsakes-Signed away / What portion of [her] be / Assignable.” The speaker undoubtedly reasoned that the goods of this life cannot withstand “the last Onset.” Therefore, the speaker sets aside what is left of her attachments to this world—or so she thought. Soon she believes that she will witness a “King.” But, instead of a great, momentous event taking place at the point of death, the speaker is surprised with the mere arrival of a fly.

Next, this hopelessness continues with a disturbing revelation. The fly’s appearance is disturbing because flies are associated with carrion and filth. The rotting flesh provides food for worms. In that the speaker is unable to assign her corpse to anyone, her last attachment to the world is consigned to flies. Also, a fly’s association with Beelzebub is equally disturbing. As

the Bible reveals, the Lord Jesus Christ identifies Beelzebub as Satan (Mark 3:23). Therefore, it is not the King of glory that comes, but rather “the prince of devils,” or “the lord of the flies,” that comes for the speaker at the time of death. The poem is an apology that the body is nothing more than food for maggots with the conscious-self being trapped in an endless reflection about death.

Finally, this hopelessness exists in deep darkness. While the reader may think that the insignificant fly merely became magnified in the mind of the speaker, more than likely, the fly represents the prince of devils who blocks both physical and spiritual light. The windows are both the physical object through which light passes and the entrance to the soul—the eyes. For the speaker, no storm comes, only an “uncertain stumbling Buzz.” The speaker has no hope, because she is unable to “see to see.” Regrettably, no assurance of eternal blissfulness occupies the mind of the speaker. If the speaker had any hope, any expectation of a great event, any chance to see the King, it is now clear that all is lost. The light is quenched forever.

Even though “I heard a Fly buzz” correctly reveals the consciousness of the soul after death, Dickinson offers no hope for a blissful existence. While they are flesh, human beings possess souls that will be quite aware of their surroundings after death. For Dickinson, this consciousness will be an everlasting contemplation about death. But for those redeemed by the blood of Jesus Christ, these believers will contemplate the goodness and grace of God Almighty. Indeed, not a storm, not a fly, but a King is coming to take believers to a world where “God shall wipe away all tears from their eyes; and there shall be no more death, neither sorrow, nor crying, neither shall there be any more pain: for the former things are passed away” (Rev. 21:4). And, there will be no more flies.

Lesson Five

Rewriting the Diagnostic Paper

After rewriting your paper, use this check list to determine whether you have included the components necessary for producing effective writing.

- _____ 1. Does the first paragraph start with an attention grabber?
- _____ 2. Are there two or three sentences between the attention grabber and thesis statement?
- _____ 3. Is there a thesis statement?
- _____ 4. List your topic sentences.

- _____ 5. Do the topic sentences have transition words like “first,” “second,” and “third”?
- _____ 6. Do each of the topic paragraphs discuss only one idea?
- _____ 7. Do the support sentences contain specific examples and not merely generalizations?
- _____ 8. Does the conclusion restate the thesis?
- _____ 9. Does the conclusion summarize the main points of the paper?
- _____ 10. Does the conclusion have a clincher?
- _____ 11. Is your paper at least 350 words?
- _____ 12. Have you double-spaced your paper?
- _____ 13. Have you checked your spelling, punctuation, and grammar?
- _____ 14. Have you attached your first draft to your final product?

Lesson Six

Nouns as Subjects

English grammar begins with this simple fact: *every sentence in the English language has two parts: a subject and a predicate.* The basic sentence structure has the subject preceding the predicate.

Subject + Predicate

Our favorite baseball **team** + **won** the playoffs again.

Our **house** + **is painted** light green.

I + **like** cabbage.

Go! [**You** (understood) + **Go!**]

The subjects in the above examples answer the question “Who?” or “What?” Since the subject is very important to the meaning of the sentence, you should not use pronouns (*he, she, it, or they*) as subjects, but rather you should use specific nouns. Nouns will make your writing clearer.

She hit the ball.

[**Janet** hit the ball.]

It appeared on the horizon about noontime.

[The pirate **ship** appeared on the horizon about noontime.]

He uses harsh sounds to create the effect of a battle.

[**Tennyson** uses harsh sounds to create the effect of a battle.]

Exercises

Circle the subject of the following sentences. Then, on another sheet of paper, rewrite the sentences by replacing the pronoun with the word(s) in brackets found at the end of the sentence.

1. It crashed Saturday in the county fairgrounds. [the small airplane]
2. He is a member of the ruling party. [Juan Jose Mendosa]
3. Being closely guarded by the Secret Service, he made his way through the cheering crowd. [the President]
4. After saving their money, they bought a piano. [the neighbors]
5. She is taking care of Gloria’s kittens. [Susie]
6. They scratched Timothy last night. [the kittens]
7. It feels ripe. [the pear]
8. While going down a hill, he was injured while riding his bicycle. [Ian]
9. Oftentimes in the morning, it sounds gruff. [my voice]
10. She is watering her beautiful, but dry, lawn. [Mrs. Jones]

Lesson Six

Nouns as Subjects

English grammar begins with this simple fact: *every sentence in the English language has two parts: a subject and a predicate*. The basic sentence structure has the subject preceding the predicate.

Subject + Predicate

Our favorite baseball **team** + **won** the playoffs again.

Our **house** + **is painted** light green.

I + **like** cabbage.

Go! [**You** (understood) + **Go!**]

The subjects in the above examples answer the question “Who?” or “What?” Since the subject is very important to the meaning of the sentence, you should not use pronouns (*he, she, it, or they*) as subjects, but rather you should use specific nouns. Nouns will make your writing clearer.

She hit the ball.

[**Janet** hit the ball.]

It appeared on the horizon about noontime.

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[**Tennyson** uses harsh sounds to create the effect of a battle.]

Exercises

Circle the subject of the following sentences. Then, on another sheet of paper, rewrite the sentences by replacing the pronoun with the word(s) in brackets found at the end of the sentence.

1. It crashed Saturday in the county fairgrounds. [the small airplane]
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7. It feels ripe. [the pear]
8. While going down a hill, he was injured while riding his bicycle. [Ian]
9. Oftentimes in the morning, it sounds gruff. [my voice]
10. She is watering her beautiful, but dry, lawn. [Mrs. Jones]

11. After the water froze, it was ruined because the side cracked. [swimming pool.]
12. I thought he would never stop speaking; it was long and boring. [Senator Kelly; speech]
13. It used to be a motto on one of our earliest flags. [“Don’t tread on me”]
14. He and she assign the most homework of all of the teachers at City High. [Mr. Jones; Miss Fisk]
15. He was a prolific writer, writing seven thousand letters to his friends during his life time. [Charles Dickens]

Improving Your Writing

Look at your Paper #1. Circle the subjects. If the subjects of your sentences are pronouns, change the pronouns to nouns. Do not be concerned at this time that you may be using the same word (like an author’s name) for the subject in every sentence. When separated from the other sentences, each sentence should give complete understanding to the reader.

Lesson Seven

Nouns as Objects

The English language has only three kinds of objects: direct objects, indirect objects, and objects of the preposition.

A **direct object** is either a noun or a pronoun that appears behind the verb.

Subject + Verb + Direct Object

Kathy + hates + mice.

John + lost + my favorite book about snakes.

While playing outside, **Carrie + found + the lost book.**

An **indirect object** always appears between the verb and direct object.

Subject + Verb + Indirect Object + Direct Object

Frank + sold + Ricky + his old baseball bat.

The **town + showed + the returning military hero + a warm welcome.**

After shaking my hand, my **boss + gave + me + a plane ticket** for London.

An **object of the preposition** will always follow the preposition.

Preposition + Object

[**Of** + a **truth**], Jesus is the Son [**of** + **God**].

Those boys were punished [**for** + **lying**][**about** + the broken **window**].

Apparently, Mr. Ferrell forgot to get flowers [**for** + his **wife**].

Be careful not to confuse infinitives, which is a verbal (more about verbals later), with prepositional phrases. If the word that follows the word *to* is a verb, then the expression is an infinitive. If the word that follows *to* is a noun or pronoun, then the expression is a prepositional phrase.

Infinitive: I hate **to say** this, but you did not do well on your test.

Prepositional phrase: I am going **to church** now.

Like subjects, avoid using pronouns (him, her, it, or them) as objects. Whenever possible, use nouns.

John gave **it** to **her**.

[John gave the **piece** of cake to his **sister**.]

Circling overhead, the buzzards worried **him** about **them**.

[Circling overhead, the buzzards worried the **farmer** about his **cattle**.]

Exercises

Circle the objects in each of the following sentences. On a separate sheet of paper, rewrite the sentences by replacing all pronouns with the words found in the brackets. Then identify each of the objects in the sentence like the following example.

Mary has it in there. [flute; closet]

Mary has her flute in the closet.

flute—direct object

closet—object of the preposition

1. Bill and Tom took it to there. [train; Memphis]
2. After that, we were glad to see them. [traveling; grandparents]
3. When waiting in it, Kristi read it. [line; magazine]
4. My teacher offered him it about him. [Robert; book; King Arthur]
5. Surely our team will win it by the end of it. [championship; season]

Improving Your Writing

Look at your Paper #1. Circle all of the objects. How many of these objects are pronouns? Change these pronouns to specific nouns. You may have to rewrite your sentences for better understanding.

S **V** **IO** **DO**
Mr. Watson + **intends** + his **students** + **to study** *Paradise Lost*.

The new sentence takes on the stronger form of **Subject + Verb + IO + DO**. Oftentimes the nominalization will be followed by an empty verb—a verb form of *to be*—or preceded by *there is/there are*. Replacing the nominalization with an action verb will cause the empty verb to disappear. As a writer, you can safely eliminate *There is* and *There are* from your vocabulary without losing a night’s sleep.

Original: There is a **recollection** by the old man that he had seen the suspect’s gambling **operation** behind the cleaners.

Rewritten: The old man **recalls** seeing the suspect **operating** a gambling casino behind the cleaners.

Exercises

On a separate sheet of paper, rewrite the following sentences by eliminating the nominalizations.

1. There was a considerable explosion inside the plant from the dynamite.
2. Florida’s students have no expectation of missing school because of snow.
3. The Congressmen’s discussion centered on a tax hike.
4. A presidential appeal was made to the American people for the conservation of gasoline.
5. An agreement as to the need for a test-ban treaty was reached by both super powers.
6. There must be thorough preparation of the specimen sections by the laboratory personnel.
7. The rejection of the application by the dean was an expectation that caught the “A” student by surprise.
8. The appearance of the candidate before the board was on June 30.
9. There are five reasons why graduation from high school is important.
10. The presentation of the proposal by the principal was well done.

Improving Your Writing

Refer to your Paper #1. Find any nominalizations in your thesis statement, topic sentences, and support sentences. Rewrite the nominalizations as verbs and supply a subject that is doing the acting.

Lesson Nine

Nouns as Modifiers

Even the best writers are guilty at times as they string nouns together into a long phrase. Some recent examples are found in the Fall, 1998 *Reporter* published by the Social Security Administration and Internal Revenue Service—“federal employment tax deposit;” “compliance efforts;” “public retirement system;” and “State Department of Revenue/Taxation for State filing requirements.” Except for “federal” and “public” which can both be nouns or adjectives, the other words or phrases are all nouns. In all fairness to the government, the writing style found in governmental publications has improved somewhat over the years. Nevertheless, the above expressions can still be improved.

I suppose that I could make a rule stating that you should never modify a noun with a noun. But we have grown accustomed to “student council,” “fellowship hall,” and “church building,” or “meeting house.” Some may argue that a noun phrase like “cognitive psychology principles application” is economical, in that the phrase is shorter than “applying the principles of cognitive psychology.” However, we can reject the argument on the basis that such phrases are awkward, and even confusing. Generally, nouns should not be used as adjectives. While economy is oftentimes the best policy, clarity of expression is always the most important goal for writing. If you discover while rewriting that you have used nouns to modify other nouns, either change the nouns to adjectives and verbs, or eliminate the words.

The **president** race is in week **number two**.

The **presidential** race is in the **second** week.

Our **History** examination is the best for **evaluation** purposes.

Our examination **in History** is the best way **to evaluate** our progress.

Exercises

On another sheet of paper, rewrite the following sentences by changing or eliminating the nouns that are used as modifiers.

1. The cavalry battle tactics helped to defeat the enemy soldiers.
2. The pastor nomination committee meeting was held at the church.
3. My collie dog is my favorite pet animal .
4. The council tax proposal received a cool citizen response.
5. The Central High band routine performance won praise from the parent spectators.
6. The teacher education review revealed a student dissatisfaction increase.
7. The final essay examination showed a satisfactory student competence.
8. For test purposes tomorrow, you must provide a lead writing instrument and a calculator.
9. The playground feasibility report is due in my office by business cessation.
10. The courtroom judge must determine whether the defendant dismissal motion should be granted.

Improving Your Writing

Check your Paper #1 to determine whether you have modified any nouns with another noun. Do this by circling all of the modifiers in your paper. If you find a noun that is used as a modifier, change the modifier to either an adjective or a verb in the same way that you did in the exercise above.

Lesson Ten

Rewriting Paper #1

After rewriting your paper, use this check list to determine whether you have included the components necessary for producing effective writing.

- _____ 1. Does the first paragraph start with an attention grabber?
- _____ 2. Are there two or three sentences between the attention grabber and thesis statement?
- _____ 3. Is there a thesis statement?
- _____ 4. List your topic sentences.

- _____ 5. Do the topic sentences have transition words like “first,” “second,” and “third”?
- _____ 6. Do each of the topic paragraphs discuss only one idea?
- _____ 7. Do the support sentences contain specific examples and not merely generalizations?
- _____ 8. Does the conclusion restate the thesis?
- _____ 9. Does the conclusion summarize the main points of the paper?
- _____ 10. Does the conclusion have a clincher?
- _____ 11. Is your paper at least 350 words?
- _____ 12. Have you double-spaced your paper?
- _____ 13. Have you checked your spelling, punctuation, and grammar?
- _____ 14. Are all of the subjects and objects specific nouns and not pronouns?
- _____ 15. Did you use present tense verbs?
- _____ 16. Have you attached your first draft to your final product?

While not always possible, this potential problem with agreement is avoided by recasting the sentence with the subject and verb together.

Along with several references, your **plan is** in the manager's office.

By rewriting the sentence, the subject and verb are prominent and a grammatical error is less likely to occur.

Exercises

First, circle the subject and the verb(s) for each sentence. Then, on a separate sheet of paper, rewrite the sentences and correct the verbs, if necessary.

1. My cat Julius love mice.
2. Our team are expected to win the game tonight.
3. The novel, *The Three Musketeers*, are about four friends who has many adventures.
4. When one of the guest speakers arrive, we will begin the program.
5. My favorite book, *Great Expectations*, begin with Pip contemplating in a graveyard.
6. Other interests that Traci have is camping, reading, and music.
7. I know the correct answer, but I want to learn whether my sister Candice, one of the brightest students, know the answer as well.
8. The German soldiers, part of the many mercenaries hired by King George, was sleeping when Washington surprised them at Trenton.
9. "Here, take my arm. The walk to the village limits is not much further."
10. I am happy to see that Mr. Smith find the breaking of his window to be humorous.

