

## OPENERS

(Also called “Leads”, “Hooks”, “Topic Sentences”, & “Introductions”)

\*\*\*The purpose of an “opener” is to get a reader’s attention in a fun, interesting, clever way to get him/her interested in reading the paragraph \*\*\*

1. Subject/Topic = The subject/topic comes at the beginning of the paragraph  
Ex: Dogs are great because they are so affectionate.
2. I.D.C. (Intro. Dependent Clause) = Use an I.D.C. at beginning (for variety – sentence fluency)  
Ex: Because the cat was close, the dog was ready to play wildly.
3. “LY”-ending Word = the first word of paragraph ends with “ly”  
Ex: Excitedly, Kota saw the kitten and was ready to play wildly.
4. “ING”-ending Word = the first word of paragraph ends with “ing”  
Ex: Looking to play, Kota waited for the kitten’s arrival.
5. V.S.S. = “very short sentence” (no more than 5 words)  
Ex: Kota plays wildly with kittens.
6. “Theme” = a message, moral, or lesson; a wise saying; an insightful piece of wisdom; sometimes a profound quote from someone important/famous  
Ex: “Dogs will love a human no matter how badly it is treated.”  
Ex: “A penny saved is a penny earned,” Benjamin Franklin once said.  
Ex: “Patience is a virtue.”
7. Conversation/Dialogue = someone is actually talking  
Ex: “I saw Kota ‘stalking’ the cat!” yelled my brother.
8. Question = start paragraph with a question; this type of question that starts a paragraph/paper is a “RHETORICAL” question (the writer doesn’t want an answer; he/she is simply trying to get the reader thinking about the topic)  
Ex: “Have you ever seen a dog play so rough with a kitten?”
9. Facts = Use stats/data/true information to start your paper  
Ex: My dog Kota weighs 100 pounds, and he uses it all to sit on top of cats.  
Ex: The blue whale weighs 1,000 tons.
10. Simile = Comparison using “like” or “as” of one person/thing to another  
Ex: Kota Bear is like a tornado when he chases our kitten.
11. Metaphor = Comparison not using “like” or “as” of one person/thing to another  
Ex: Kota Bear is a tornado when he chases our kitten.
12. One-Word = Use only one word to open the paragraph; be sure it RELATES to the topic!  
Ex: “Yum!” - This would be what Kota might think about kittens.
13. Definition = Write your own or that of a dictionary  
Ex: According to Webster’s Dictionary, “integrity” means...
14. Drama/Suspense = Use a sentence that keeps your reading guessing (“in suspense”)  
Ex: Kota saw the kitten sitting at the top of the stairway...
15. Descriptive = Usually this is an “adjective” description (but can also be an “adverb” description)  
Ex: My fuzzy, furry, 100-pound beast (Kota Bear) loves to roughhouse with kittens.

# Sentence Types

Before you can understand sentence types, you need to understand the difference between an independent and a dependent clause.

## Independent Clause (IC)

An independent clause is a group of words that contains a subject (underlined once) and verb (underlined twice) and expresses a complete thought. An independent clause is a sentence.

Example: Jim studied in the Sweet Shop for his chemistry quiz. (IC)

## Dependent Clause (DC)

A dependent clause is a group of words that contains a subject (underlined once) and verb (underlined twice) but does not express a complete thought. A dependent clause cannot be a sentence. Often a dependent clause is marked by a dependent marker word, also known as subordinating conjunctions or relative pronouns.

Example: When Jim studied in the Sweet Shop for his chemistry quiz . . . (DC)

(What happened when he studied? The thought is incomplete.)

## Dependent Marker Word (DM)

A dependent marker word is a word added to the beginning of an independent clause that turns it into a dependent clause.

Example: When Jim studied in the Sweet Shop for his chemistry quiz, it was very noisy.

(DM)

Some common dependent markers are: after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, while, that, which, what, who, whoever, whom, whomever and whose.

## Four Sentence Types

All sentences must have an independent clause, but you can mix and match how many dependent or independent clauses you want to make more interesting and complicated sentences. There are four sentence types that use independent and dependent clauses differently.

**Simple Sentences (S)** have one main clause (IC) with a subject and verb, either of which can be compound.

IC I lost my passport.

**Compound Sentences (CP)** consist of at least two main clauses connected with a semicolon or a comma plus a coordinating conjunction.

IC I lost my passport, IC but I did not worry about it.

**Complex Sentence (CX)** have one main clause and at least one subordinate clause (DC)

DC Although I lost my passport, IC I did not worry about it.

**Compound-Complex Sentences (CP-CX)** have two or more main clauses and at least one dependent clause.

DC Although I lost my passport, IC I did not worry about it; IC I continued to enjoy my vacation.

# Sentence Type Exercise

Directions: Identify the sentence type: S, CP, CX, CP-CX

If you have trouble, follow these steps:

Find and label the subject/verb pairs

Look for dependent marker words

Draw a / between the clauses

Label the clauses: DC or IC

Identify the sentence type

S = IC

CP = IC & IC

CX = IC & DC

CCX = IC & IC & DC

- \_\_\_ 1. Although it started to rain, we decided to continue our walk.
- \_\_\_ 2. There were books on the floor, under the table, and all about the room.
- \_\_\_ 3. She was going to school full-time and hoped to graduate in June.
- \_\_\_ 4. Transportation came to a halt as the steadily falling snow accumulated faster than the snow plows could clear it away.
- \_\_\_ 5. Marie and Bill and I stayed up until four in the morning.
- \_\_\_ 6. Unless conditions change for her, she will spend the rest of her life working for minimum wage in a dusty mill; there are thousands of women like her.
- \_\_\_ 7. She wanted to go, but her child was sick.
- \_\_\_ 8. Joe is smart; he will go far.
- \_\_\_ 9. As soon as Dick started a coin collection, his brother bought an album of rare stamps.
- \_\_\_ 10. Nature is her passion in life, and colleagues say that she is a skilled naturalist.

# Answer Key

*Italics* = Dependent Marker Words

Single Underline = Subject

Double Underline = Verb

IC []/DC [] = Independent or Dependent Clauses

CX 1. DC [*Although it started* rain], IC [*we decided* to continue our walk].

S 2. IC [There were books (on the floor)], (under the table), and all (about the room).

S 3. IC [*She was going* (to school) full-time] and hoped to graduate (in June).

CX 4. IC [*Transportation came* (to a halt)] DC [as the steadily falling snow accumulated faster than the snow plows could clear it away].

S 5. IC [*Marie and Bill and I stayed up* (until four) (in the morning)].

CPCX 6. DC [*Unless conditions change* (for her)], IC [*she will spend* the rest (of her life) working (for minimum wage) (in a dusty mill)]; IC [there are thousands (of women) (like her)].