Improving Your Writing

Review your Paper #2. In addition to reviewing your thesis, topic sentences, and support, look carefully for agreement problems with subjects and verbs. Circle the nouns and the verbs so that you can recognize any problems better. If necessary, correct any errors in agreement.

Lesson Twelve

More about Subject-Verb Agreement

Especially troublesome are compound subjects. You will need to learn the following rules in order to avoid errors in agreement between subjects and verbs.

1. If the subjects are joined by *and*, the verb will always be plural.

My cat **and** your dog **get** along well together.
Fishing **and** swimming **are** the activities that I enjoy during vacation.
The two thieves **and** Jesus **were hung** on crosses.
You **and** I **are** good friends.

2. If the subjects are both singular AND are joined by *either . . . or*, the verb will always be singular.

Either John **or** Frank **represents** the company at conventions.
Either Monday **or** Tuesday **is** okay with me.
Neither Mom **nor** Dad **is** excited about my skydiving.

3. If one of the subjects is singular and the other is plural AND are joined by *either . . . or*, then the subject closest to the verb determines whether the verb is either singular or plural.

Either Tom **or** his friends **are** taking the trip to Hawaii.
Either his friends **or** Tom **is** taking the trip to Hawaii.
Neither the radio **nor** the tires **are** worth that price.
Neither the tires **nor** the radio **is** worth that price.

Exercises

First, circle the subjects and the verbs. Then rewrite the sentences and, if necessary, change the verbs to agree with the subjects.

1. Janet and Yvonne swims everyday.
2. My canary and your parrot seems to enjoy each other's company.
3. Neither the basket nor the potatoes are cheap.
4. Neither the potatoes nor the basket are cheap.
5. Either an apple or an orange suit me well.
6. Red and blue is my favorite colors.
7. Neither pen nor pencil write well on wax paper.
8. Either the railroad tracks or the switch are faulty.
9. Either Betty or Jane go always first to the head of the line.
10. Either the next three Mondays or this Tuesday are fine for a meeting.

Lesson Thirteen

More Subject-Verb Agreement

While you should avoid using pronouns unnecessarily, you will have to use these vague words occasionally. Therefore, you will need to know the following principles regarding verb agreement with the various pronouns. Learn these principles well since these are the kind of questions that are often found on college entrance exams and placement tests.

1. When using **relative pronouns**—*who, whom, which, whose, that*—the verb in the clause must agree with the noun that precedes the pronoun.

Peacock Hall, **which is** for the study of gizmos, has five laboratories.
[*which* refers to *Peacock Hall*]

My friend and I are going to the only hardware store **that has** any gizmos. [*that* refers to *store*]

Of all of the stores **that have** gizmos, Gizmo Depot is the best.
[*that* refers to *stores*]

Of my seven best friends **who own** gizmos, five of them also own cars.
[*who* refers to *friends*]

2. When using **singular indefinite pronouns**—*each, either, one, everybody, and anyone*—use the singular form of the verb and a singular pronoun that refers to the indefinite pronoun.

Either of my sisters **is** happy to go to the store, if **she** can drive the car.

One does well when **one** studies.

Everybody in town **knows** about the fire on Broadway.

Each of my dogs **loves** to jump in the pond.

3. When placing *every* or *each* in front of singular subjects and the subjects are joined by *and*, use the singular form of the verb.

In my house, **each** canary **and** parakeet **flies** freely about the rooms.

At this school, **every** boy **and** girl **takes** Latin for a foreign language.

4. The indefinite pronouns—*all, any, some, none, half, and most*—are tricky. Whether these pronouns will take a singular or a plural form of the verb depends upon the use of the pronoun in the sentence.

This morning we had a whole cherry pie; now **half** of it **is gone**.
[*half* refers to *pie*]

All **is** quiet on the western front.
[*All* is a subject that is singular]

All *reservations* **are cancelled**.
[*All* refers to *reservations*]

Most of my brothers **are** bankers.
[*Most* refers to *brothers*]

The money was stolen; but **most was recovered** before noon.
[*Most* refers to the singular subject, *money*]

Exercises

Correct the following sentences if necessary.

1. I am surprised that Jim and Pete, who has joined the Army, are both leaving for boot camp this week.
2. Located on a hill among tall oak trees, which is beautiful during this time of year, the college celebrates its 100th year of educating students.
3. This computer of yours that is crashing must have a virus.
4. Everyone of my friends are coming to my birthday party.
5. Either of the dogs are capable of tracking a rabbit.
6. Anyone who wants to leave now may do so.
7. Each teacher and student are happy to be home for several weeks.
8. Every widget and gizmo are checked thoroughly for defects.
9. Every dog and cat have their day.
10. All of the suitcases is accounted for at the airport.
11. None of my relatives is coming here for the holidays.
12. Most airlines are booked completely this time of year.

Lesson Fourteen

Active and Passive Voice

The most important idea in your sentence ought to be the subject in the sentence. But oftentimes writers have the subject being acted upon and not doing the acting. In these cases, the verb will be in the **passive voice**. A form of the verb *to be* will always introduce passive voice verbs. For example:

After Edward Everett spoke for nearly two hours, the **Gettysburg Address was delivered** by Abraham Lincoln.

Notice the verb *was delivered*. This is a passive voice verb because the subject, *Gettysburg Address*, is not acting, but is being acted upon by *Abraham Lincoln*. In the above sentence, *Abraham Lincoln* is the object of the preposition *by*. However, *Abraham Lincoln* should be the subject since the president is the most important idea in the sentence. As a general rule, always have the subject doing something. By rewriting the sentence to reflect some kind of action, you eliminate unnecessary words and provide vitality. The verb is now in the **active voice**.

After Edward Everett spoke for nearly two hours, **Abraham Lincoln delivered** the Gettysburg Address.

Another problem associated with the passive voice is that the sentence tends to be too abstract. The reader is often left wondering about the meaning.

It is imperative that proper preparation must be taken in order that the assignment be done in a timely manner.

This sentence is vague. To whom is the sentence addressed? Does the sentence refer to employees, students, or secret agents? What is the most important thought in this sentence?

The teacher informed the students to prepare early to ensure a timely paper.

In this example, the first sentence used twenty words; the second, only thirteen. Yet, the second sentence is clearer than the first.

You can readily know that your verb is active voice because a sentence with an active voice verb will have a direct object. On the other hand, a sentence with a passive voice verb will not have a direct object.

S **V**
Great Expectations **was written** by Charles Dickens.

S **V** **DO**
Charles Dickens **wrote** *Great Expectations*.

By using active voice verbs, you will improve your writing immediately. Most students possess great ideas. But once transferred to paper, the idea is lost by a student's use of unnecessary or redundant words. This wordiness is often caused by using passive voice verbs. However, if you begin using active voice verbs, your writing will become clearer, bolder, and more vigorous.

Exercises

On another sheet of paper, rewrite the following sentences by changing the passive verbs into active ones.

1. The chalkboard is used by the students.
2. The meeting has been called to order by the president.
3. The metal plate is attached to the body by four rivets.
4. The football hero was given the Most Valuable Player Award by the president of the school.
5. The school year was extended to twelve months by the General Assembly.
6. The new building is being built by an excellent contractor.

7. Our car was being repaired by a friend of ours; but, then it was washed away by the flood last week.
8. The moon was jumped over by the cow.
9. A valid point is raised by David Luban that the jury system will not be abandoned by Americans.
10. Issues of law are decided by the judge and issues of fact are decided by the jury.

Improving Your Writing

Review your Paper #2. Look carefully for passive voice verbs. Circle the nouns and the verbs so that you can recognize any problems better. If necessary, rewrite your sentences by recasting the verbs into active voice.

Lesson Fifteen

Rewriting Paper #2

After rewriting your paper, use this check list to determine whether you have included the components necessary for producing effective writing.

- _____ 1. Does the first paragraph start with an attention grabber?
- _____ 2. Are there two or three sentences between the attention grabber and thesis statement?
- _____ 3. Is there a thesis statement?
- _____ 4. List your topic sentences.

- _____ 5. Do the topic sentences have transition words like “first,” “second,” and “third”?
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- _____ 14. Are all of the subjects and objects specific nouns and not pronouns?
- _____ 15. Did you use present tense verbs?
- _____ 16. Have you attached your first draft to your final product?

Lesson Sixteen

More about Active and Passive Voice

Oftentimes, regarding sentences having passive voice verbs, writers will drop the *by* phrase. In other words, the *by* phrase is optional. For example:

The money was recovered.
The paper is published.
The police officer was rewarded.
The suitcase was left at the bus station.

However, while providing some information, the above sentences fail to offer complete understanding to readers. To provide more understanding, the writer must first supply an object (actor) for the prepositional phrase. Then by using this noun, the writer can create a new subject in order to eliminate the passive voice verb.

The money was recovered [by x].
The **police** recovered the money.

The paper is published [by x].
Jeff Hinson published the paper.

The police officer was rewarded [by x].
The **mayor** rewarded the police officer.

The suitcase was left at the bus station [by x].
My **father** left the suitcase at the bus station.

Notice that by supplying an actor as the subject, your verb becomes active voice. You will always give complete understanding to your readers if you provide a specific noun that is doing an action. You should look at every sentence that you write to ensure that you have eliminated unnecessary passive voice verbs.

Exercises

On a separate sheet of paper, rewrite the following sentences by making the word in brackets to be the subject of the sentence.

1. The soldier was dismissed. [commanding officer]
2. The gospel of Christ was preached. [Pastor Bowman]
3. The duck was retrieved. [our dog Aristotle]
4. The store was closed for the night. [new store clerk]
5. The car was driven recklessly down the mountain road. [Bill]
6. Bill was put in jail for three days. [judge]

7. The fresh morning breeze was enjoyed. [I]
8. The Christmas cantata was performed wonderfully. [our church choir]
9. The great feast was spread out across four tables. [Aunt Betty]
10. By morning, the ground was covered. [snow]

Lesson Seventeen

More about Active and Passive Voice

As a writer avoid shifting voices with your verbs. In other words, do not mix active voice verbs with passive ones. If you use subjects (actors) which are doing something (active voice), then you should continue with active voice verbs. For an example:

John took a walk along the old mountain trail. The **scenery was described** as very beautiful.

The first sentence has an active voice verb (*John* is doing something—*took*). The second sentence has a passive voice verb. Ask yourself, “Who described the scenery?”

John took a walk along the old mountain trail. **John described** the scenery as very beautiful.

Exercise

Rewrite the following groups of sentences so that no unnecessary shift in voice occurs. Use only active voice verbs.

1. Romeo and Juliet was written by William Shakespeare. Shakespeare borrowed the plot from the myth about Pyramus and Thisby.
2. Pyramus and Thisby loved each other. However, the lovers were separated by a wall.
3. Fortunately, a crack in the wall allowed the lovers to talk to each other. At night, devotions of love were expressed by the couple.
4. The couple were not permitted to see each other by their parents. The two families hated each other.
5. But Pyramus and Thisby were not stopped by the feud. The lovers planned an escape.
6. The couple decided to meet at Ninus Tomb. At night, the tomb was approached by Thisby first.
7. Thisby saw a lion, ran away, and her scarf was dropped. The scarf was mauled by the lion, which had blood on its mouth.
8. Pyramus soon arrived at Ninus Tomb. The scarf was seen by Pyramus.
9. Pyramus thought Thisby was killed by the lion.
10. The sword by his side was unsheathed. Pyramus kills himself with the sword.
11. Thisby returns to find Pyramus dead. The same sword was used to kill herself.

12. Pyramus and Thisby died together. The berries of the mulberry bush, which were white, were turned red by the lovers' blood.

Lesson Eighteen

Pronoun Agreement

You have learned that strong, clear writing uses nouns for subjects and objects. You should avoid using pronouns especially as subjects because in standard written English, the use of a pronoun like *it* or *they* is considered a grammatical error (**indefinite subject**). However, at times, pronouns serve the writer well. In the next few lessons, you will be working with pronouns.

First of all, three classes of pronouns exist in the English language.

Personal Pronouns

Subjective case: *I, we, you, he, she, it, they*

Possessive case: *my, mine, your, yours, his, her, its, our, ours, their, theirs*

Objective case: *me, you, him, her, it, us, them*

Relative Pronouns

Subjective case: *who, which, that*

Possessive case: *whose*

Objective case: *whom, which, that*

Indefinite Pronouns

Each, either, one, everybody, anyone, all, any, some, none, half, most

Since you will seldom use a pronoun for a subject, you will need to concentrate on using the possessive and objective cases of pronouns correctly. **Remember!!** A pronoun must agree with the noun to which it refers in number, gender, and case. These nouns that precede pronouns are called **antecedents**. Let me warn you: many students, including those in college, have trouble with pronoun agreement. Whenever you include a pronoun in your sentence, ensure that the pronoun agrees with the antecedent.

A person never knows when **he** will need a helping hand.

Jack hated to sell **his** stamp collection; but **he** got a good price for **it**.

The old house stood for many years; but **it** collapsed last week.

Please get the book, **which** is on the kitchen table, and put **it** away.

Please get the books, **which** are on the kitchen table, and put **them** away.

The children rushed to the Christmas tree to find **their** gifts under **it**.

The most common error that is committed in writing is the use of a singular indefinite pronoun (or a vague noun) followed by another pronoun. Often the student will use the incorrect pronoun like these following examples.

If **they** do not know what **they** are doing, then a person needs to learn.

Not everyone in town will be happy when **they** learn that IBM will be building a new plant here.

Both of these subjects are singular; therefore the pronouns must be singular as well.

If **he** does not know what **he** is doing, then a person needs to learn.

Not everyone in town will be happy when **he** learns that IBM will be building a new plant here.

These examples show why your subjects should be concrete and specific, and not vague. Vague subjects increase the chance of errors in grammar. While the two corrected sentences are now grammatically correct, you can be more specific by creating new subjects. Also, you should avoid indefinite pronouns as subjects because you can be accused of being sexist. The charge is ridiculous, but silliness is a part of life. Nevertheless, *everyone* and *person* can be *both* male or female. You can ignore those who insist on political correctness by having *he* to represent both male and female. This has been standard English for years and continues to be so. Nevertheless, you can easily prevent offending the sensibilities of modern women by using two possible strategies.

First, though not recommended, you could use compound pronouns like *he or she*, *his or hers*, or *him or her*. Notice how these expressions are wordy and awkward. To make my point clearer, I offer the following example that comes from a student's essay about assisted suicide.

If **he or she** wants to kill **himself or herself**, then one ought to be allowed to decide **his or her** fate without interference from **his or her** family.

While trying to be politically correct, the student murdered the king's English, which is a worse crime than using the very proper *he* when referring to both men and women. Nevertheless, the tragedy above could be avoided by using a specific noun for the subject. Therefore, the second way to avoid "sexist" language is to use plural nouns as subjects. This approach is by far the best way to write without conceding to misguided political pressure. Note the following corrected sentence:

If **they** want to kill **themselves**, then terminally-ill patients ought to be allowed to decide **their** fate without interference from **their** families.

You may not agree with the student's conclusion, but at least the sentence is easier to comprehend. The English language is rich with words. Do not limit yourself to just a few vague expressions that give no meaning for your readers or to life.

Exercises

If necessary, correct the following problems with pronoun usage or agreement.

1. Everyone should do their best to see that our street is free of trash.
2. After our grueling interview, my father offered Jack and me the job.
3. If nobody ever concentrated on their own shortcomings, then the world would be even worse than it is now.

4. Each of the applicants must submit their history of previous jobs.
5. In the summer, me and my sister often walk through the park.
6. Last Christmas, my grandfather bought my brother and myself an electric train.
7. The students thought that everyone should wait their turn to buy tickets.
8. Mr. Brown gave his wife, who leg was broken, constant attention.
9. Each person who met my famous uncle wanted him to sign their autograph books.
10. His wife and himself went on a long vacation during February.

On another sheet of paper, rewrite the following sentences by using a plural noun for the subject. Be certain that all verbs and pronouns agree with the nouns as well.

11. A professor must turn in the grades for his classes no later than tomorrow.
12. Because safety is important, every employee must attend the scheduled meeting at his appointed time.
13. The student is responsible to turn in his work on time.
14. Every soldier will report at 0900 hours to receive his new field uniforms.
15. The taxpayer must raise his voice in protest against the latest increase in taxes.
16. Either the father or the mother must pick up his or her children before 6:00 p.m.
17. When the party was over, every guest expressed his delight for being invited.
18. I do not know why any workman would want to endanger his life by refusing to wear his safety harness.
19. I wish to commend every teacher for his great effort toward making this school second to none.
20. Almost everyone who owns a farm is very concerned about the condition of his soil.

Improving Your Writing

Review your draft of Paper #3. Check to see if your antecedents and pronouns agree. Also, if you used singular nouns that could represent either gender, then change the noun into the plural form. Change verb forms and pronouns if necessary.

Lesson Nineteen

More about Pronouns and Antecedents

In Lesson Eighteen, you learned that an **antecedent** is the noun to which a pronoun refers. Generally, the pronoun will follow the noun. However, whenever you have a dependent clause that precedes the subject of the sentence, you should put the pronoun in the dependent clause while using the noun as the subject. For an example:

Since Mr. O'Neal ate only beans and rice while in Peru, **he** immediately bought a hamburger at the Miami airport upon landing.

You know that a good writing style will have a specific noun—and seldom a pronoun—as the subject of the sentence. In the sentence above, readers will need to momentarily pause when reading *he*, must go back to find who *he* refers to, and then will resume their reading. To prevent readers from breaking their concentration, you can effectively rewrite the sentence in a couple of ways. One way is by switching the noun and the pronoun.

Since **he** ate only beans and rice while in Peru, Mr. O'Neal immediately bought a hamburger at the Miami airport upon landing.

However, a better way to rewrite the sentence is by completely eliminating the pronoun.

Since eating only beans and rice while in Peru, Mr. O'Neal immediately bought a hamburger at the Miami airport upon landing.

Beginning writers tend to overuse pronouns. The reason is that we use pronouns very frequently when we speak. However, conversation has an advantage over writing since you are able to get immediate feedback from the speaker if you do not understand. Also, you are able to see gestures and other body language that help clarify meaning. But, with writing, you do not have immediate feedback or body language to aid the reader. Therefore, you will always be practicing good writing if you can eliminate as many pronouns as possible. Also, you will have the added benefit of diminishing your chances of making a mistake in grammar. For an example:

If one finishes the test early, **they** may leave the room quietly.

The above sentence has two pronouns and a problem with pronoun agreement. Rewrite the sentence by eliminating both pronouns.

If finishing the test early, **students** may leave the room quietly.

We have successfully eliminated both pronouns, solved the grammar problem, and made the sentence clearer with a specific noun for a subject. These examples show that pronouns are quite unnecessary in most sentences.

When using pronouns in a sentence, ensure that the pronoun and its antecedent are close together and that the references are clear. As mentioned above, readers dislike having to stop reading in order to find the antecedent of the pronoun.

The young country boy walked hundreds of miles across the mountains, **who** was from Iowa.

The lad was disappointed that he arrived too late, **who** missed the trappers by two days.

Rewrite the both sentence by putting the pronoun clause after the subjects.

The young country boy, **who** was from Iowa, walked hundreds of miles across the mountains.

The lad, **who** missed the trappers by two days, was disappointed that he arrived too late.

Exercises

On a separate sheet of paper, rewrite the following sentences by eliminating all unnecessary pronouns from the sentences by using nouns. Also, you may have to place some pronouns closer to the antecedent.

1. After Henry David Thoreau lived in the woods for two years, he wrote a book.
2. The book, *Walden*, explains his experiment to live as simply as possible, which he wrote in 1854.
3. Before Thoreau build his cabin, he purchased boards from a neighbor, which cost about eight dollars.
4. He built the cabin near Walden Pond about one mile from Concord, which he made of logs.
5. While Thoreau sat in front of his cabin, he would listen to the sounds of nature coming from the woods.
6. One day while Thoreau was in Concord, he was arrested and put in jail.
7. Apparently, he failed to pay his taxes to the government.
8. He believed that giving money to it was evil and wicked that allowed slavery.
9. While Thoreau was living on Walden Pond, he never locked the cabin's door and felt very safe.
10. He observed that the only people that ever hassled or threaten him were representatives of the government.
11. According to him, wise men drink only water.
12. He believed that humans consisted of two instincts: spiritual and wild.
13. The wild instinct of them wants to kill animals and to eat them.
14. Since Thoreau believed in evolution, he stated that humans would someday learn to live without killing them for meat.
15. Since men are slaves to their appetites, they are forced to work hard and to live extravagantly.
16. While Thoreau has many good ideas that will benefit the reader, he approaches life from an anti-Biblical worldview.

Lesson Twenty

Rewriting Paper #3

After rewriting your paper, use this check list to determine whether you have included the components necessary for producing effective writing.

- _____ 1. Does the first paragraph start with an attention grabber?
- _____ 2. Are there two or three sentences between the attention grabber and thesis statement?
- _____ 3. Is there a thesis statement?
- _____ 4. List your topic sentences.

- _____ 5. Do the topic sentences have transition words like “first,” “second,” and “third”?
- _____ 6. Do each of the topic paragraphs discuss only one idea?
- _____ 7. Do the support sentences contain specific examples and not merely generalizations?
- _____ 8. Does the conclusion restate the thesis?
- _____ 9. Does the conclusion summarize the main points of the paper?
- _____ 10. Does the conclusion have a clincher?
- _____ 11. Is your paper at least 350 words?
- _____ 12. Have you double-spaced your paper?
- _____ 13. Have you checked your spelling, punctuation, and grammar?
- _____ 14. Are all of the subjects and objects specific nouns and not pronouns?
- _____ 15. Did you use present tense verbs?
- _____ 16. Have you attached your first draft to your final product?

Lesson Twenty-one

Pronouns and Compound Constructions

1. Whenever you have multiple subjects, the pronoun will always be in the subjective case. Of course, you will never want to use a pronoun for a subject of a sentence, but you need to know these rules for tests in the future. For an example:

She and her sister are both competing in the National Spelling Bee.
[**NOT** *Her* and her sister]

You knew that both Nancy and **she** were extremely intelligent.
[**NOT** Nancy and *her*]

You and *he* will represent the school at the debate against Central High.
[**NOT** You and *him*]

2. Always place the pronoun *I* as the last word in a compound construction.

Jim and I floated down the Mississippi River.
[**NOT** *I and Jim*]

3. Whenever you have multiple objects, the pronoun will always be in the objective case.

Jeffery appealed to **you and me** for help in Spanish class.
[*you and me* are objects of the preposition *to*]

Just between **you and him**, Frank and I never liked going to Spanish class.
[*you and him* are objects of the preposition *between*]

Miss Crabapple always asked **him or me** the questions.
[*him and me* are indirect objects]

Miss Crabapple may scold **you and me**.
[*you and me* are direct objects]

4. Whenever you have a noun following a pronoun, this construction is called an **appositive phrase**. Depending on the use of the noun, you will want to follow the normal case rules mentioned above.

We boys are in trouble because our report cards are less than brilliant.
[**NOT** *Us boys*]

My father announced to **us boys** that we will regret our lack of brilliance.
[**NOT** *we boys*]

Exercises

Choose the correct pronoun in the parentheses in each of the following sentences. On a separate sheet of paper, identify how the pronouns are used in the sentences, that is, subject, indirect object, direct object, object of the preposition, or reference to an appositive.

1. Jack and (me, I) went to Nebraska in order to see my cousins.
2. Both Sheila and (him, he) met Jack and (me, I) at the airport.
3. The airport was twenty-five miles from their home where (him, he) and (her, she) live with their father.
4. Their mother passed away a year after (him, he) and (her, she) were born.
5. You see, Sheila and (him, he) are twins.
6. Jack and (me, I) were surprised to see both cousins since I thought that either (her, she) or (him, he) would come to the airport.
7. Sheila said, "We were anxious to see (him, he) and you, so we both came."
8. Once we got to the farm, two of us, Sheila and (me, I) went to see the cows in the barn.
9. The other two, Jack and (him, he) went to the hen house.
10. In no time, (we, us) visitors felt right at home.
11. My uncle James took (us, we) kids on a hay ride one night.
12. The quiet on the farm is a welcome change for Jack and (me, I) since we live in a city.
13. Sheila played a trick on (us, we) city boys.
14. After Jack and (me, I) had fed a baby calf with a large bottle, Sheila said that Jack and (me, I) had to burp the calf.
15. Not knowing any better, (us, we) boys began patting the calf on the back.

Lesson Twenty-two

Verbals: Gerunds

Before you begin this study about the **gerund**, you will need to know some definitions. The gerund belongs to a class of interesting verbs that you will use in your writing as nouns, adjectives, or adverbs. These verbs are called **nonfinite verbs**, or **verbals**. A nonfinite verb cannot be the only verb in a sentence; otherwise, you will have an **incomplete sentence**, or **fragment**.

The whitetailed deer **dashing** across the road.

The above sentence is a fragment, because the word *dashing* is a nonfinite verb that is used as an adjective, not as a verb (What kind of deer was it? It was a *dashing* deer). Therefore, in order to make a complete sentence, a verb must be supplied like the following:

Dashing across the road, the whitetailed deer nearly **hit** our car.

Here the word *dashing* is still an adjective modifying *deer*, but notice how the sentence is complete with the verb *hit*.

Three classes of verbals exist: the **gerund**, the **participle**, and the **infinitive**. Today we will focus on the gerund. A gerund is a verbal that ends with –ing and is always used as a noun. Like any other noun, a gerund can be modified with adjectives and have complements. In addition to this, the gerund may even have an object.

My fiends and I enjoy **riding** bikes through the foothills.

The phrase *riding bikes* is the direct object to the above sentence. The verbal *riding* has the object *bikes*.

Strenuous **swimming** is great exercise.

Swimming is the subject of the sentence modified by *strenuous*. The word *exercise* is the complement to *swimming*. However, be certain that you distinguish correctly between the gerund and a finite verb. For an example:

Jeffery **is swimming** across the lake. [*swimming* part of the verb phrase]

Jeffrey's **swimming** will take him across the lake. [*swimming* is a gerund]

If the word ending with –ing is preceded by a form of *to be*, then the word is not a gerund, but is a part of the verb, like in the first sentence above.

Because the gerund acts like a noun, be sure to use the possessive case whenever the gerund is modified with a proper name or pronoun.

Since I have been sick, Caren's **going** to the store has helped me a lot.
NOT Since I have been sick, Caren **going** to the store has helped me a lot.

Your **passing** the examination must be a great relief.
NOT You **passing** the examination must be a great relief.

Exercises

Exercise A. Circle the gerund(s) in the following sentences. On the line before the sentence, state whether the gerund is a subject, an object, or a complement.

1. _____ I love to skate on ice because skating is fun.
2. _____ One of my favorite sports is skating.
3. _____ Mowing the lawn is a necessary chore for most homeowners.
4. _____ Mr. Jones was intent on mowing the lawn and did not see the small bush.
5. _____ My talking back to an adult was rude and was not very wise.
6. _____ Remembering is so difficult for me because I fail to pay close attention to the speaker.
7. _____ Douglas promised to keep from losing his temper whenever he saw Philip.

8. _____ The cattle's running across the field destroyed this season's planting of wheat.
9. _____ Try nailing a board across the hole; that should keep the water out.
10. _____ Since she was picked on by the older kids, Erica found reasons for disliking the others.

Exercise B. On a separate sheet of paper, rewrite the sentences by changing the underlined words into a gerund and use the gerund as the subject of the sentence.

1. As the gambler stepped into the main street, he made the townspeople nervous.
2. Since they wanted to hang the gambler, this would make an example to others.
3. But since the gambler won money, this also was a motive enough to hang him.
4. As the rider ascended the hill, he was permitted to see a long distance across the plain.
5. Even though the Indians danced, this did not concern the rider.
6. If you pet a strange dog, you are taking a big risk of being bitten.
7. Since Kevin works with lumber, this explained how he did such a good job on repairing our wall.
8. Since I mowed the lawn, I earned 10 dollars.
9. After Jack went to college, I was allowed to have the larger bedroom.
10. Dusty decided not to go to college, which proved to be a big mistake.

Lesson Twenty-three

Verbals: Participles

Participles are nonfinite verbs that are used to modify nouns; in other words, participles act like adjectives. Since behaving like adjectives, participles may be modified by other adjectives or adverbs. However, like verbs, participles may have objects and complements. Also, participles may use either the present or past forms of the verb.

The **fleeing** deer outran the **frustrated** hunters.

Fleeing is a participle as well as *frustrated*. These verbals are from the verbs *to flee* and *to frustrate*. Because of the verb endings, *fleeing* is a **present participle** and *frustrated* is a **past participle**. Both of these words modify the nouns that follow them.

The doe **fleeing her pursuers** easily escaped the hunters.

In this example, *fleeing her pursuers* is a participial phrase. *Her pursuers* is the object of *fleeing*, while the entire phrase modifies *doe*.

Do not confuse participles with gerunds. Determine how the word functions in the sentence. If the word acts like an adjective, then the word is a participle. If the word acts like a noun, the word is a gerund.

The **running** water soon overflowed from the bathtub and flooded the house.
[*running* used as a participle that modifies *water*]

Jim was unable to control the water's **running** unto the floor.
[*running* used as a gerund which is the object to the infinitive *to control*]

Exercises

Circle the participles and gerunds in the following sentences. Write on the line whether the circled word is a participle (P) or a gerund (G). These sentences are taken from *The Red Badge of Courage* by Stephen Crane.