CP 7. IC [*She wanted* to go], IC [but her child was sick].

CP 8. IC [*Joe is* smart]; IC [*he will go* far].

CX 9. DC [As soon as *Dick started* a coin collection], IC [his brother bought an album (of rare stamps)].

CPCX 10. IC [*Nature is* her passion (in life)], and IC [*colleagues say*] that DC [*she is* a skilled naturalist].

**Stronger Verbs ☺**

define	explore	increase	mobilize	refresh
defuse	filter	indicate	motivate	resist
deliver	finalize	innovate	overcome	respond
deploy	find	inspire	penetrate	retain
design	focus	intensify	persuade	save
develop	foresee	interfere	plan	scan
diagnose	gain	jump	pinpoint	simplify
discover	gather	keep	position	shatter
drive	generate	lead	prevent	stimulate
eliminate	grasp	learn	profit	succeed
emphasize	identify	leverage	raise	transform
ensure	ignite	manage	realize	train
establish	illuminate	master	reconsider	unleash
evaluate	implement	maximize	reduce	wander
exploit	improve	measure	replace	wrangle

**Awesome Adjectives \*****Fast**

Quick  
Speedy  
Swift  
Hasty  
Zippy  
Rapid

**Slow**

Sluggish  
Creeping  
Dawdling  
Meandering  
Crawling

**Beautiful**

Striking  
Stunning  
Gorgeous  
Picturesque  
Lovely  
Charming  
Enchanting  
Exquisite  
Delicate

**Ugly**

Hideous  
Horrid  
Dreadful  
Obnoxious  
Nasty  
Ghastly  
Cruel  
Revolting  
Intimidating  
Menacing

Miserable  
Dangerous  
Rude  
Spoiled Wild  
Lazy  
Selfish  
Delinquent  
Greedy  
Vile  
Ridiculous

**Kind**

Gentle  
Quiet  
Caring  
Fair  
Compassionate  
Benevolent  
Polite  
Amusing  
Generous  
Entertaining  
Hopeful  
Lively  
Creative  
Brave

**Good**

Fantastic  
Marvelous  
Fabulous Splendid  
Brilliant Superb  
Dynamite

**Bad**

Dreadful  
Terrible  
Ghastly  
Filthy  
Repulsive  
Awful

**Happy**

Joyful  
Ecstatic  
Cheerful  
Delighted  
Blithe  
Carefree

**Bored**

Hardworking  
Mysterious  
Verbose  
Laconic  
Curious  
Bucolic  
Silly  
Contrary  
Shocking  
Wild  
Rambunctious  
Courageous  
Cowardly  
Ornery  
Gullible  
Thrifty  
Famous  
Infamous  
Brazen  
Cold

**Hard**

Subtle Gullible  
Hungry  
Anxious  
Nervous  
Antsy  
Impatient

**Shining**

Crispy  
Soaring  
Endless  
Sparkling  
Fluttering  
Spiky  
Scrumptious  
Eternal  
Slimy  
Slick  
Gilded  
Ancient  
Smelly  
Glowing  
Rotten  
Decrepit  
Lousy  
Grimy  
Rusty  
Sloppy  
Muffled  
Foul  
Rancid  
Fetid

**Small**

Itty-bitty  
Tiny  
Puny  
Miniscule  
Minute  
Diminutive  
Petite  
Slight

**Big**

Huge  
Gigantic  
Monstrous  
Immense  
Great  
Tremendous  
Enormous  
Massive  
Whopping  
Vast  
Brawny  
Hulking  
Bulky  
Towering

**Hot**

Steaming  
Sweltering  
Scorching  
Blistering  
Sizzling  
Muggy  
Stifling  
Sultry  
Oppressive

**Cold**

Chilly  
Freezing  
Icy  
Frosty  
Bitter  
Arctic  
  
Difficult  
Demanding  
Trying  
Challenging

**Easy**

Simple  
Effortless  
Relaxed  
Calm  
Tranquil

**Heavy**

Serious  
Grave  
Profound  
Intense  
Severe

\*Super Easy Story Telling

## 48 Sentences to learn this year!\* 😊

Write example sentences that fit the item requested – NOTE: Do NOT use the same sentence more than once!!

1) Declarative sentence (simple sentence):

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2) Comma-conjunction compound sentence (“and”, “but”, “or”, “so”, “yet”):

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3) Semicolon compound sentence:

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4) Semicolon-comma compound sentence (“however”, “therefore”, etc.):

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5) Exclamation (!):

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6) Interrogative (question (?)):

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7) Quote (regular):

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8) Quote within a quote (one person is doing all the talking but is repeating word-for-word what someone else said earlier):

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9) Interrupted quote (one sentence only that is interrupted by the speaker tag – “...said Bill...”):

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10) Introductory dependent clause (IDC; complex sentence - “although”, “since”, “when”, “if”, “because”):

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11) Aside (extra information):

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12) Double-adjective description (“...tall, slender girl...”):

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13) Simile description (something is “like” or “as” something else...a comparison of things/people):

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14) Adverb description (usually an “ly” ending word ...how/when/where/how often – NO prepositional phrases):

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15) Personification (non-human object has human traits)

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16) Hyperbole (extreme exaggeration)

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17) Imagery (appeals to one of the five senses...really descriptive)

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18) Alliteration (same first sounds)

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19) Onomatopoeia (sound of the object)

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20) Metaphor (comparison: "am", "is", "are", "was", "were")

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21) Prepositional Phrase (think of a "cloud")

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22) Imperative (command)

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23) Present Tense (currently happening)

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24) Past Tense (already happened)

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25) Pronoun (word that takes place of noun)

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26) Past Participle Tense (has, have, or had before main verb)

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27) Regular Verb (verb that has past tense ending in "ed")

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28) Irregular Verb (verb that doesn't end in "ed" in past tense)

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29) Imperative Exclamatory (exciting command)

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30) Sentence with some form of the "B-C-I-U" in it (bold, caps, italics, underline for emphasis)

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31) Linking Verb (usually a helping verb all by itself as only verb)

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32) Helping Verb (verb that "helps"/joins with a main verb)

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33) Compound Subject (two or more people/things doing the action in a sentence)

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34) Compound Verb (two or more actions the subject is doing in sentence)

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35) Interjection (word/phrase of excitement/emotion...sometimes a sound/non-sense word)

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36) Sentence with "stutter effect"

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37) Sentence with the "(s)" concept for a word

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38) Addressing Someone/Getting Someone's Attention

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39) Sentence with some form of singular possession

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40) Sentence with some form of plural possession

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41) Sentence with the correct use of an ellipsis (...)