1. _____ After receiving a fill of discussions concerning marches and attacks, the youthful private went to his hut.
2. _____ The newspapers, the gossip of the village, and his own picturings had aroused him to an uncheckable degree.
3. _____ Henry had prepared certain sentences which he thought could be used with touching effect.
4. _____ _____ After complicated journeyings with many pauses, there had come months of monotonous life in a camp.
5. _____ Once a man fell down, and as he reached for his rifle a comrade, unseeing, trod upon his hand.
6. _____ The two long, thin, black columns of soldiers were like two serpents crawling from the cavern of the night.
7. _____ _____ Henry looked ahead, often expecting to hear from the advance the rattle of firing.
8. _____ Henry saw a brigade going to the relief of its pestered fellows.
9. _____ Furthermore, Henry was much afraid that some arrow of scorn would lay him mentally low before he could raise his protecting lie.
10. _____ The huge soldier was quite purple with rage and pointed at the two soldiers with his great hand, extended clawlike.
11. _____ His legs quaked privately. He cast a frightened glance at the sarcastic man.
12. _____ _____ Lurching suddenly forward and dropping to his knees, Wilson fired an angry shot at the persistent woods.
13. _____ Henry smiled briefly when the fresh recruits dodged and ducked at the long screechings of shells that were thrown in giant handfuls over them.
14. _____ During this moment of leisure his comrades seemed all to engage in staring with astonishment at Henry.
15. _____ A spluttering sound had begun in the woods.
16. _____ The regiment bled extravagantly. Grunting bundles of blue began to drop.
17. _____ _____ The youth, in his leapings, saw, as through a mist, a picture of four or five men stretched upon the ground.
18. _____ There were small shoutings in his brain about these matters.

19. _____ For a time this pursuing recollection of the tattered man took all elation from the youth's veins.
20. _____ _____ Henry had been an animal blistered and sweating in the heat and pain of war.

Lesson Twenty-four

Verbals: Infinitives

The **infinitive** is formed by having the word *to* followed by the present form of the verb, which is referred to as the stem of the infinitive. An infinitive is generally used as a noun, although rarely the infinitive could function as an adjective or an adverb. The infinitive may have subject, objects, and modifiers. Do not confuse an infinitive with a prepositional phrase that has *to* as the preposition.

I always hate **to tell bad news to Meg**.

In this sentence, *to tell* is an infinitive, while *to Meg* is a prepositional phrase. Just remember that *to* followed by a verb is an infinitive and that *to* followed by a noun is a prepositional phrase.

Whenever an infinitive is combined with other words, the unit is called an **infinitive phrase**. The entire phrase functions just as a single noun would act. Notice in the example above: *to tell bad news to Meg* is the infinitive phrase and functions as a direct object to the sentence, because the phrase tells us what is hated. The object of the infinitive is *bad news*. The prepositional phrase *to Meg* functions as an adverb phrase that modifies *to tell* because this phrase restricts the telling. Even though the infinitive acts like a noun, the word is modified like a verb. Only adverbs modify verbs.

The *to* that usually precedes the infinitive is often dropped after certain words, like *dare*, *need*, and *help*. In these cases, *to* is understood.

Nobody dared **laugh** at Big, Bad John.
Nobody dared **[to] laugh** at Big, Bad John.

No one need **care** about washing the paper plates.
No one need **[to] care** about washing the paper plates.

Frank helped **search** for Susan's missing ring.
Frank helped **[to] search** for Susan's missing ring.

Occasionally, infinitives may function as an adjective or as an adverb. For example:

Shady Sam had a lot of used jalopies **to sell**.
[*to sell* modifies *jalopies* by telling what kind of cars Shady Sam had]
Lewis and Clark left **to find** a northwest passage through the mountains.
[*to find* modifies *left* by telling why Lewis and Clark left]

Exercises

Circle the infinitives in the following sentences and in the blanks, write whether the infinitive is used as a noun (n), an adjective (adj), or an adverb (adv). The selected sentences come from “How Much Land Does a Man Need?” by Leo Tolstoy.

1. _____ An elder sister came to visit her younger sister in the country.
2. _____ As the sisters sat over their tea talking, the elder began to boast of the advantages of town life.
3. _____ “We shall never grow rich, but we shall always have enough to eat.”
4. _____ The farmers put their heads together and considered how they could manage to buy the land.
5. _____ Having done this, Pahom chose out a farm of forty acres, some of it wooded, and went to the lady to bargain for it.
6. _____ “There’s no need for me to leave my land,” thought Pahom.
7. _____ _____ “All one need to do is to make friends with the chiefs.”
8. _____ Pahom left his wife to look after the homestead, and started on his journey.
9. _____ The Bashkirs talked a great deal among themselves, and then told the interpreter to translate.
10. _____ Pahom dreamt that he looked more attentively to see what sort of man it was that was lying there, and he saw that the man was dead, and that it was himself!
11. _____ Pahom chose to walk in a certain direction—yet the land was tempting everywhere.
12. _____ To eat some bread was needful for Pahom’s strength.
13. _____ Pahom looked towards the sun and saw that it was to set past the hill very shortly.
14. _____ Pahom began to run and to shed his coat and boots.
15. _____ The Bashkirs clicked their tongues to show their pity.

Lesson Twenty-five

Rewriting Paper #4

After rewriting your paper, use this check list to determine whether you have included the components necessary for producing effective writing.

- _____ 1. Does the first paragraph start with an attention grabber?
- _____ 2. Are there two or three sentences between the attention grabber and thesis statement?
- _____ 3. Is there a thesis statement?
- _____ 4. List your topic sentences.

- _____ 5. Do the topic sentences have transition words like “first,” “second,” and “third”?
- _____ 6. Do each of the topic paragraphs discuss only one idea?
- _____ 7. Do the support sentences contain specific examples and not merely generalizations?
- _____ 8. Does the conclusion restate the thesis?
- _____ 9. Does the conclusion summarize the main points of the paper?
- _____ 10. Does the conclusion have a clincher?
- _____ 11. Is your paper at least 350 words?
- _____ 12. Have you double-spaced your paper?
- _____ 13. Have you checked your spelling, punctuation, and grammar?
- _____ 14. Are all of the subjects and objects specific nouns and not pronouns?
- _____ 15. Did you use present tense verbs?
- _____ 16. Have you attached your first draft to your final product?

Lesson Twenty-six

Double Negatives

The use of two negatives in a sentence or a clause is incorrect grammar. While in mathematics two negatives may make a positive, in standard English two negatives make you look uneducated. Always use only one negative if you wish to express a negation. For an example:

Terrance did **not** take a nap.

[**NOT** Terrance did **not** take **no** nap.]

You can do **nothing** about the weather.

[**NOT** You **cannot** do **nothing** about the weather.]

Shannon would **not** eat any more potatoes.

[**NOT** Shannon would **not** eat **no** more potatoes.]

Whenever you use the words *hardly*, *barely*, *scarcely*, and *without*, treat these words as if they are negatives. If you use another negative with these words, you will create a double negative.

The teacher could **hardly** believe that Tim was sleeping in class.

[**NOT** The teacher could **not** **hardly** believe that Tim was sleeping in class.]

While standing watch, the soldier listened with **scarcely** a sound.

[**NOT** While standing watch, the soldier listened **without** **scarcely** a sound.]

Exercises

Correct any double negatives in the following sentences, if necessary.

1. My father said that I cannot have no other car since I already own three.
2. I could not believe that no friend of mine would ever own three cars.
3. Ann did not scarcely start taking her test before she realized that she studied for the wrong course.
4. I get bored going to the same place every summer for vacation; we hardly go to no place new.
5. No one did not volunteer to help with the surprise party for the boss.
6. Tom does not like pizza with no onions on it.
7. The latest novel by Candy Ferro did not impress no reputable critic.
8. Without no butter, Mom is not able to bake no cake.
9. On a cold, snowy night, nothing does not taste better than hot chocolate.
10. Since I am suffering from a head cold, I do not wish to talk to nobody.

Improving Your Writing

Your writing will be stronger if you avoid negatives and use words that are positive and active. For an example, verb phrases can be shortened to one word or replaced with a stronger verb that means the same thing:

Terrance **did not take** a nap.

[**Rewritten:** Terrance **avoided** a nap.]

Shannon **would not eat** any more potatoes.

[**Rewritten:** Shannon **refused to eat** any more potatoes.]

I am **not able** to take the test today because I broke my finger.

[**Rewritten:** I am **unable** to take the test today because I broke my finger.]

Exercises

On a separate sheet of paper, rewrite the following sentences by replacing the negatives with positive expressions or with a single word.

1. I do not see what is so funny about my being hit in the face with a pie.
2. Mr. Franklin would not take any money for changing our flat tire.
3. Actually, Thomas did not like either of the novels by Faulkner.
4. The large flakes were falling so quickly that our windshield wipers were not removing the snow.
5. We looked everywhere, but we could not find the diamond anywhere.
6. My Aunt Betty told me that she did not trust stock brokers since she was a victim once of an investment scam.
7. Your argument that the moon is made of cheese is not logical.
8. Without any butter, Mom is not able to bake a cake.
9. If Patsy had been careful, Gloria would not have been injured.
10. The student submitted her assignment, but the paper was not on time.

Lesson Twenty-seven

Misplaced Modifiers

A misplaced modifier will cause your sentence to sound absurd. Wisdom dictates that you should place all modifiers—words, phrases, or clauses—near the words you wish to modify. In this way, you will achieve better clarity in writing and will avoid a reader’s laughing at you.

Mike and I noticed the cow by the barn **with black spots**.

Most intelligent readers will know that this sentence is referring to a cow with black spots even though the words suggest the barn has black spots.

Mike and I noticed the cow **with black spots** by the barn.

Beware to avoid “squinting” constructions, which are modifiers that can refer to the words before or after the modifier. The squinter may allude detection. For an example:

The teacher decided **the next day** to retire after forty years of teaching.

The phrase *the next day* is the modifier. Does the phrase modify when the teacher decided or when the teacher will retire? Often a complete revision of the sentence will be necessary to clarify your meaning.

After thinking about it for a day, the teacher decided to retire after forty years of teaching.

Generally, you should not split an infinitive. Oftentimes, the split infinitive will cause your sentence to be awkward and unclear.

Frank’s habit to **lately** sleep has given my friend a lazy disposition.

Better: Frank’s habit to sleep **late** has give my friend a lazy disposition.

One other suggestion: when using modifiers like *almost*, *only*, *just*, *even*, *hardly*, and *nearly*, place these words immediately before the word that you intend to modify.

My brother’s new house costs **only** \$150,000.
[NOT: My brother’s new house **only** costs \$150,000]

The travelers found the well **almost** empty.
[NOT: The travelers **almost** found the well empty.]

Exercises

On a separate sheet of paper, rewrite the following sentences by correcting the misplaced modifiers.

1. The focal point of the den was Sara’s etching of the old building above the fireplace.
2. I cannot believe that you bought that piece of junk nearly for \$5,000.
3. Yesterday, Lainey promised in the morning to clean her room.
4. I placed the book on the table that I got from the library.
5. When only a baby, my mother took me to work with her each day.
6. I was so upset that I almost ate the whole box of cookies before I realized what I was doing.
7. A man from Michigan helped to fix our car with a kind smile.
8. John was delighted to find his ring in the library which he lost last night.
9. I chose last week to go to see my grandmother.

10. Alice read in a magazine about the war that was on the coffee table.
11. Hidden in the woods near the road, drivers noticed the highway patrolman.
12. The lion was not concerned about the visitors pacing back and forth.
13. From a secure location, the captain espied the enemy's movement through his binoculars.
14. The pilot tried to reassure the passengers about the condition of the engines which were terrified.
15. The driver swerved to miss the pedestrian who hit the pole.
16. Julie nearly purchased the painting merely for \$100 which was found at the auction.
17. I notice the thief was carrying a large sack that was tiptoeing through the garden.
18. Jane and Fred enjoyed the sight of the moon being in love.
19. This restaurant is famous for its food served by waiters on silver plates.
20. Simon wants to, because he is afraid of everyone, learn martial arts.

Lesson Twenty-eight

Dangling Modifiers

A dangling modifier is generally a verbal phrase or clause that fails to provide a clear reference. Generally, the modifier will refer to a word that is missing in the sentence. By rearranging the words in the sentence or adding more words, the dangling modifier will be eliminated. Oftentimes what the sentence lacks is a sensible subject.

While flying overhead, the cows appeared to be small plastic toys.

Taken literally, this sentence has cows flying. Most sensible people know that cows do not fly, even though a celebrated poem mentions one solitary cow that did jump over the moon. However, jumping and flying are quite different. The problem with the above sentence is that the modifier, *While flying overhead*, fails to modify any word in the sentence—well, at least that modifies any word sensibly. To cure the problem, we must add a better subject.

While flying overhead, I thought that the cows appeared to be small plastic toys.

If you wish to argue that *I* cannot fly either, you have made a good point. However, you can assume by the context that I am looking down on a ranch or farm while I am traveling in an airplane.

While you can easily cure the problem with the dangling modifier by supplying a better subject, you might consider changing the modifier as well.

While flying overhead, the cows appeared to be small plastic toys.

Rewritten

While I was flying overhead, the cows appeared to be small plastic toys.

Exercises

On a separate sheet of paper, revise each of the following sentences in two ways (1) by supplying a good subject AND (2) by revising the modifier.

Example

Problem: Diving into the pond yesterday, Tom's head struck a rock.

- a. Diving into the pond yesterday, Tom struck his head on a rock.
- b. When Tom dove into the pond yesterday, his head struck a rock.

1. Sliding into second base, the fans went wild with excitement.
2. After eating the banana split, the waitress gave the check which was split by the couple.
3. Surrounded by stranded commuters, the hotdogs offered the only relief for hunger.
4. Being only four years old, the toys were delightful to see under the Christmas tree.
5. Since digging for worms in rich humus, the can was quickly filled with fish bait.
6. Leaving the house, the windows and doors were locked.
7. Running across the street, the car narrowly missed the fire hydrant.
8. After working many nights in the basement, the boat failed to get through the door.
9. Even though staging a most daring robbery, the money never left the city, but was buried.
10. After searching for days for the right person, the application leaped to the attention of the personnel manager.
11. Cold and hungry, determination alone brought the lost party to the village.
12. Whenever reading the Book of Psalms, my worries never seem so great that the Lord cannot give me comfort.
13. Hanging on the wall, I was pleased with my lastest purchase of artwork.

Lesson Twenty-nine

Sentence Combining: Adjectives

In order to modify nouns and pronouns, we use **adjectives**. A noun by itself will offer us little information. Assuming that you witnessed a robbery, the police will ask you to describe the robber. If all you say is "a man," you have given the investigators a useful fact since you have eliminated women in the search for the criminal. However, as you can readily see, "a man" takes in a lot of suspects. You would need to provide more details: tall, thin, old, white, and bald. There will be other details that describe the man completely: kind of clothing, manner of walk, and type of speech if he said anything.

Basically, you will use three kinds of adjectives while writing.

1. **Articles:** The words *a*, *an*, and *the* are classified as adjectives.

The student submitted **an** assignment on **the** last day of school.

2. Descriptive: These adjectives generally tell you *what kind*.

The **frightened** boy ran quickly home after seeing the **big, brown** bear.

3. Limiting: These adjectives tell you *which one, how many, and how much*.

The **last** student who leaves the room must ensure **no** books are on the desks.

Adjectives generally are placed before the word that is being modified as in the above examples. However, adjectives can be found often in the predicate. This structure will occur whenever you have a form of *to be* as a verb.

The oldest house on the block is **white**.

The word *white* modifies *house* and is called a **predicate adjective**.

With the next several lessons you will be practicing the **combining of sentences**. You will be given a basic sentence with several indented sentences. Your task will be to combine all of the sentences into one clear, concise sentence. In theory, we all think in basic sentences that contain one idea. With this basic sentence, we add, delete, and rearrange our thoughts. Sentence combining will help you to write mature sentences by avoiding choppiness. Also, you will see how words work together to create clear writing.

Exercises

Exercise A. You instinctively know how to use adjectives and where these words are used in a sentence. In the following excerpt from Lewis Carroll’s “Jabberwocky,” circle all of the adjectives. Remember that adjectives modify nouns or pronouns.

He took his vorpal sword in hand:
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

Exercise B. The first sentence for each problem is the basic sentence. To this sentence you will add the thoughts contained in the sentences which are indented below the basic sentence. For an example:

I put the cat outside.
Our cat’s name is Tom
It was cold outside.
Rewritten: I put Tom the cat outside into the cold.

1. The neighbor telephoned the school when she saw us outdoors.
The neighbor is nosey.
The neighbor is old.
The school is local.
The school is a high school.
We were playing
2. While we took it to the barn, the pig squealed many times.
The barn was red.
The pig was white.
The pig was frightened.
The pig squealed at least twenty times.
3. In spite of the weather, we caught a lot of fish while in the boat.
The weather was stormy.
Jack and I went fishing.
We caught twenty fish.
The fish were large ones.
The boat was leaky.
4. Trekking across the mountains, the explorers reached El Dorado.
The mountains were treacherous.
The explorers were cold.
The explorers were hungry.
El Dorado is a Spanish town.
5. While visiting the plantation, we enjoy picking.
The plantation is owned by my uncle.
My brothers and I visit my uncle.
My uncle's name is Jack.
We pick apples.
6. Due to the water, the bridge is closed.
The water was caused by a flood.
The bridge was old.
The bridge was made of wood.
The bridge was named after Little Creek.
7. She walked across the stage to get her reward.
Francis walked across the stage.
Francis was proud.
The stage was small.
The reward was five hundred dollars.
8. My paper had errors.
It was my second paper.
The paper was about *Billy Budd*.
I had spelling errors.
I had grammatical errors.

9. Our neighbor played in tournaments.
Our neighbor lives next door.
He has played in three tournaments.
These tournaments were for the sport of golf.
10. The desk is an antique.
The desk used to belong to my grandfather.
The desk is made of solid walnut.
The desk as a leather top.
The desk is valuable as an antique.

Lesson Thirty
Rewriting Paper #5

After rewriting your paper, use this check list to determine whether you have included the components necessary for producing effective writing.

- _____ 1. Does the first paragraph start with an attention grabber?
- _____ 2. Are there two or three sentences between the attention grabber and thesis statement?
- _____ 3. Is there a thesis statement?
- _____ 4. List your topic sentences.
- _____
- _____
- _____
- _____ 5. Do the topic sentences have transition words like “first,” “second,” and “third”?
- _____ 6. Do each of the topic paragraphs discuss only one idea?
- _____ 7. Do the support sentences contain specific examples and not merely generalizations?
- _____ 8. Does the conclusion restate the thesis?
- _____ 9. Does the conclusion summarize the main points of the paper?
- _____ 10. Does the conclusion have a clincher?
- _____ 11. Is your paper at least 350 words?
- _____ 12. Have you double-spaced your paper?
- _____ 13. Have you checked your spelling, punctuation, and grammar?
- _____ 14. Are all of the subjects and objects specific nouns and not pronouns?
- _____ 15. Did you use present tense verbs?
- _____ 16. Have you attached your first draft to your final product?

Lesson Thirty-one

Sentence Combining: Adverbs

Another modifier that helps to clarify meaning in a sentence is the **adverb**. The adverb is unusual because this word not only modifies verbs, but adjectives and other adverbs as well. Generally, you can create an adverb by taking an adjective and by adding *-ly* to the end of the word.

quick	quickly
regular	regularly
faithful	faithfully
thankful	thankfully
cautious	cautiously

The additional information that the adverb provides is *when, where, why, how, how often*, and negative statements.

when: The tornado **soon** disappeared.

where: I met my mother **there** for dinner.

how: I **greatly** admire Sam who studies **well**.

how much: Sissy **seldom** goes to the store.

negative statement: The sailor did **not** secure the hatch during his watch.

Adverbs that modify adjectives and other adverbs are called **intensifiers**, or sometimes, **qualifiers**. Appearing always before the word that is being modified, these adverbs give more details about the word. Notice how the adverbs in bold letters “intensifies” or “qualifies” the adjective or adverb.

Our weather in Georgia is **unusually** cold for this time of the year.

However, in Alaska, the weather there is **nearly always** cold.

Shannon stayed home today, because she is **very** sick little girl.

How would you like to have a **lovely**, hard punch in the nose?

Sometimes, when the adverb does not modify a particular word in the sentence, the word is called a **sentence modifier**. A comma separates the sentence modifier from the rest of the sentence.

Honestly, Ricky got an “A” on the physics examination.

Adverbs can often condense a phrase into one word. Use adverbs for conciseness, for variety, and for clarity.

Exercises

Exercise A. Like adjectives, you already instinctively know how to use adverbs and where these words are used in a sentence. In the following story with nonsense words, circle the adverbs. Review the cues for adverbs.

As she zoyed trumly, she Brustly glocked her foshes and luped herself to miny her crovely loce cushet along the lemit wabling to the goglet. She luped this upon herself against the sluffy that had plaledly pumted her all zeb, brilling and whyming her cushet. She brogged where that sluffy had muckled from and she pockled remenly.

Exercise B. The first sentence for each problem is the basic sentence. To this sentence you will add the thoughts contained in the sentences which are indented below the basic sentence. Most of the thoughts will be adverbs.

1. The wolf sniffed the trap.
 The wolf did this first.
 The wolf was inquisitive as he sniffed.
2. Jack works.
 Jack does not like to work often.
 Jack is not diligent.
3. The careless pickpocket was brought before the stern judge.
 The pickpocket's carelessness was often.
 His appearance in court was quick.
 The judge was very stern.
4. My sailing on a small sloop helps me to appreciate the sea.
 I sail often.
 The sloop is very small.
 The help I get is immense.
5. I like to watch baseball; my friends are crazy about it.
 Actually, I do not like baseball.
 I really do not like baseball.
 My friends are fanatical about baseball.
6. The blinding snow storm worried most of the neighbors.
 The blinding storm was unusual.
 It was certain that the neighbors were worried.
7. After coming across the hill, we saw the green valley.
 We here happy to see the valley.
 The green was beautiful.
 The valley was below us.
8. My brother disliked the farm and left to go to the exciting city.
 His dislike was great.
 His leaving was sudden.
 The excitement was enticing.

9. The dogs chased the harried rabbit over the countryside.
The dogs' chasing was anxious.
The rabbit was very harried.
10. The prepared meal was served with royal dignity.
The preparations were careful.
The serving of the meal was wonderful.
The royal dignity was a lot.

Lesson Thirty-two

Sentence Combining: Prepositional and Absolute Phrases

As you write, you will use groups of words that cannot stand along. Yet the words contribute to the overall meaning of the sentence. For an example:

Near the park
My legs aching from the climb
My friends
To understand fully the assignment

These expressions are not sentences. We call these groupings a **phrase**. A phrase lacks either a subject, an appropriate verb, or both in order to form a sentence. In the English language, four common phrases are used: **prepositional**, **absolute**, **appositive**, and **verbal**. Notice how the above phrases contribute to the effectiveness of the following sentences.

Jamie lives on Elm Street near the park.

My legs aching from the climb, I finally reached the top of the cliff.

Jack and John, my friends, went to the baseball game.

To understand fully the assignment is important for passing this course.

1. Creating the Prepositional Phrase

Prepositional phrases always have two parts: a preposition and a noun or pronoun that acts as the object to the preposition.

Prepositional Phrase	=	Preposition	+	Object of the Preposition
at the fair		at		the fair
over her fence		over		her fence
by his hard work		by		his hard work

The prepositional phrase can be used either as an adjective or as an adverb. As an adjective, the phrase will follow the noun or pronoun being modified.

My wife always cuts the **coupons** from the newspaper.

Sandra says **saving on groceries** is important.

As an adverb, the phrase can be placed nearly anywhere in the sentence.

Tim **finished** the math examination before the other students.

Before the other students, Tim **finished** the math examination.

2. Creating the Absolute Phrase

The absolute phrase consists of two parts: a noun (or pronoun) and a participle with modifiers.

noun participle
their **hearts beating** wildly with excitement

noun participle
a normal **delay hindering** eager children

Absolute phrases generally modify the entire sentence though on rare occasions they can modify a single word.

Their hearts beating wildly with excitement, the Dobson **twins** were spellbound by the sight of the roller coaster.

Many minutes passed while the twins stood in line, a normal delay hindering eager children.

Exercises

Exercise A. The first sentence for each problem is the basic sentence. To this sentence you will add the thoughts contained in the sentences which are indented below the basic sentence. Rewrite the secondary sentences as prepositional phrases.

1. We know little about his life.
Cervantes' life is not well known.
He was an author.
He wrote *Don Quixote*.
2. When Cervantes was a soldier, he was wounded.
It was in a battle.
The name of the battle was Lepanto.
3. Cervantes was captured, but later was released.
Pirates captured him.
Once the pirates were given a ransom, Cervantes was free to go.
4. His novel, *Don Quixote*, is famous and has contributed many things.
The whole world knows about *Don Quixote*.
The book has contributed words and expressions.
These words and expressions are added to our language.

5. This satire has been translated.
A foolish old knight is the main character.
The book is in many languages.

Exercise B. The first sentence for each problem is the basic sentence. To this sentence you will add the thoughts contained in the sentences which are indented below the basic sentence. Rewrite the secondary sentences as absolute phrases.

1. The firefighters continued into the burning house.
Their lungs were burning from the smoke.
2. The more experienced man found the hallway.
This was a passage not yet touched by the fire.
3. The other man in the team brought the oxygen tank.
His eyes were watering due to the irritating smoke.
4. At last, the heroes found the missing family member.
She was a frightened little girl hiding under her bed.
5. The firefighters put an oxygen mask on her and left quickly.
The window provided the fastest escape from the fiery house.

Lesson Thirty-three

Sentence Combining: Appositive and Verbal Phrases

1. Creating the Appositive Phrase

Whenever you use an **appositive**, you are merely renaming a noun in order to give more information about the word. An appositive phrase consists of the appositive and its modifiers, if any. The appositive phrase is always set apart with commas.

Killer, my dog, hates cats.

My **dog**, Killer, hates cats

Notice in the first sentence that the appositive *dog* with its modifier *my* is the appositive phrase that renames *Killer*. In the second example, *Killer* is the appositive to *dog*.

At times, you may wish to introduce an appositive phrase with appropriate words, such as *for example*, *namely*, or *in other words*.

Children should practice **cleanliness**, for example, picking up their toys and putting away their clothes.

The entire underlined phrase is the appositive that renames the noun *cleanliness*.

2. Creating the Verbal Phrase

You will recall that the English language has three kinds of verbals: gerunds, participles, and infinitives. The verbal phrase consists of the verbal along with its modifiers, object, or complements.

Verbal with modifiers: My father noticed my careful sanding.

Verbal with object: Sanding the walnut board was hard work.

Verbal with complement: For this reason, I consider sanding a chore.

Notice how the above underlined phrases cannot stand alone. The verbal phrase is a fragment and is not a sentence. At this time, you should review lessons 22, 23, and 24 regarding how verbals are used in sentences.

Exercises

Exercise A. The first sentence for each problem is the basic sentence. To this sentence you will add the thoughts contained in the sentences which are indented below the basic sentence. Rewrite the secondary sentences as appositive phrases.

1. Emily Dickinson wrote poetry about nature, life, and death.
 She was a recluse.
2. Dickinson combined wit and intensity.
 She was a master of paradox.
3. Dickinson wrote her poems on unusual materials.
 These materials include, for an example, scraps of paper and envelopes.
4. Susan Glaspell's play is based on Dickinson's story.
 Her play is called *Alison's House*.

Exercise B. The first sentence for each problem is the basic sentence. To this sentence you will add the thoughts contained in the sentences which are indented below the basic sentence. Rewrite the secondary sentences as verbal phrases.

1. This is a delicious evening.
 It makes the whole body of one sense.
 It also gives delight to every pore.
2. I am a part of Nature.
 I come and go with a strange liberty.
3. I notice that the night is cool as well as cloudy and windy.
 I walk along the stony shore of the pond.
4. All things appear unusually congenial to me.
 I see nothing special to attract me.
5. In the early evening, the bullfrogs begin.
 Croaking is what they begin to do.
 The result is the frogs usher in the night.

6. I find my breath is taken away.
I have sympathy with the fluttering elm and poplar trees.
7. The evening wind raises small waves across the pond.
Yet the waves have no hint of storm.
Any storm is remote from here.
8. Darkness has descended over the woods.
This completes another day at Walden Pond.
The pond has the fox and skunk as its watchmen.

Lesson Thirty-four

Sentence Combining: Subordinate Clauses as Adjectives and Adverbs

A **subordinate clause** (or dependent clause) contains both a subject and a verb. However, the clause cannot stand alone because the clause begins with an introductory word called either a **subordinating conjunction** or a **relative pronoun**.

Common Subordinating Conjunctions

after, although, as, as if, as though, because, before, even if, how, if, in order that, lest, since, so that, than, though, till, unless, until, when, whence, whenever, where, whereas, whether, while, why

Relative Pronouns

who, whom, whose, which, that

Any of the above words when preceding a clause will indicate that the clause is not an **independent clause** (being able to stand alone), but rather is a **dependent clause** that “depends” on the independent clause. The dependent clause may function as an adjective, an adverb, or a noun.

1. Subordinate Clauses as Adjectives

The adjective clause modifies nouns and usually appears after the word being modified.

My **uncle**, who lives near Cleveland, Ohio, is a member of a Civil War educational society.

The residents of Windsong Road had several questions about the proposed road’s **widening** that the country commissioners planned to start in April.

2. Subordinate Clauses as Adverbs

The adverb clause modifies verbs, adjectives, or adverbs. Remember that adverbs answer the questions *when, where, why, how, and how often*.

As the professor kept speaking with his monotone, Allison fell asleep.
The clause is an adverb answering the question “When?”

Charles came to the meeting because he wanted to learn about forensics.
The clause is an adverb answering the question “Why?”

Exercises

The first sentence for each problem is the basic sentence. To this sentence you will add the thoughts contained in the sentences which are indented below the basic sentence. Rewrite the secondary sentences as either adjective or adverb clauses. Remember—clauses have a subject and a verb with an introductory word.