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42) Sentence with the correct use of a colon ( : ) for a list

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43) Sentence with the correct use of a colon ( : ) for making a point

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44) Sentence with a hyphenated-compound word that is an adjective (don't use a number)

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45) Sentence that contains a semicolon list ("comma overload list")

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46) Sentence that is a compound-complex

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47) "List of Sentences" Sentence

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48) Oxymoron

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\* Mr. Moffat's Language Arts Lakeside High

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**Commas After Introductory Elements**

Use commas after certain introductory elements.

- (1) Use a comma to set off a mild exclamation, such as *well*, *oh*, or *why*, at the beginning of a sentence. Other introductory words such as *yes* and *no* are also set off with commas.

**EXAMPLES** *No*, I'm not busy tonight.

*Well*, let's ask Su Ling to come along.

- (2) Use a comma after an introductory phrase.

**EXAMPLE** *Jogging along her usual path*, Eloise was caught by surprise.

- (3) Use a comma after two or more introductory prepositional phrases or after a long one.

**EXAMPLE** *At the side of the road*, she came upon a furry creature.

**EXAMPLE** *In the middle of the night at the side of the road*, she came upon a furry creature.

- (4) Use a comma after an introductory adverb clause.

**EXAMPLE** *Whenever I go to the bank*, I stop at my aunt's office.

**EXERCISE A** Add commas where necessary in the following sentences.

**Example 1.** Before we go to the park, let's have a snack.

1. Lying on the ground Roberto admired the clouds in the sky.
2. In the corner of the room Julie found her lost earring.
3. Why I have always appreciated a good joke!
4. Even though Cynthia and Leslie were late they didn't miss the beginning of the play.
5. Toward the back of the closet Nancy noticed a bright, shiny object.

**EXERCISE B** Underline the introductory element in each of the following sentences. Then, add commas where necessary.

**Example 1.** During the course of this project, we will see many interesting things.

6. Yes I know that Alexa Canady is a neurosurgeon.
7. At the age of twenty-six she became a neurosurgeon.

8. Why what an incredible accomplishment!
9. In her junior year of college she decided to become a doctor.
10. Oh when did she decide on her specialty?
11. According to a recent interview that happened a few years later.
12. Planning her career Dr. Canady was sure she wanted to work with children.
13. Well isn't the branch of medicine dealing with children called *pediatrics*?
14. Yes she is a pediatric neurosurgeon.
15. After she set her goals Alexa Canady was determined to succeed.

## Use Commas to separate interrupters- elements that interrupt the sentence

**EXERCISE A** Add commas where they are needed in the following sentences.

**Example 1.** Your dinner, Alexandra, is getting cold.

1. The cheerleading squad not the football players will greet the visitors.
2. To tell the truth we didn't expect them until next week.
3. Althea will you introduce the speakers?
4. The new uniforms I believe will be arriving soon.
5. Please take charge of the distribution Eugene.
6. To be perfectly honest I did not like that movie at all.
7. Do you think Ted that the package will arrive today?
8. Our neighbors the Blanchards have just built a deck.
9. Nevertheless we still intend to go to the mountains this weekend.
10. I need to know by tomorrow whether you are coming to the concert Judy.

**EXERCISE B** Underline the appositive phrases in the following sentences, and add commas where necessary.

**Example 1.** We looked forward to visiting Belgium, the next stop on our tour.

11. Belgium a small country in Europe has two official languages.

- 12.** Dutch a Germanic language is spoken by those in the northern part of Belgium.
- 13.** The people in the southern part the Walloons speak French.
- 14.** Some signs in Brussels the capital city are in both languages.
- 15.** Many Belgians even the children learn more than one language.

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for CHAPTER 14: THE PHRASE pages 442–43

## Prepositional Phrases

**14b.** A **prepositional phrase** includes a preposition, the object of the preposition, and any modifiers of that object.

**EXAMPLES** **at** the hobby shop  
**because of** them

**14c.** The noun or pronoun in a prepositional phrase is called the **object of the preposition**.

**EXAMPLE** Is that a letter **from the Department of Education**? [The compound noun *the Department of Education* is the object of the preposition *from*.]

**EXERCISE A** Underline the prepositional phrases in the following sentences. Then, circle the object of each preposition. Hint: Some sentences have more than one prepositional phrase.

**Example 1.** Stamp collecting involves citizens with their government.

1. What is the story behind a United States commemorative stamp?
2. A citizen submits to the Citizens' Stamp Advisory Committee an idea for a new stamp.
3. Members of this committee are artists, stamp collectors, and businesspersons.
4. First, the idea for the new design is approved by the committee.
5. Then, the idea is sent to the postmaster general.
6. Without the approval of these two parties, the stamp cannot be created.
7. The next step in the process is the selection of an artist.
8. The chosen artist gives the design to an artist from the Bureau of Engraving and Printing.
9. From this artwork, the bureau's artist completes the design of the stamp.

Fill in the blanks with appropriate prepositional phrases that work, circle the object.

**Example 1.** At six o'clock in the morning, we began our road trip to Atlanta.

11. We had been traveling \_\_\_\_\_ for hours.
12. We had finally reached the state line \_\_\_\_\_  
\_\_\_\_\_ we were ready for lunch.
14. We stopped \_\_\_\_\_ to eat the sandwiches we had bought.
15. \_\_\_\_\_ we were quite comfortable.

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## The Adjective Phrase

**14d.** A prepositional phrase that modifies a noun or pronoun is called an **adjective phrase**.

**EXAMPLES** The life cycle **of the piranha** is interesting. [The phrase *of the piranha* modifies *life cycle*.]  
 Exhibits **of dangerous fish** are upstairs. [The phrase *of dangerous fish* modifies *Exhibits*.]  
 A natural defense for some frogs is a poison **from glands in their skin**. [The phrase *in their skin* modifies *glands*, the object of the preposition *from*.]

**EXERCISE** Underline the adjective phrases in the following sentences. Then, draw an arrow from each adjective phrase to the word it modifies. Hint: Some sentences have more than one adjective phrase.

**Example 1.** The variety of fish in the aquarium intrigues us.

1. My visit to the aquarium was fascinating.
2. There, I found information about creatures in the world's oceans.
3. There are fish with undeserved bad reputations.
4. Puffers in the ocean can look striking.
5. Puffers as a meal can be dangerous.
6. The tank near the center of the exhibit hall contains three small sharks.
7. Many species of sharks are perfectly harmless.
8. Only some of the world's sharks are dangerous.
9. The giant octopus from the waters off the Pacific Northwest coast appears dangerous. The many suckers on the tentacles of the octopus look frightening.
10. Do the tentacles of a jellyfish resemble those of an octopus?
11. The suckers along the arms of the starfish help it move around.
12. Lobsters have two kinds of claws.
13. The manta is one of the more entertaining creatures in the ocean.
14. Another playful creature in the sea is the dolphin.
15. The aquarium also features a large exhibit of eels.
16. Some of the eels are six feet long.

17. Are fish from the depths of the ocean brightly colored?
18. Did you see every exhibit at the aquarium?
19. Here is a brochure with pictures of some of the exhibits.

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GRAMMAR

## The Adverb Phrase

**14e.** A prepositional phrase that modifies a verb, an adjective, or an adverb is called an **adverb phrase**.

An adverb phrase tells *how*, *when*, *where*, *why*, or *to what extent*.

**EXAMPLES** **Through his poetry** Langston Hughes reveals something of the African American experience. [*Through his poetry* modifies the verb *reveals*, telling *how*.]

Hughes became well known **as Harlem's poet laureate**. [*As Harlem's poet laureate* modifies the adjective *known*, telling *how*.]

Later **in life** Hughes wrote several plays. [*In life* modifies the adverb *Later*, telling *when*.]

**EXERCISE** Underline the adverb phrases in the following sentences. Then, draw an arrow from each adverb phrase to the word or words it modifies.

**Example 1.** For many years Mark Twain has been famous for his adventure novels.

1. Mark Twain was born in Florida, Missouri.
2. When he was young, Twain lived in Hannibal, Missouri.
3. Hannibal is located on the Mississippi River.
4. Twain felt happy when he was on the Mississippi.
5. Early in his career Twain worked as a newspaper writer.
6. He traveled around the United States and in Europe.
7. In 1867, Twain traveled from New York to Europe and the Holy Land.

8. His travels resulted in a book, which he titled *The Innocents Abroad*.
9. The book was published after his return.
10. In a short time the book became popular. (#11 went missing ??)
12. He became well known as a humorist.
13. Look for Twain's name in this anthology.
14. In this book you can find Twain's best-known short story.
15. Many writers have been influenced by Twain's works.
16. If you are fond of humor, you will enjoy reading Twain's fiction.
17. *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn* are loved by many.
18. In how many novels do Tom Sawyer and Huck Finn appear?
19. Are the characters Tom Sawyer and Huck Finn based on real persons?
20. I could easily read Twain's fiction for hours.

Digory Kirke

Mrs. Tara Hal

Junior Writing

15 August 2014

*Out of the Silent Planet* Paragraphs

When you are asked to write something in MLA format, it will have the heading as shown above on the left. Your first and last name will be on the top line, followed by your instructor's name (Mrs. Tara Hall). On the third line, you will have the course title and the fourth line holds the date. Note that the date shows day month year with no hyphens or slash marks.

When referencing a source (paraphrasing a scene or using a direct quote you need to 'cite' the source with a parenthetical cite) make sure to use parenthesis around the cite at the end of the mention. For example, quotations with fewer than four lines of prose or three lines of verse are quoted directly in the sentence. Enclose them in quotation marks, followed by the author's last name and the page or pages of the source from which you are quoting in parenthesis, for example: "inline quotation here" (Lewis 31). Notice the punctuation for the sentence/quote falls AFTER the parenthetical cite. With the inset quote (below) the punctuation falls before the parentheses and does not include quotation marks.

Quotations that are longer than four lines of prose or three lines of verse follow different guidelines. Introduce these quotations with a colon:

Start long quotations on a new line. Indent the quote one inch from the left margin. Double-space the lines and omit quotation marks. Reference the source as you would for a shorter quotation. To quickly format a quotation of over four lines or three lines of verse, use the Long quotation style provided in this Microsoft Word template. (Lewis 42)

## Kirke 2

Per MLA guidelines, all sources must be listed on a Works Cited page at the end of the paper. Center the title, Works Cited, and then list sources in alphabetical order by author's last name. Some examples are provided on the next page. To format sources, start with the Works cited style provided in this template but refer to the MLA publications listed above for complete formatting guidelines. You will not need a Works Cited for this first assignment. Work on preparing your paragraphs with the MLA Heading and your last name and page number listed in the heading of the paper on the far right. It will automatically number the pages for you so each consecutive page will be numbered for you.

## Works Cited

Author's last name, first name. *Title of Book*. City: Publisher, Year.

Author's last name, first name. "Title of Article." *Title of Publication* Date Published: Pages.

Author's last name, first name. "Title of Online Article." *Title of Online Publication* Version (Year Published): Pages. Date Accessed <Web address>.

"Title of Article." *Title of Media*. CD-ROM. City: Publisher, Year.

## Possessives (Singular & Plural)

POSSESSION/OWNERSHIP indicates that either one (singular) or more than one (plural) of something owns or possesses some item or trait.

Possession is shown in writing using either an “apostrophe s” (’s) or by simply adding an apostrophe after an “s”.

### Singular Possession

This is possession that shows ONE person or thing owns or possesses something. All you do is take the singular noun of a person, place, or thing and add an “apostrophe s” (’s).

Ex: Something that belongs to one girl = girl’s (belongs to only her)

Ex: Something that belongs to one dog = dog’s (belongs to the dog)

Ex: Something that belongs to one dish = dish’s (belongs to the dish)

Ex: Something that belongs to one box = box’s (belongs to the box)

An exception to this rule here is for singular words ending in the letter “s”. A writer has two (2) choices: an “apostrophe s” (’s) can be added to the word, or only an apostrophe without the “s” can be added after the word.

Ex: Something belonging to one bus = bus’s OR bus’

### Plural Possession

This is possession that shows something belongs to or is possessed by MORE THAN ONE THING (OWNED BY A GROUP). All you do in most cases is add an apostrophe after the plural word.

Ex: Something belonging to a group of boys = boys’

Ex: Something belonging to a group of teachers = teachers’

Ex: Something belonging to a group of boxes = boxes’

Ex: Something belonging to a group of watches = watches’

An exception to this rule here is that you add an “apostrophe s” to a plural word if the plural does NOT end in the letter “s”.

Ex: Something belonging to a group of women = women’s

Ex: Something belonging to a group of mice = mice’s

## Let's get Specific ☺ Rule 1:

Add an apostrophe and an s to most singular nouns and indefinite pronouns, even those that end in s or z.

Noun:	Possessive:	Example:
farm	farm's	The <b>farm's</b> acreage is limited.
girl	girl's	The <b>girl's</b> doll is on the table.
one	one's	<b>One's</b> belief system is important.
Bill	Bill's	<b>Bill's</b> car is a wreck.
worker	worker's	The <b>worker's</b> time card is missing.
sis	sis's	My <b>sis's</b> cell phone is broken.
Les	Les's	I met <b>Les's</b> wife at the party.
someone	someone's	I found <b>someone's</b> purse on the chair.

### Exceptions:

In names of more than one syllable, ending in s, the additional s is optional if it won't be pronounced.

Noun:	Possessive form 1:	Possessive form 2:
Dickens	Dickens'	Dickens's
Demosthenes	Demosthenes'	Demosthenes's

In names of more than one syllable, ending in s, add only the apostrophe if the added s would make three s sounds in a row.