1. Young Goodman Brown decides to go for a walk.
 This walk takes place after he ate dinner.
 Brown lives in Salem.
2. Goodman Brown meets a stranger.
 He sees the stranger as soon as he entered the forest.
 The stranger is the Devil.
3. The Devil reminded Goodman Brown about the pact.
 The pact was entered into by him (Brown).
4. Goodman Brown states that he comes from a noble line of Puritans.
 Brown began to have scruples about the pact.
 His father and grandfather were among these noble line.
5. Goodman Brown sees Goodwife Cloyse talking with the Devil.
 Cloyse taught him the catechism.
6. Goodman Brown discovers Faith at the witch-meeting.
 Brown never thought his wife would sell herself to the Devil.
 Faith is his wife.
7. The couple stood facing each other.
 The couple was illumined by the surrounding fires.
 They were the last ones to give allegiance to the Devil.
8. Goodman Brown resists the Devil.
 Brown cries to Faith to look up to Heaven.
 The Devil takes Brown back to the edge of the forest.
9. Goodman Brown becomes a cynical man.
 This takes place after Brown attended the witch-meeting.
 As a cynical man, Brown no longer trusts anyone.

Lesson Thirty-five

Rewriting Paper #6

After rewriting your paper, use this check list to determine whether you have included the components necessary for producing effective writing.

- _____ 1. Does the first paragraph start with an attention grabber?
- _____ 2. Are there two or three sentences between the attention grabber and thesis statement?
- _____ 3. Is there a thesis statement?
- _____ 4. List your topic sentences.

- _____ 5. Do the topic sentences have transition words like “first,” “second,” and “third”?
- _____ 6. Do each of the topic paragraphs discuss only one idea?
- _____ 7. Do the support sentences contain specific examples and not merely generalizations?
- _____ 8. Does the conclusion restate the thesis?
- _____ 9. Does the conclusion summarize the main points of the paper?
- _____ 10. Does the conclusion have a clincher?
- _____ 11. Is your paper at least 350 words?
- _____ 12. Have you double-spaced your paper?
- _____ 13. Have you checked your spelling, punctuation, and grammar?
- _____ 14. Are all of the subjects and objects specific nouns and not pronouns?
- _____ 15. Did you use present tense verbs?
- _____ 16. Have you attached your first draft to your final product?

Lesson Thirty-six

Sentence Combining: Subordinate Clauses as Nouns

You can use a subordinate clause as a noun. You will recall that a noun can function as a subject, as an object, or as a complement.

Subject

Whoever wants to take Advanced Computer next year must register with the headmaster no later than tomorrow.

Direct Object

In that he was so excited, Mike packed what he needed for his camping trip three days ago.

Indirect Object

Though I generally do not yell or get excited, I wanted whoever took my comic book to know that I was unhappy.

Complement

Without a doubt, Meg can become whatever she desires to be.

Introductory words for Noun Clauses

that, which, who, whom, whose, whoever, whomever, what, whatever, when, where, why, whether, and how

Exercises

The first sentence for each problem is the basic sentence. To this sentence you will add the thoughts contained in the sentences which are indented below the basic sentence. Rewrite the secondary sentences as noun clauses.

1. Art experts agree ABOUT SOMETHING.
 Air-conditioned museums are helpful for preserving rare artwork.
2. SOMETHING cannot be recalled.
 You may regret the words you say in anger.
3. In Shakespeare's *Merchant of Venice*, Portia is promised in marriage to SOMEONE.
 The successful suitor much choose the correct casket.
4. The student journalists report SOMETHING.
 They report things seen.
5. Increased exercise may be SOMETHING.
 I need more exercise.
 You need more exercise.
6. A good leader will take responsibility for SOMETHING.
 Leaders sometimes make bad decisions.

7. Christopher Columbus believed SOMETHING.
Many explorers thought there was a passage to the East Indies.
This passage could be reached going west instead of east.
8. A Bill of Rights is an entitlement.
This entitlement is necessary for people to have against every
government on earth.
9. The traveler lacked SOMETHING.
The traveler had no imagination.
10. Our teacher stated to SOMEONE.
Someone took the dictionary.
The person was to return the dictionary to the shelf.

Lesson Thirty-seven

Generative Sentences

As I have mentioned already, in theory we all think in basic sentences that contain one idea. To this basic thought, we modified that idea with words, phrases, and clauses. To illustrate this point better, write the following sentence on a sheet of paper:

The pig squealed.

Now supply the answer to the following questions by adding the answers to the basic sentence.

What is the name of the pig?

What color was the pig?

When did the pig squeal?

How did the pig squeal?

Why did the pig squeal?

Where did the pig squeal?

Noticed that each additional modifier helps to clarify your meaning better than just knowing that a pig squealed. As you can construct an interesting sentence from a basic idea, so you can deconstruct one as well. Every sentence can be broken down to the basic sentence and the modifiers identified on different levels of generality. For example, one student wrote the following sentence.

While crossing the peaceful barnyard during the night, Bacon-Bits the brown pig squealed loudly when he saw the flying saucer, descending slowly over the red barn.

The basic thought of any sentence will always be “1.” Any phrase or clause that modifies the basic sentence is a level-2 modifier. If a modifier modifies a level-2 modifier, then that modifier is a level-3 modifier, and so forth. Let’s take our student’s example:

- 2 While he crossed the peaceful barnyard during the night,
- 1 Bacon-Bits the brown pig squealed loudly
- 2 when he saw the flying saucer,
- 3 descending slowly over the red barn.

This sentence is an example of a level-3 sentence. The basic thought is “Bacon-Bits the brown pig squealed loudly.” The clause, “While he crossed the peaceful barnyard during the night,” modifies the basic thought regarding what the pig was doing and where the pig was. The other clause, “when he saw the flying saucer,” also modifies the basic thought since we learn why the pig squealed. The participle phrase, “descending slowly over the red barn,” modifies a level-2 modifier, “when he saw the flying saucer,” because the phrase describes the flying saucer.

Unfortunately, many inexperienced writers tend to stay with level-1 types of sentences. For an example:

The handkerchief means a lot to Othello and he feels it symbolizes his love for her. Iago tells Emilia to steal the handkerchief from Desdemona. He wants to give it to Cassio and to have Othello see him with it.

By indenting the levels of generality, we have the following:

- 1 The handkerchief means a lot to Othello and
- 1 he feels it symbolizes his love for her.
- 1 Iago tells Emilia to steal the handkerchief from Desdemona.
- 1 He wants to give it to Cassio and to have Othello see him with it.

Notice that these sentences by a student are only basic thoughts with no levels of modification. While the student does a good job with present tense verbs, the meaning of the sentences is unclear because of the overuse of pronouns. This is the reason why so much writing is lifeless and unimaginative. Try to add levels of generality to your thoughts. The student could have combined all of these ideas into one sentence:

Knowing the importance of the handkerchief, a symbol of the moor’s love for Desdemona, Iago has Emilia steal the handkerchief, which he hopes to give to Cassio, in whose possession Othello will observe the token.

Instead of three mundane sentences, we have created the following:

- 2 Knowing the importance of the handkerchief,
- 3 a symbol of the moor’s love for Desdemona,
- 1 Iago has Emilia steal the handkerchief,
- 2 which he hopes to give to Cassio,
- 3 in whose possession Othello will observe the token.

Exercise

Break the following sentences into levels of generality. For this exercise, the levels are given to you. Locate first the basic thought, then determine the various modifiers.

During this altercation some of the vulgar spectators had run to the great church which stood near the castle, and came back open-mouthed, declaring the helmet was missing from Alfonso's statue.—Horace Walpole, *The Castle of Otranto*

1

2

1

2

He received it with a smile, one of those large smiles which go all around over, and have folds in them, and wrinkles, and spirals, and look like the place where you have thrown a brick in a pond; and then in the act of his taking a glimpse of the bill this smile froze solid, and turned yellow, and looked like those wavy, wormy spreads of lava which you find hardened on little levels on the side of Vesuvius.—Mark Twain, "The £1,000,000 Bank-Note"

1

2

3

3

3

3

3

4

2

1

1

1

2

Marrying with this single purpose, to benefit a poor young woman, he has loved his wife solely with a quasi-paternal affection.—Luigi Pirandello, “Think It Over, Giacomino!”

2

3

1

Improving Your Writing

Refer to your paper. Take any number of sentences in the paper and break down all of the sentences into levels of generality. Notice if you write mainly on a level-1. If so, rewrite the sentences adding more ideas that modify the basic thought Try to achieve a level-3 sentence as you write. Ask yourself the questions Who? What? When? Where? How? and Why?

Lesson Thirty-eight

Coordination and Subordination

If you fail to use coordination and subordination, your writing will be choppy and difficult to follow. For an example:

The sailor was both rejoiced and perplexed. He had strong hopes of now recapturing the brute. It could scarcely escape from the trap into which it had ventured, except by the rod. It might be intercepted as it came down. There was much cause for anxiety as to what it might do in the house.

The few sentences above are basically short; yet, the thoughts do not flow well. Notice how the same sentences flow smoothly by adding coordinating and subordinating words and phrases while at the same time causing the relationships between the sentences to become clearer.

The sailor, **in the meantime**, was both rejoiced and perplexed. He had strong hopes of now recapturing the brute, **as** it could scarcely escape from the trap into which it had ventured, except by the rod, **where** it might be intercepted as it came down. **On the other hand**, there was much cause for anxiety as to what it might do in the house.—Edgar Allan Poe, “The Murders in the Rue Morgue”

Coordination

You will coordinate whenever you link words, clauses, or phrases to emphasize their equal weight. This coordination will generally take the form of a **compound sentence**.

I do well in English. I do better in Latin.

I do well in English, **but** I do better in Latin.

My sister is graduating from high school. She is going to Duke University.

My sister is graduating from high school **and** is going to Duke University.

Beware that you do not use excessive coordination. While no coordination is bad, too much coordination can be just as confusing. For an example:

I was happy to see so many good friends, **but** Jack was conspicuously absent **and** his being a really close friend of mine, I was perplexed what to think, **so** I went up to my room where I could be alone.

Readers need moments to pause. The commas help somewhat here, but this sentence needs to be broken down into several sentences.

I was happy to see so many good friends, **but** Jack was conspicuously absent. Since Jack was a really close friend of mine, I was perplexed what to think; **therefore**, I went up to my room where I could be alone.

The above example illustrates that whenever you use conjunctive adverbs like *therefore*, *however*, *moreover*, *nonetheless*, and *consequently* that precede a semicolon, follow the adverb with a comma. The use of the semicolon can replace *and* in the sentence.

My dog is black, **and** my cat is gray.

My dog is black; my cat is gray.

Be certain that the sentences that you are coordinating have some relationship with each other. If your sentences are illogical, you will need to rewrite the sentence by adding additional information to ensure a logical flow of ideas.

College Algebra is very difficult, and Shelley is finally taking the course this semester.

You should ask yourself, “What does the difficulty of Algebra have to do with Shelley’s taking the course?” The two thoughts are not logically connected. Therefore, the sentence needs revision. Notice how the revision now shows the relationship between the ideas.

College Algebra is very difficult. **Since she struggles with mathematics**, Shelley is finally taking the course **in her last semester of school**.

Subordination

Whenever you subordinate one idea to another, you will generally use a dependent clause that modifies the independent clause. Therefore, you will be aiding the reader to link information and ideas together. You will be informing the reader of any subordination by using subordinating words like *because*, *while*, *although*, *who*, *which* or *that*. The structural form is called the **complex sentence**.

Unlike the compound sentence where the thoughts hold equal weight, the complex sentence combines ideas of unequal weight. The central idea in the sentence is found in the independent clause, while the dependent clause modifies and qualifies the main idea by showing cause and effect, by giving more information, or by providing more focus.

The personal computer is a great tool for saving time. I can calculate hundreds of figures within eight hours.

Subordinated: Because the personal computer is a great tool for saving time, I can calculate hundreds of figures within eight hours.

Regarding writing style, you should place the dependent clause before the independent clause. The dependent clause is always punctuated with a comma.

Exercises

Exercise A. On a separate sheet of paper, combine each of the following pairs of sentences into a single sentence using coordination. If necessary, rewrite the sentence to avoid confusion.

1. Manfred, prince of Otranto, has one son and one daughter. He loves both of his children.
2. Hippolita is Manfred's wife. She is a kind woman who is concerned that her only son is too young to marry. She obeys the wishes of her husband regarding the marriage.
3. On the day of his wedding, young Conrad walks across the courtyard. He is killed by a giant helmet that fell from the sky.
4. Isabella is repulsed by Manfred's proposal to marry her. She tries to escape to a church through a tunnel.
5. Isabella meets a gallant young gentleman in the tunnel. He helps her to escape. Manfred captures the gentleman.

Exercise B. On a separate sheet of paper, combine each of the following pairs of sentences into a single sentence using subordination. If necessary, rewrite the sentence to avoid confusion.

6. Ulysses proves himself a great warrior. Ulysses leaves Troy for home.
7. Neptune is angry with Ulysses. Ulysses killed the god's son, Polyphemus. Polyphemus was a Cyclops.

8. Polyphemus returned to his cave. Ulysses with a band of his men became trapped in the Cyclops's cave.
9. Polyphemus promptly ate two of the men. The other watched in horror and disbelief.
10. Ulysses tricked the Cyclops by getting him drunk. Ulysses with the help of his other men were able to blind Polyphemus with a hot stake.

Improving Your Writing

Review your draft of Paper #7. Check to see if your sentences have proper coordination and subordination. Ensure that you do not have too much coordination in any single sentence. If you find that you do, then break the sentence down into several sentences.

Lesson Thirty-nine

Parallelism within Sentences

Parallelism helps control the longer sentence. In Shakespeare's *Antony and Cleopatra*, Antony states, "All length is torture." The goal of good writing is clarity. Therefore, every writer should learn to write with precision and brevity; but this is not to say that you should abandon the use of longer sentences. Whenever you do write a longer sentence, you must ensure that the sentence is seasoned with grace and vigor.

Whenever you use parallelism, you are helping readers by delighting them with a stylish writing style and with clear understanding. Since parallelism is the expression of similar ideas, the central rule for parallelism is that the grammatical structure must agree: clauses with clauses, phrases with phrases, and words with words. To violate this rule is to create faulty parallelism. An example of faulty parallelism would be:

My friend cautioned me
that English 101 would be difficult
and
to buy a good dictionary.

Notice that the two dependent clauses are not parallel in structure. With this sentence, you will want to change the second clause.

My friend cautioned me
that English 101 would be difficult
and
that I should buy a good dictionary.

A common problem is mixing adverbs with prepositional phrases. Whenever you make a list, guard against this tendency to mix unparalleled elements.

By constantly rewriting your work, you will soon be writing
clearly,
precisely,
and
with grace.

The first two words in the list are adverbs, but the last item is a prepositional phrase. The best way to revise this sentence is by changing the adverbs to nouns. Thus, we now have the following:

By constantly rewriting your work, you will soon be writing **with**
clarity, precision, and grace.