Noun:	Possessive:	Example:
Moses	Moses'	<b>Moses'</b> followers believed in his words.
Ulysses	Ulysses'	<b>Ulysses'</b> declaration of love is remarkable.
Jesus	Jesus'	The minister spoke of <b>Jesus'</b> speech to the crowd.

## Rule 2:

Add only the apostrophe to regular plural nouns ending in s.

Noun:	Possessive:	Example:
twins	twins'	The twins' rooms are next to each other.
banks	banks'	The two banks' deposits are secured.
dollars	dollars'	Four dollars' worth of junk food is fattening.
clowns	clowns'	The six clowns' costumes were stolen.

## Rule 3:

Add an apostrophe and s to irregular plural nouns that don't end in s.

Noun:	Possessive:	Example:
children	children's	The <b>children's</b> toys were all over the room.

mice	mice's	The <b>mice's</b> tracks were in the dust.
men	men's	The <b>men's</b> equipment room was locked.

## Rule 4:

Add the possessive endings to the last part of hyphenated words, whether they are singular or plural.

Noun:	Possessive:	Example:
in-law	in-law's	My <b>in-law's</b> home is 20 miles away.
brothers-in-law	brothers-in-law's	My <b>brothers-in-law's</b> cars are both in the shop, so they are walking to work this week.

## Rule 5:

Possessive adjective/pronouns are by nature already possessive and do not add the apostrophe.

Possessive Adjective	Possessive Pronoun
my	mine
your	yours
his	his
her	hers
their	theirs
its	its

**Note:** Don't confuse the possessive "its" with the contraction "it's," which means "it is" or "it has."

## Rule 6:

Add the possessive only to the last word to show that things are owned jointly.

Nouns:	Possessive:	Example:
Simon and Garfunkel	Simon and Garfunkel's	<b>Simon and Garfunkel's</b> songs are world-famous.
Joe and Mary	Joe and Mary's	<b>Joe and Mary's</b> son Thomas lives in Los Angeles.

## Rule 7:

Add the possessive to all words to show that things are owned separately.

Simon and Garfunkel	Simon's and Garfunkel's	<b>Simon's and Garfunkel's</b> homes are in different places.
Joe and Mary	Joe's and Mary's	<b>Joe's and Mary's</b> cars are both in the shop.

Name ..... Date .....

■ A. Identifying Plurals, Possessives, and Contractions

Write whether each underlined noun in the following sentences is a plural, a plural possessive, a singular possessive, or a contraction.

1. The children's books section of the store was packed with shoppers. \_\_\_\_\_
2. I noticed that the catalog's front page was ripped out. \_\_\_\_\_
3. The bride's never supposed to be late to the wedding. \_\_\_\_\_
4. All five of the countries' representatives spoke at once. \_\_\_\_\_
5. That book's the best one I've read this year. \_\_\_\_\_
6. That singer's sure to be a star someday. \_\_\_\_\_
7. The flowers' fragrances were overwhelming. \_\_\_\_\_
8. He wore several sweaters made of different styles and yarns. \_\_\_\_\_

■ B. Using Plurals, Possessives, and Contractions

Write three sentences for each of the following words. In the first sentence use the plural form of the word. In the second use the plural possessive form. In the third sentence use the word as part of a contraction.

1. (child)

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2. (Jonathon)

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Grammar Practice

9.3–4 Distinguishing Plurals, Possessives, and Contractions

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## “Detail Set(s) of Writing = ‘ELABORATION’”

- The detail set(s) of a paragraph is what PROVES/SUPPORTS your main Idea/Reason (“I/R”) – remember that each paragraph is ONLY about ONE idea/reason
- Without this detail set(s) – called “ELABORATION” – you do NOT have a good paragraph – too much is missing
- The detail set(s) is what “Brings your topic to life” by giving examples, details, stories, facts, etc. about the idea/reason
- This “ELABORATION” with facts, stories, details, etc. is what is called “GOING IN-DEPTH” about your topic, and that is what good paragraph-writing is all about

### Non-Example (of Elaboration):

There are many running backs in the NFL (National Football League), but none of them is as powerful as the Minnesota Vikings’ Adrian Peterson, who is BY FAR my favorite professional athlete! He runs by and through many defensive players what seems EVERY time he touches the ball – and even knocks some to the ground as he rushes powerfully THROUGH them. No one is as powerful in the NFL, and until someone else comes along who is, Adrian Peterson will be the “fan favorite” of this long-time fan!

- In the above example, there is good organization with order and transitions between all sentences
- There is good “sentence fluency” (sf) of the “Six Traits of Writing”, with a variety of sentence styles and techniques
- There is a decent opener & “opening set”, as well as a decent closing sentence that wraps up the whole paragraph and ties it all together
- However, there is NOT enough/good ELABORATION about what “being powerful” means – there is only one sentence to go “in depth” about what Adrian’s “power” is, and that does NOT prove/support the idea/reason strongly enough
- On the surface to many kids especially, this looks like a good paragraph, but it is not close – all because of the lack of elaboration!

Paragraph Plan for “GOOD EXAMPLE of ELABORATION in a PARAGRAPH”

T: Favorite Professional Athlete (Adrian Peterson of the Minnesota Vikings)

I/R: Powerful runner

D1: Cleveland Browns game of 2009 (75-yard touchdown run)

There are many running backs in the NFL (National Football League), but none of them is as powerful as the Minnesota Vikings’ Adrian Peterson, who is BY FAR my favorite professional athlete! He runs by and through many defensive players what seems EVERY time he touches the ball – and even knocks some to the ground as he rushes powerfully THROUGH them. The first game of the 2009 season pitted the Minnesota Vikings versus the Cleveland Browns, and Cleveland had one of the top 50% defenses in the league for that year. During one of the Vikings’ first-half possessions, they had the ball on their own 25-yard-line and needed a big play. BOOM! Then it happened: Peterson took a handoff from the quarterback and rushed 75 yards for a touchdown. However, it was HOW the run occurred that made it so incredibly powerful! As Peterson took the handoff, he rushed to the left side of the field and immediately juked and jived by two tacklers to get past them. As he got to the next level of defenders, he LITERALLY ran into and knocked over one bigger linebacker, but the coolest part of the run took place next! A bigger, stronger defender yet approached him and was about to lay the hit on him when Peterson (who had the ball in his right hand/arm) reached out with just his left arm and PUSHED the defender off of him and threw him to the ground. Again, this defender was MUCH bigger than Peterson and got thrown to the ground with ONE HAND! It was an incredible display of power and force. It’s definitely this force that makes him so powerful, and there is no one like him in the NFL, and until another running back comes along who is as powerful, Adrian Peterson will be a “fan favorite” of this long-time fan.