As you write your sentences, ensure that all words are included to make your meaning clear.

Our country's armed forces are superior
on the land, air, and sea.

Now ask yourself: does anything go "on the air" in this context? Rewrite the sentence by adding the missing words.

Our country's armed forces are superior
on the land, in the air, and on the sea.

Exercises

Exercise A. Underline the parallel structures in the following sentences.

1. The teacher told the students about the presentations, the quizzes, the papers, and the final examination.
2. Sissy looked at the man, because she thought that he appeared mysterious and that he wore an unusual jacket.
3. But far below, in the deep, dark recesses of the cave, in the very bosom of the earth, we heard a plea and a cry for help.
4. Freshman writing courses are designed to teach students how to use grammar properly and how to communicate ideas effectively.
5. The proposed program for reducing waste is both sound for the environment and beneficial to the bottom line.

Exercise B. On a separate sheet of paper, correct the faulty parallelism found in the following sentences.

1. Julia is vacillating whether she should study medicine or to become a concert pianist.
2. Last year at Camp Wildwood my sister taught archery, tennis, and how to make wicker baskets and tables.
3. Turning the claws and hoofs of the bison into rattles and to twist its hair into rope were two ways the Indians made use of the large beasts.
4. Homer's *Odyssey* describes the journeys of Odysseus, his fighting with giants, and how he escapes from dangers.
5. In his best-selling book, Dave Davenport describes the hardships and dangers of a truck driver's life and what is enjoyable in a trucker's work.
6. The AAA offers its members helpful information on accommodations, weather conditions, and what new roads are open.
7. The career counselor suggested that Thomas write out his personal goals, read some materials on choosing a profession, or that he might take a career interest test.
8. Katherine is beautiful, dark eyes, and a quick temper.
9. Daniel likes to visit Evergreen Lodge because of the fine swimming pool, the exercise room, and not having to walk very far to the putt-putt course.
10. What kind of job would be appropriate for a person who enjoys boating, fishing, and to dive?
11. To play professional football, a man needs a rugged physique, a competitive spirit, and he has to have a great deal of courage.
12. Captain Ezra is quiet, easygoing, and likes everybody.
13. Anyone can locate possible jobs in newspaper ads, friends, and employment agencies.
14. Our neighbors enjoy going to our community's Little Theater because, even though they are amateurs, the actors and actresses are polished, dedicated, and have lots of wit and humor.
15. Optimism, determination, and being a problem solver are three traits of a super sales manager.

Improving Your Writing

Review your draft of Paper #7. Write out those sentences in your paper that use conjunctions. Break down the sentences in the form shown in this lesson. Are the different elements of the sentence parallel with each other? If not, rewrite the sentence in order to ensure parallelism.

Lesson Forty

Rewriting Paper #7

After rewriting your paper, use this check list to determine whether you have included the components necessary for producing effective writing.

- _____ 1. Does the first paragraph start with an attention grabber?
- _____ 2. Are there two or three sentences between the attention grabber and thesis statement?
- _____ 3. Is there a thesis statement?
- _____ 4. List your topic sentences.

- _____ 5. Do the topic sentences have transition words like “first,” “second,” and “third”?
- _____ 6. Do each of the topic paragraphs discuss only one idea?
- _____ 7. Do the support sentences contain specific examples and not merely generalizations?
- _____ 8. Does the conclusion restate the thesis?
- _____ 9. Does the conclusion summarize the main points of the paper?
- _____ 10. Does the conclusion have a clincher?
- _____ 11. Is your paper at least 350 words?
- _____ 12. Have you double-spaced your paper?
- _____ 13. Have you checked your spelling, punctuation, and grammar?
- _____ 14. Are all of the subjects and objects specific nouns and not pronouns?
- _____ 15. Did you use present tense verbs?
- _____ 16. Have you attached your first draft to your final product?

Answer Key to Critical Writing, Grammar, and Style

Lesson 1

The following numbers should be circled.

1, 3, 6, 7, 10, 11, 12, 14

Lesson 2

The following numbers should be circled

1, 2, 4, 7, 10, 12, 13

Lesson 3

The following numbers should be circled.

1, 2, 4

The following numbers should be circled.

1, 4

Lesson 4

1. Thesis: In “I heard a Fly buzz,” Dickinson suggests that no hope of blissfulness exists beyond death. The thesis statement is located in the last sentence of the first paragraph.
2. There are three topic sentences: 1) This hopelessness begins with a disappointed expectation. 2) This hopelessness continues with a disturbing revelation. 3) This hopelessness exists in deep darkness.
3. The writer uses specific phrases and lines from the poem itself.
4. Yes, the restatement is in the first sentence of the fifth paragraph.

Lesson 6

1. It; The small airplane crashed Saturday in the county fairgrounds.
2. He; Juan Jose Mendosa is a member of the ruling party.
3. He; Being closely guarded by the Secret Service, the President made his way through the cheering crowd.
4. They; After saving their money, the neighbors bought a piano.
5. She; Susie is taking care of Gloria’s kittens.
6. They; The kittens scratched Timothy last night.
7. It; The pear feels ripe.
8. He; While going down a hill, Ian was injured while riding his bicycle.
9. It; Oftentimes in the morning, my voice sounds gruff.
10. She; Mrs. Jones is watering her beautiful, but dry, lawn.
11. It; After the water froze, the swimming pool was ruined because the side cracked.
12. He; It; I thought Senator Kelly would never stop speaking; his speech was long and boring.
13. It; “Don’t tread on me” used to be a motto on one of our earliest flags.
14. He; She; Mr. Jones and Miss Fisk assign the most homework of all of the teachers at City High.
15. He; Charles Dickens was a prolific writer, writing seven thousand letters to his friends during his life time.

Lesson 7

1. Bill and Tom took a train to Memphis; train—direct object; Memphis—object of the preposition
2. After traveling, we were glad to see our grandparents; traveling—object of the preposition; grandparents—direct object
3. When waiting in line, Kristi read the magazine; line—object of the preposition; magazine—direct object
4. My teacher offered Robert the book about King Arthur; Robert—indirect object; book—direct object; King Arthur—object of the preposition
5. Surely our team will win the championship by the end of the season; championship—direct object; season—object of the preposition

Lesson 8 (answers may vary)

1. The dynamite exploded inside the plant.
2. Florida's students do not expect to miss school because of snow.
3. The Congressmen discussed the tax hike.
4. The President appealed to the American people to conserve gasoline.
5. Both super powers agreed that they needed a test-ban treaty.
6. The laboratory personnel must thoroughly prepare the specimens.
7. The "A" student was surprised because he did not expect the dean to reject his application.
8. On June 30, the candidate appeared before the board.
9. You must graduate from high school for five important reasons.
10. The principal presented the proposal very well.

Lesson 9 (answers may vary)

1. The tactic used by the cavalry in battle helped to defeat the enemy.
2. The committee for nominating a pastor met at the church.
3. My collie is my favorite pet.
4. The proposed tax by the council received a cool response from the citizens.
5. The Central High Band performed a routine that won praise from the parents.
6. The educational review of teachers revealed an increase in students being dissatisfied.
7. The examination showed that students were satisfactory regarding competence in writing.
8. For the test tomorrow, you must provide a pencil and a calculator.
9. The report on the feasibility of a playground is due in my office at 5:00 p.m.
10. The judge must determine whether to grant the defendant's motion to dismiss.

Lesson 11

1. cat; love; My cat Julius loves mice.
2. team; are expected; Our team is expected to win the game tonight.
3. novel; are; who, has; The novel, *The Three Musketeers*, is about four friends who have many adventures.
4. one; arrive; we; will begin; When one of the guest speakers arrives, we will begin the program.
5. book; begin; My favorite book, *Great Expectations*, begins with Pip contemplating in a graveyard.
6. interests; Traci; have; is; Other interest that Traci has are camping, reading, and music.
7. I; know; I; want; sister; know; I know the correct answer, but I want to learn whether my sister Candice, one of the brightest students, knows the answer as well.

8. soldiers; part; hired; was sleeping; Washington; surprised; The German soldiers, part of the many mercenaries hired by King George, were sleeping when Washington surprised them at Trenton.
9. take; walk; is; sentence okay.
10. I; am; Mr. Smith; find; I am happy to see that Mr. Smith finds the breaking of his window to be humorous.

Lesson 12

1. Janet; Yvonne; swims; Janet and Yvonne swim every day.
2. canary; parquet; seems; My canary and your parquet seem to enjoy each other's company.
3. basket; potatoes; are; sentence okay
4. potatoes; basket; are; Neither the potatoes nor the basket is cheap.
5. apple; orange; suit; Either an apple or an orange suits me well.
6. Red; blue; is; Red and blue are my favorite colors.
7. pen; pencil; write; Neither pen nor pencil writes well on wax paper.
8. tracks; switch; are; Either the railroad tracks or the switch is faulty.
9. Betty; Jane; go; Either Betty or Jane goes always first to the head of the line.
10. Mondays; Tuesday; are; Either the next three Mondays or this Tuesday is fine for a meeting.

Lesson 13

1. I am surprised that Jim and Pete, who have joined the Army, are both leaving for boot camp this week.
2. Located on a hill among tall oak trees, which are beautiful during this time of year, the college celebrates its 100th year of educating students.
3. sentence okay
4. Everyone of my friends is coming to my birthday party.
5. Either of the dogs is capable of tracking a rabbit.
6. sentence okay
7. Each teacher and student is happy to be home for several weeks.
8. Every widget and gizmo is checked thoroughly for defects.
9. Every dog and cat has its day.
10. All of the suitcases are accounted for at the airport.
11. None of my relatives are coming here for the holidays.
12. sentence okay.

Lesson 14 (answers may vary)

1. The students used the chalkboard.
2. The president called the meeting to order.
3. Four rivets attach the metal plate to the body.
4. The president of the school gave the football hero the Most Valuable Player Award.
5. The General Assembly extended the school year to twelve months.
6. An excellent contractor is building the new building.
7. Our friend was repairing our car; but, then a flood washed the car away.
8. The cow jumped over the moon.
9. David Luban raises a valid point that Americans will not abandon the jury system.
10. The judge decides issue of law and the jury decides issues of fact.

Lesson 16

1. The commanding officer dismissed the soldier.
2. Pastor Bowman preached the gospel of Christ.
3. Our dog Aristotle retrieved the duck.
4. The new store clerk closed the store for the night.
5. Bill drove the car recklessly down the mountain road.
6. The judge put Bill in jail for three days.
7. I enjoyed the fresh morning breeze.
8. Our church choir performed the Christmas cantata wonderfully.
9. Aunt Betty spread the great feast out across four tables.
10. By morning, snow covered the ground.

Lesson 17

1. William Shakespeare wrote *Romeo and Juliet*. Shakespeare borrowed the plot from the myth about Pyramus and Thisby.
2. Pyramus and Thisby loved each other. However, a wall separated the lovers.
3. Fortunately, a crack in the wall allowed the lovers to talk to each other. At night, the couple expressed devotions of love.
4. Their parents would not permit the couple to see each other. The two families hated each other.
5. But the feud did not stop Pyramus and Thisby. The lovers planned an escape.
6. The couple decided to meet at Ninus Tomb. At night, Thisby approached the tomb first.
7. Thisby saw a lion, ran away, and dropped her scarf. The lion, which had blood on its mouth, mauled the scarf.
8. Pyramus soon arrived at Ninus Tomb. Pyramus saw the scarf.
9. Pyramus thought the lion killed Thisby.
10. Pyramus unsheathed the sword by his side. Then Pyramus kills himself with the sword.
11. Thisby returns to find Pyramus dead. Thisby kills herself with the same sword.
12. Pyramus and Thisby died together. The lovers' blood turned red the berries of the mulberry bush, which were white.

Lesson 18

1. Everyone should do his best to see that our street is free of trash.
2. sentence okay
3. If nobody ever concentrated on his own shortcomings, then the world would be even worse than it is now.
4. Each of the applicants must submit his history of previous jobs.
5. In the summer, my sister and I often walk through the park.
6. Last Christmas, my grandfather bought my brother and me an electric train.
7. The students thought that everyone should wait his turn to buy tickets.
8. Mr. Brown gave his wife, whose leg was broken, constant attention.
9. Each person who met my famous uncle wanted him to sign his autograph book.
10. His wife and he went on a long vacation during February.
11. Professors must turn in the grades for their classes no later than tomorrow.
12. Because safety is important, all employees must attend the scheduled meeting at their appointed time.
13. Students are responsible to turn in their work on time.
14. All soldiers will report at 0900 hours to receive their new field uniforms.

15. Taxpayers must raise their voices in protest against the latest increase in taxes.
16. sentence is okay; but better: Parents must pick up their children before 6:00 p.m.
17. When the party was over, the guests expressed their delight for being invited.
18. I do not know why workers would want to endanger their lives by refusing to wear their safety harness.
19. I wish to commend all teachers for their great effort toward making this school second to none.
20. Almost all farmers are very concerned about the condition of their soil.

Lesson 19

1. After living in the woods for two years, Henry David Thoreau wrote a book.
2. The book, *Walden*, which Thoreau wrote in 1845, explains his experiment to live as simply as possible.
3. Before building his cabin, Thoreau purchased boards, which cost about eight dollars, from a neighbor.
4. Thoreau built the cabin, which he made of logs, near Walden Pond about one mile from Concord.
5. While sitting in front of his cabin, Thoreau would listen to the sounds of nature coming from the woods.
6. One day while in Concord, Thoreau was arrested and put in jail.
7. Apparently, Thoreau failed to pay his taxes to the government.
8. Thoreau believed that giving money to a government that allowed slavery was evil and wicked.
9. While living on Walden Pond, Thoreau never locked the cabin's door and felt very safe.
10. Thoreau observed that the only people that ever hassled or threatened him were representative of the government.
11. According to Thoreau, wise men drink only water.
12. Thoreau believed that humans consisted of two instincts: spiritual and wild.
13. The wild instinct of humans wants to kill animals and to eat them.
14. Since he believed in evolution, Thoreau stated that humans would someday learn to live with killing animals for meat.
15. Since being slaves to their appetites, humans are forced to work hard and to live extravagantly.
16. While he has many good ideas that will benefit the reader, Thoreau approaches life from an anti-Biblical worldview.

Lesson 21

1. I; subject
2. he; subject; me; direct object
3. he; she; subjects
4. he; she; subjects
5. he; subject
6. I; subject; she; subject; he; subject
7. him; direct object
8. I; subject
9. he; subject
10. we; reference to appositive
11. us; reference to appositive
12. me; object of the preposition

13. us; reference to appositive
14. I; subject; I; subject
15. we; reference to appositive

Lesson 22

Exercise A.

1. skating, subject
2. skating, complement
3. Mowing, subject
4. mowing, object
5. talking, subject
6. Remembering, subject
7. losing, object
8. running, subject; planting, object
9. nailing, direct object
10. disliking, object

Exercise B.

1. The gambler's stepping into the main street made the townspeople nervous.
2. Hanging the gambler would make an example to others.
3. Also, his winning their money was a motive enough to hang him.
4. Ascending the hill permitted the rider to see a long distance.
5. The Indians' dancing did not concern the rider.
6. Your petting a strange dog means taking a big risk of being bitten.
7. His working with lumber explains how Kevin did such a good job on repairing our wall.
8. My mowing the lawn earned 10 dollars.
9. Jack's going to college allowed me to have the larger bedroom.
10. Dusty's deciding not to go to college proved to be a big mistake.

Lesson 23

1. receiving, gerund
2. picturings, gerund
3. touching, participle
4. complicated, participle; journeyings, gerund
5. unseeing, participle
6. crawling, participle
7. expecting, participle; firing, gerund
8. pestered, participle
9. protecting, participle
10. extended, participle
11. frightened, participle
12. Lurching, participle; dropping, participle
13. screechings, gerund
14. staring, gerund
15. spluttering, participle
16. Grunting, participle
17. leapings, gerund; stretched, participle
18. shoutings, gerund

19. pursuing, participle
20. blistered, participle; sweating, participle

Lesson 24

1. to visit, adverb
2. to boast, noun
3. to eat, noun
4. to buy, noun
5. to bargain, adverb
6. to leave, noun
7. to do, noun; to make, noun
8. to look, adverb
9. to translate, noun
10. to see, adverb
11. to walk, noun
12. To eat, noun
13. to set, noun
14. to run and to shed, nouns
15. to show, adverb

Lesson 26

1. My father said that I cannot have any other car since I already own three.
 2. I could not believe that a friend of mine would ever own three cars.
 3. Ann scarcely started taking her test before she realized that she studied for the wrong course.
 4. I get bored going to the same place every summer for vacation; we hardly go to any place new.
 5. No one volunteered to help with the surprise party for the boss.
 6. Tom does not like pizza with any onions on it.
 7. The latest novel by Candy Ferro did not impress any reputable critic.
 8. Without any butter, Mom is not able to bake any cake.
 9. On a cold, snowy night, nothing tastes better than hot chocolate.
 10. Since I am suffering from a head cold, I do not wish to talk to anybody.
-
1. I fail to see what is so funny about my being hit in the face with a pie.
 2. Mr. Franklin refused to take any money for changing our flat tire.
 3. Actually, Thomas disliked both of the novels by Faulkner.
 4. The large flakes were falling so quickly that our windshield wipers failed to remove the snow.
 5. We looked everywhere, but failed to find the diamond anywhere.
 6. My Aunt Betty told me that she refused to trust stock brokers since she was a victim once of an investment scam.
 7. Your argument that the moon is made of cheese is illogical.
 8. Without any butter, Mom is unable to bake a cake.
 9. If Patsy had been careful, Gloria would have been uninjured.
 10. The student submitted her assignment, but the paper was late.

Lesson 27

1. Above the fireplace, Sara's etching of the old building was the focal point of the den.
2. I cannot believe that you bought that piece of junk for nearly \$5,000.

3. Yesterday, Lainey promised to clean her room in the morning.
4. I placed the book that I got from the library on the table.
5. My mother took me when only a baby to work with her each day.
6. I was so upset that I ate almost the whole box of cookies before I realized what I was doing.
7. A man from Michigan with a kind smile helped to fix our car.
8. John was delighted to find his ring, which he lost last night, in the library.
9. Last week, I chose to go to see my grandmother.
10. Alice read in a magazine that was on the coffee table about the war.
11. Drivers noticed the highway patrolman hidden in the woods near the road.
12. Pacing back and forth, the lion was not concerned about the visitors.
13. From a secure location, the captain espied through his binoculars the enemy's movement.
14. The pilot tried to reassure the passengers, who were terrified, about the condition of the engines.
15. The driver who hit the pole swerved to miss the pedestrian.
16. Julie nearly purchased the painting, which was found at the auction, for merely \$100.
17. I notice the thief that was tiptoeing through the garden was carrying a large sack.
18. Being in love, Jane and Fred enjoyed the sight of the moon.
19. This restaurant is famous for its food on silver plates served by waiters.
20. Because he is afraid of everyone, Simon wants to learn martial arts.

Lesson 28 (Answers may vary)

1. Sliding into second base, the team's best hitter made the fans go wild with excitement.
As the team's best hitter went sliding into second base, the fans went wild with excitement.
2. After eating the banana split, the couple received the check, which they split, from the waitress.
After the couple ate the banana split, the waitress gave the check which the couple split.
3. Surrounded by stranded commuters, the vendor of the hotdogs offered the only relief for hunger.
The stranded commuters quickly surrounded the vendor because his hotdogs offered the only relief for hunger.
4. Being only four years old, the young boys thought the toys were delightful to see under the Christmas tree.
Since the boys were only four years old, the toys were delightful to see under the Christmas tree
5. Since digging for worms in rich humus, my friend and I quickly filled the can with fish bait.
Since we were digging for worms in rich humus, the can was quickly filled with fish bait.
6. Leaving the house, we locked the windows and doors.
Since we were leaving the house, the windows and doors were locked.
7. Running across the street, I did not see the car, which narrowly missed the fire hydrant.
While I was running across the street, the car narrowly missed the fire hydrant.
8. After working many nights in the basement, we failed to get the boat through the door.
After we worked many nights in the basement, the boat failed to get through the door.

9. Even though staging a most daring robbery, the thief never left the city with the money, but buried the loot.
Even though the thief staged a most daring robbery, the money never left the city, but was buried.
10. After searching for days for the right person, the personnel manager noticed the application that leaped to his attention.
After the personnel manager searched for days for the right person, the application leaped to his attention.
11. Cold and hungry, the lost party found the village by determination alone.
Even though the lost party was cold and hungry, their determination alone brought the men to the village.
12. Whenever reading the Book of Psalms, I think my worries never seem so great that the Lord cannot give me comfort.
Whenever I read the Book of Psalms, my worries never seem so great that the Lord cannot give me comfort.
13. Hanging on the wall, the painting, my latest purchase of artwork, pleased me.
After I hung the painting on the wall, I was pleased with my latest purchase of artwork.

Lesson 29

Exercise A.

vorpall, Long, the manxome, Tumtum, uffish, the tulgey

Exercise B.

1. The nosey, old neighbor telephoned the local high school when she saw us playing outdoors.
2. While we took it to the red barn, the frightened, white pig squealed at least twenty times.
3. In spite of the stormy weather, Jack and I caught twenty large fish in the leaky boat.
4. Trekking across the treacherous mountains, the cold, hungry explorers reached the Spanish town, El Dorado.
5. While visiting my uncle Jack's plantation, my brothers and I enjoy picking apples.
6. Due to flooding water, the old, wooden Little Creek bridge is closed.
7. A proud Francis walked across the small stage to get her five-hundred-dollar reward.
8. My second paper about *Billy Budd* had spelling and grammatical errors.
9. Our next door neighbor played in three golf tournaments.
10. My grandfather's solid walnut desk with a leather top is a valuable antique.

Lesson 31

Exercise A.

tumly, brustly crovely, plaledly, remenly

Exercise B.

1. The wolf first sniffed inquisitively the trap.
2. Jack does not often work diligently.
3. The often careless pickpocket was brought quickly before the very stern judge.
4. My sailing often on a very small sloop helps me immensely to appreciate the sea.
5. I really do not like to watch baseball; however, my friends are fanatically crazy about baseball.
6. The unusually blinding snow storm certainly worried most of the neighbors.

7. After coming across the hill, we happily saw the beautiful green valley below.
8. My brother greatly disliked the farm and suddenly left to go to the enticingly exciting city.
9. The dogs anxiously chased the very harried rabbit over the countryside.
10. The carefully prepared meal was wonderfully served with much royal dignity.

Lesson 32

Lesson A.

1. We know little about the life of Cervantes, the author of *Don Quixote*.
2. When he was a soldier, Cervantes was wounded in the battle of Lepanto.
3. Cervantes was captured by pirates, but later was released for a ransom.
4. His novel, *Don Quixote*, is famous throughout the whole world and has contributed many words and expressions to our language.
5. With a foolish, old knight as the main character, this satire has been translated into many languages.

Exercise B.

1. Their lungs burning from the smoke, the firefighters continued into the burning house.
2. The more experienced man found the hallway, a passage not yet touched by the fire.
3. His eyes watering due to the irritating smoke, the other man in the team brought the oxygen tank.
4. At last, the heroes found the missing family member, a frightened little girl hiding under her bed.
5. The firefighters put an oxygen mask on her and left quickly, the window providing the fastest escape from the fiery house.

Lesson 33

Exercise A.

1. Emily Dickinson, a recluse, wrote poetry about nature, life, and death.
2. Dickinson, a master of paradox, combined wit and intensity.
3. Dickinson wrote her poems on unusual materials, for an example, scraps of paper and envelopes.
4. Susan Glaspell's play, *Alison's House*, is based on Dickinson's story.

Exercise B. (answers may vary)

1. This is a delicious evening, making the whole body of one sense, giving delight to every pore.
2. Coming and going with a strange liberty, I am a part of Nature.
3. Walking along the stony shore of the pond, I notice that the night is cool as well as cloudy and windy.
4. Seeing nothing special to attract me, all things appear unusually congenial to me.
5. In the early evening, the bullfrogs begin to croak, ushering in the night.
6. Having sympathy with the fluttering elm and poplar trees, I find my breath is taken away.
7. Though having no hint of storm, being remote from here, the evening wind raises small waves across the pond.
8. Darkness has descended slowly over the woods to complete another day at Walden Pond, having the fox and skunk as its watchmen.

Lesson 34

1. After eating dinner, Young Goodman Brown, who lives in Salem, decides to go for a walk.
2. When he entered the forest, Goodman Brown meets a stranger, who is the Devil.
3. The Devil reminded Goodman Brown about the pact that they had entered into.
4. Since he now began to have scruples about the pact, Goodman Brown states that he comes from a noble line of Puritans, which included his father and grandfather.
5. Goodman Brown sees Goodwife Cloyse, who taught him the catechism, talking with the Devil.
6. Even though he never thought his wife would sell herself to the Devil, Goodman Brown discovers Faith, who is his wife, at the witch-meeting.
7. While being illumined by the surrounding fires, the couple, who were the last ones to give allegiance to the Devil, stood facing each other.
8. As he cries to Faith to look up to Heaven, Goodman Brown resists the Devil, who takes him back to the edge of the forest.
9. After he attended the witch-meeting, Goodman Brown becomes a cynical man, who no longer trusts anyone.

Lesson 36

1. Art experts agree that air-conditioned museums are helpful for preserving rare artwork.
2. What you say in anger cannot be recalled later.
3. In Shakespeare's *Merchant of Venice*, Portia is promised in marriage to whoever successfully chooses the correct casket.
4. The student journalists report whatever they see.
5. Increased exercise may be what you and I need.
6. Good leaders will take responsibility for whatever bad decisions they make.
7. Christopher Columbus believed that a passage to the Indies existed, which could be reached by going west instead of east.
8. A Bill of Rights is what people are entitled to have against every government on earth.
9. What the traveler lacked was imagination.
10. Our teacher stated to whoever took the dictionary, that he should return it to the shelf.

Lesson 37

- 1 During this altercation some of the vulgar spectators had run to the great church
2 which stood near the castle,
- 1 and came back open-mouthed,
2 declaring the helmet was missing from Alfonso's
statue.

- 1 He received it with a smile,
 - 2 one of those large smiles
 - 3 which go all around over,
 - 3 and have folds in them,
 - 3 and wrinkles, and spirals,
 - 3 and look like the place
 - 4 where you have thrown a brick in a pond;
- 2 and then in the act of his taking a glimpse of the bill
- 1 this smile froze solid,
- 1 and turned yellow,
- 1 and looked like those wavy, wormy spreads of lava
- 2 which you find hardened on little levels on the side of Vesuvius.

- 2 Marrying with this single purpose,
 - 3 to benefit a poor young woman,
- 1 he has loved his wife solely with a quasi-paternal affection.

Lesson 38

Exercise A (answers may vary)

1. Manfred, prince of Otranto, has a son and a daughter, and he loves both of his children.
2. Hippolita, Manfred's wife, is a kind woman who is concerned that her only son is too young to marry; but she obeys the wishes of her husband regarding the marriage.
3. On the day of his wedding, young Conrad walks across the courtyard, and he is killed by a giant helmet that fell from the sky.
4. Isabella is repulsed by Manfred's proposal to marry her, and she tries to escape to a church through a tunnel.
5. Isabella meets a gallant young gentleman in the tunnel, who helps her to escape, but, Manfred captures the gentleman.

Exercise B (answers may vary)

6. After proving himself a great warrior, Ulysses leaves Troy for home.
7. When Ulysses killed Polyphemus the Cyclops, Neptune is angry with Ulysses, because Polyphemus was the god's son.
8. When Polyphemus returned to his cave. Ulysses with a band of his men became trapped in the Cyclops's cave.
9. While the others watched in horror and disbelief, Polyphemus promptly ate two of the men.
10. After Ulysses tricked the Cyclops by getting him drunk, Ulysses with the help of his other men were able to blind Polyphemus with a hot stake.

Lesson 39

Exercise A

1. The teacher told the students about the presentations, the quizzes, the papers, and the final examination.
2. Sissy looked at the man, because she thought that he appeared mysterious and that he wore an unusual jacket.
3. But far below, in the deep, dark recesses of the cave, in the very bosom of the earth, we heard a plea and a cry for help.

4. Freshman writing courses are designed to teach students how to use grammar properly and how to communicate ideas effectively.
5. The proposed program for reducing waste is both sound for the environment and beneficial to the bottom line.

Exercise B

1. Julia is vacillating whether to study medicine or to become a concert pianist.
2. Last year at Camp Wildwood my sister taught the sports of archery and tennis, and the crafts of wicker baskets and tables.
3. Turning the claws and hoofs of the bison into rattles and twisting its hair into rope were two ways the Indians made use of the large beasts.
4. Homer's *Odyssey* describes the journeys, the fighting with giants, and the escapes from dangers of Odysseus.
5. In his best-selling book, Dave Davenport describes the hardships, dangers, and joys in a truck driver's life.
6. The AAA offers its members helpful information about accommodations, weather conditions, and new roads that are open.
7. The career counselor suggested that Thomas write out his personal goals, read some materials on choosing a profession, or take a career interest test.
8. Katherine is beautiful, has dark eyes, and has a quick temper.
9. Daniel likes to visit Evergreen Lodge, because of its fine swimming pool, its exercise room, and its putt-putt course, which is close by.
10. What kind of job would be appropriate for a person who enjoys boating, fishing, and diving?
11. To play professional football, a man needs a rugged physique, a competitive spirit, and a great deal of courage.
12. Captain Ezra is not only quiet and easygoing, but he likes everybody as well.
13. Anyone can locate possible jobs in newspaper ads, from friends, and with employment agencies.
14. Our neighbors enjoy going to our community's Little Theater, because even though they are amateurs, the actors and actresses are polished, are dedicated, and have lots of wit and humor.
15. Optimism, determination, and problem solving are three traits of a super sales manager.