- The above example is much better from the one on the front – because of its ELABORATION
- There is a good opener & “opening set”
- There are good transitions/connections between all sentences from beginning to end (for “organization” of the “Six Traits of Writing”)
- There are a variety of sentence styles and techniques (“sentence fluency” - “sf”)
- There are some decent word choices and phrases (“word choice” – “wc”)
- There is good “voice” in the writing, meaning that the person writing this is being true to his/her personality, and seems to write the same way he/she would tell a story verbally – the writer is NOT changing who he/she is just to impress a reader, but is using some good techniques to make a point
- There is good ELABORATION (which is called “Ideas and Content” with the “Six Traits of Writing”) – which is the detail set that proves the idea/reason of “powerful runner” from the paragraph plan
- There is a good/decent closing sentence that wraps-up/closes the paragraph – the paragraph does NOT just end on the detail set

Writer's Name \_\_\_\_\_

Reader's Name \_\_\_\_\_

**Peer Review Worksheet**

Instructions: Read your partner's essay through, making notes about content. You can also make marks on the draft itself. Begin by noticing the larger features of the essay and work toward smaller-scale issues. Be ready to explain your concerns about the paper directly to its author.

Your thesis is:

Your major supporting points are (topic sentences):

Strengths I saw in your essay:

Things I didn't understand, logic I didn't follow, parts you should think about revising for clarity or reader comprehension:

Something new I learned from your essay:

Writer's Name \_\_\_\_\_

Reader's Name \_\_\_\_\_

**Writer's Response to Reviewer's Comments**

Which of your reader's comments are most important? Consider the large-scale issues of your essay: argument, logic, coherence, organization, persuasiveness, interest.

Which comments may have some value, but you're not sure about them?

Which comments do you disagree with? Why?

What did you learn about your writing or about this particular paper? Strengths? Tendencies to watch out for?

What discrete steps will you take next to revise your paper? When will you work on each step? Make a concrete plan to follow for your revision process.

Issue 1

Issue 2

Issue 3

Issue 4

## TRANSITIONS

- Smooth links/connections between sentences and paragraphs
- These are usually a word or group of words used to help one sentence connect smoothly into the next (sentence A connects to sentence B...)
- Think of a transition as:
  - Ex: a rope that holds a boat to a dock
  - Ex: a large stepping stone in the middle of a creek you have to cross
  - Ex: a series of kids in a class who help pass a note
- Transitions help sentences and paragraphs sound right and make sense all the way through so that the work/writing is smooth, rhythmic, fluent, sequential, and logical from the beginning to the end
- Main idea is to have a sensible paragraph connecting all sentences sensibly from sentence A all the way to sentence Z, with NO missing letters (sentence B, etc.), so that there is a logical, sensible write-up!

### Ways to Transition (make connections) between Sentences

- By connecting CONTENT from previous sentence to the next (build the story or action)
  - Ex: A dog barked at a cat that jumped into the yard. T= The dog growled and sprinted toward it, showing its teeth viciously!
- By connecting the previous sentence to the next using a transitional word or phrase
  - Ex: A girl smiled at the nervous boy sitting at a table in the cafeteria. T= However, the boy was so nervous and shy that his heart raced and caused him to shake uncontrollably.
  
  - Ex: The principal of the school scolded the group of boys for wearing their hats in the building. T= Because of this, the boys immediately removed their hats and apologized to the principal and vowed it would never happen again!

# Using Transitions Effectively

## **What do Transitions Do?**

Transitional words and phrases are also called signal words. They are placed at key points to lead the reader through the sentences and paragraphs. Using transitional words will help you achieve clear and coherent communication with your audience.

When writers connect sentences and paragraphs, they provide a sense of movement that allows their readers to follow the main and subordinate ideas easily and, as a result, understand the writer's purpose and message.

Clear transitions are essential to the coherence of paragraphs and essays. There are several types of transitions, each leading the reader to make certain connections or assumptions about the areas you are connecting, based on the words or phrases you choose. Some lead the reader forward and imply the "building" of an idea or thought, while others make the reader compare ideas or draw conclusions from the preceding thoughts. A list of common transitional words and phrases can be found on the back.

## **Transitions Between Paragraphs**

When linking two paragraphs, the writer must explain how the two paragraphs are connected logically. Transitional words or phrases sometimes will be precisely what you need to underscore for your readers the intellectual relationship between paragraphs—to help them navigate your essay. Very often, such transitions:

- ☞ Address an essential similarity or dissimilarity (likewise, in contrast, despite, etc)
- ☞ Suggest a meaningful ordering, often temporal (first, in addition) or causal (thus, therefore)
- ☞ In a longer paper, remind the reader of what has earlier been argued (in short, as has been said, on the whole).

## **Tips for Transitioning**

Since clarity and effectiveness of your transitions will depend greatly on how well you have organized your paper, you may want to evaluate your paper's organization before you work on transitions. In the margins of your draft, summarize in a word or two what each paragraph is about or how it fits into your analysis as a whole. This exercise should help you to see the order and connection between your ideas more clearly.

If after doing this exercise you find that you still have difficulty linking your ideas together in a coherent fashion, your problem may not be with transitions but with organization. Perhaps something crucial is missing between this paragraph and its neighbors—most likely an idea or a piece of evidence or both. Maybe the paragraph is misplaced, and logically belongs elsewhere.

Common transitional words and phrases can be found on the next page...

TIME ORDER	To Indicate CONTRAST	To Indicate COMPARISON	To Indicate CAUSE & EFFECT
<ul style="list-style-type: none"> <li>• earlier</li> <li>• former</li> <li>• formerly</li> <li>• heretofore</li> <li>• in retrospect</li> <li>• in the past</li> <li>• not long ago</li> <li>• of late</li> <li>• preceding</li> <li>• previously</li> <li>• prior to</li> <li>• recently</li> <li>• yesterday</li> </ul> <p>-----</p> <p>□ at present</p> <ul style="list-style-type: none"> <li>• at the same time</li> <li>• at this moment</li> <li>• by now</li> <li>• concurrently □</li> <li>• currently</li> <li>• immediately</li> <li>• now</li> <li>• presently</li> <li>• right away</li> <li>• simultaneously</li> <li>• until now</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• henceforth</li> <li>• hereafter</li> <li>• in the future</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• after a long time</li> <li>• after a short while</li> <li>• afterward</li> <li>• later on</li> <li>• not long after</li> <li>• right after □ soon</li> <li>• after</li> <li>• thereafter</li> </ul>	<ul style="list-style-type: none"> <li>• a clear difference</li> <li>• a distinct difference</li> <li>• a striking distance □</li> <li>• a strong distinction</li> <li>• against</li> <li>• although</li> <li>• although this may be true</li> <li>• an opposing view</li> <li>• and yet</li> <li>• another distinction</li> <li>• balanced against</li> <li>• but</li> <li>• by contrast</li> <li>• contrarily</li> <li>• contrary to</li> <li>• conversely</li> <li>• counter to</li> <li>• despite</li> <li>• despite the fact that</li> <li>• different from</li> <li>• even though</li> <li>• for</li> <li>• however</li> <li>• in contrast</li> <li>• in opposition to</li> <li>• nevertheless</li> <li>• nonetheless</li> <li>• on the contrary</li> <li>• on the other hand</li> <li>• opposing</li> <li>• otherwise</li> <li>• regardless</li> <li>• the antithesis of</li> <li>• the reverse of</li> <li>• to differ from</li> <li>• to differentiate</li> <li>• to oppose</li> <li>• up against</li> </ul>	<ul style="list-style-type: none"> <li>• after all</li> <li>• along the same lines</li> <li>• also</li> <li>• analogous to</li> <li>• as compared with</li> <li>• as well as</li> <li>• balanced against</li> <li>• by comparison</li> <li>• comparable</li> <li>• comparatively</li> <li>• compared to</li> <li>• consistent with</li> <li>• conversely</li> <li>• correlate</li> <li>• correspondingly</li> <li>• equal</li> <li>• equally important</li> <li>• equivalent</li> <li>• however □ identical</li> <li>• in a similar fashion</li> <li>• in comparison</li> <li>• in contrast</li> <li>• in like manner</li> <li>• in the same manner</li> <li>• in the same way</li> <li>• like</li> <li>• likewise</li> <li>• matching</li> <li>• meanwhile</li> <li>• nevertheless</li> <li>• of little difference</li> <li>• parallel to □ relative to</li> <li>• relatively</li> <li>• resemble</li> <li>• resembling</li> <li>• similarly</li> <li>• synonymous</li> </ul> <p>the next likeness</p>	<ul style="list-style-type: none"> <li>• accordingly</li> <li>• as a consequence</li> <li>• as a result</li> <li>• as a result of</li> <li>• because</li> <li>• because of this</li> <li>• by reason of</li> <li>• caused by</li> <li>• consequently</li> <li>• due to</li> <li>• following that</li> <li>• for</li> <li>• for this purpose</li> <li>• for this reason</li> <li>• furthermore</li> <li>• hence</li> <li>• henceforth</li> <li>• in conclusion</li> <li>• in effect</li> <li>• in view of</li> <li>• it follows that □ on account of</li> <li>• otherwise</li> <li>• owing to</li> <li>• so</li> <li>• subsequently</li> <li>• the end result</li> <li>• the outcome</li> <li>• the ramifications of</li> <li>• then</li> <li>• thereafter</li> <li>• therefore</li> <li>• thus</li> <li>• to this end</li> <li>• accordingly</li> <li>• as a result</li> <li>• consequently</li> <li>• hence</li> <li>• it follows, then</li> <li>• since</li> <li>• so</li> <li>• then</li> <li>• therefore</li> <li>• thus</li> <li>• whereas</li> </ul>

## POINT OF VIEW / FACT vs OPINION REVIEW

Name \_\_\_\_\_ Date \_\_\_\_\_

Choose from these points of view: first person, third person omniscient, third person limited

**From *Maniac Magee* by Jerry Spinelli**

So he turned and started walking north on Hector, right down the middle of the street, right down the invisible chalk line that divided East End from West End. Cars beeped at him, drivers hollered, but he never flinched. The Cobras kept right along with him on their side of the street. So did a bunch of East Enders on their side. One of them was Mars Bar. Both sides were calling for him to come over.

Point of view? \_\_\_\_\_

Circle one: Fact or Opinion? – *An invisible chalk line divided East End from West End.***From *From the Mixed-Up files of Mrs. Basil E. Frankweiler*, by E. L. Konigsburg**

Claudia was furious . . . She refused to look at Jamie again and instead stared at the statue. The sound of footsteps broke the silence and her concentration. Footsteps from the Italian Renaissance were descending upon them! The guard was coming down the steps. There was just too much time before the museum opened on Sundays. They should have been in hiding already. Here they were out in the open with a light on!

Point of View? \_\_\_\_\_

Circle one: Fact or Opinion? – *The museum was closed on Sundays.***From *The Twenty-One Balloons* by William Pene du Bois**

It is funny that my trip has ended by being such a fast trip around the world. I find myself referred to now as one of the speediest travelers of all times. Speed wasn't at all what I had in mind when I started out. On the contrary, if all had gone the way I had hoped, I would still be happily floating around in my balloon, drifting anywhere the wind cared to carry me – East, West, North, or South.

Point of View? \_\_\_\_\_

Circle one: Fact or Opinion – *He was one of the speediest travelers of all times.***From *Number the Stars* by Lois Lowry**

One of the soldiers, the taller one, moved toward her. Annemarie recognized him as the one she and Ellen always called, in whispers, “the Giraffe” because of his height and the long neck that extended from his stiff collar. He and his partner were always on this corner.

He prodded the corner of her backpack with the stock of his rifle. Annemarie trembled. “What is in here?” he asked loudly.

“Schoolbooks,” she answered truthfully.

Point of View? \_\_\_\_\_

Circle one: Fact or Opinion? – *One of the soldiers was as tall as a giraffe.*

### From *Missing May* by Cynthia Rylant

The day after May didn't come to us, Ob didn't get out of bed. He didn't get me up either, and from a bad dream I woke with a start, knowing things were wrong, knowing that I had missed something vitally important. Among these, of course, was the school bus. It was Monday, and OB should have called me out of bed at five-thirty, but he didn't, and when I finally woke at seven o'clock, it was too late to set the day straight.

Point of View? \_\_\_\_\_

Circle one: Fact or Opinion? – “...it was too late to set the day straight.”

### From *The Lion, the Witch and the Wardrobe* by C.S. Lewis

He himself was a very old man with shaggy white hair which grew over most of his face as well as on his head, and they liked him almost at once. But on the first evening when he came to meet them at the front door he was so odd-looking that Lucy (who was the youngest) was a little afraid of him, and Edmund (who was the next youngest) wanted to laugh and had to keep on pretending he was blowing his nose to hide it.

Point of View? \_\_\_\_\_

Circle one: Fact or Opinion? – “. . . he was so odd-looking.”

### From *I Know Why the Caged Bird Sings* by Maya Angelou

For one whole semester the streetcars and I shimmied up and scooted down the sheer hills of San Francisco. I lost some of my need for the Black ghetto's shielding-sponge quality, as I clanged and cleared my way down Market Street, with its honky-tonk homes from homeless sailors, past the quiet retreat of Golden Gate Park and along closed undwelled-in-looking dwellings of the Sunset District.

Point of View? \_\_\_\_\_

Circle one: Fact or Opinion? – *Golden Gate park is a quiet retreat.*

### From *The Olympic Games* by Theodore Knight

While still a teenager, Lee met and began to train with some of the best divers in the country, among them several former Olympians. One former champion – Farid Simaika the Egyptian 1928 silver medalist who had moved to this country—gave Lee a piece of advice that he took to heart. He told the young diver that he might encounter prejudice in competition because he was of Korean descent. Simaika told Lee he would simply have to work twice as hard as other athletes. “You've got to be so much better that they have to give you the medal,” Simaika said.

Point of View? \_\_\_\_\_

Circle one: Fact or Opinion? - “Lee met and began to train with . . . several former Olympians.”

### From “Through the Tunnel” by Doris Lessing

He was an only child, eleven years old. She was a widow. She was determined to be neither possessive nor lacking in devotion. She went worrying off to her beach.

As for Jerry, once he saw that his mother had gained her beach, he began the steep descent to the bay. From where he was, high up among red-brown rocks, it was a scoop of moving bluish green fringed with white. As he went lower, he saw that it spread among small promontories and inlets of rough, sharp rock, and the crisping, lapping surface showed stains of purple and darker blue.

Point of View? \_\_\_\_\_

Circle one: Fact or Opinion? – *“He was an only child, eleven years old. She was a widow.”*

### **From “Pictures on a Rock” by Brent Ashabranner**

One spring day a few years before the Rough Rock Demonstration School was opened, a five-yearold Navajo boy named Fred Bia was watching the family sheep flock in the arid countryside near the little town. It was his daily chore to follow the sheep as they drifted over the red, rocky earth in their endless search for grass and leaves of semi-desert plants.

Point of View? \_\_\_\_\_

Circle one: Fact or Opinion? – *“It was his daily chore to follow the sheep . . .”*

## Response to Literature Essay

<p>The autobiographical narrative, “Fish Cheeks,” by Amy Tan, is about a fourteen-year-old girl named Amy who lives in America. The problem Amy experiences is that she is ashamed of her family. Amy wishes that she and her family were more American so she could fit in. She has a crush on a boy named Robert, and is terrified when she finds out that his family is invited to her Chinese Christmas Eve dinner. In the <i>begining</i> of the story, Amy is embarrassed of her heritage, but she eventually realizes how her parents are trying to help her, and she ends up feeling proud to be Chinese.</p>	<ol style="list-style-type: none"> <li>1. Circle the author’s name and the story title.</li> <li>2. Underline the main character’s name.</li> <li>3. Put a squiggly line underneath the story’s setting.</li> <li>4. Put a box around the summary statement – where the writer gives us background information about the story and its conflict.</li> <li>5. Highlight (or double-underline) the thesis statement.</li> <li>6. Spell “begining” correctly in the space below.</li> <li>7. What is the purpose of the introduction in the response to literature essay?</li> </ol>
<p>At first, Amy wishes that she wasn’t Chinese. To begin with, Amy wanted to go out with a blond American boy named Robert. However, Amy believes that he won’t like her because her Chinese heritage makes her different. She also prays to have a slim, American nose because she thinks that this will help her to fit in.</p>	<ol style="list-style-type: none"> <li>8. Underline the topic sentence.</li> <li>9. Number the evidence 1, 2, 3.</li> <li>10. Circle the transitional words and phrases.</li> </ol>
<p>Soon, Amy finds out that her parents had invited Robert’s family over for her traditional, Chinese Christmas Eve dinner. Amy is mortified and even cries when she thinks of how Robert will react to her strange Chinese customs. When Amy walks in the kitchen to see her mother preparing strange food such as “fleshy prawns” and “tofu, which looked like stacked wedges of rubbery white sponges,” Amy can’t believe her eyes.</p>	<ol style="list-style-type: none"> <li>11. Circle transitional words and phrases.</li> <li>12. Put parentheses around words and phrases in this paragraph that describe how Amy <i>feels</i> about what’s happening in this event.</li> </ol>

<p>During dinner, Amy is very embarrassed. Her relatives reach over each other and grab the plates of food, while Robert's family sits politely waiting their turn. As her relatives lick their chopsticks and dig them back into the food, as Amy slinks down in her chair in astonishment. Amy's mother gives her a skirt at the end to make up for this. At the end of the meal, Amy's father belches loudly to show his appreciation towards the cook. Robert's father was able to force out a small burp to please him. Amy felt totally humiliated.</p>	<p>13. What character trait is being discussed in this paragraph? _____ 14.</p> <p>Underline the evidence from the text that shows us why Amy feels embarrassed.</p> <p>15. Write the transitional words and phrases that are being used.</p> <p>16. Cross out the sentence that is off-topic.</p>
<p>Although nothing could change what happened at dinner that evening, in the end, Amy's mother gives her two gifts that would eventually become significant to Amy. First, her mother gives her a beige American skirt. This helps Amy to see, years later, that her mother did understand Amy's yearning to be more American.</p> <p>Secondly, Amy's mother tells Amy that she can be an American on the outside, but she will always have to be Chinese at heart. Also, Amy's mother agrees to let her have plastic surgery to fix her nose in order to make it more "American-looking." It isn't until Amy grows older that she begins to understand her mother's love and lessons. After all, she had made all of her favorite foods for dinner.</p>	<p>17. Circle the transitional words in this paragraph.</p> <p>18. What does Amy's mother do that shows Amy that she understands her?</p> <p>19. Cross out the sentence that is NA (not accurate.)</p> <p>20. There are two vague pronouns in the last sentence of this paragraph. Cross them out and replace them so we know who is being referred to.</p>
<p>Even though in the beginning Amy is ashamed about being Chinese, she learns to appreciate her heritage. Throughout the story, Amy learns that even though her family may have a few strange points here and there, they still deserve her full respect. Although Amy never goes out with Robert, she realizes that changing who you are to impress others isn't really worth it. By the time she is an adult, she understands that everyone is unique and different. Amy may have wanted to look American, but she will always stay true to her Chinese heritage.</p>	<p>21. Highlight the restatement of the thesis. 22. Underline the part where the writer summarizes the theme of the story.</p> <p>23. What is the purpose of the concluding paragraph?</p> <p>24. What is the purpose of a response to literature essay?</p>

NAME \_\_\_\_\_

CLASS \_\_\_\_\_

DATE \_\_\_\_\_

for CHAPTER 23: PUNCTUATION pages 668–70

## Semicolons A

**23a.** Use a semicolon between independent clauses that are closely related in meaning if they are not joined by *and, but, for, nor, or, so, or yet*.

**EXAMPLE** Garth Brooks' latest CD is selling rapidly; he has become a major star.

**23b.** Use a semicolon between independent clauses joined by a conjunctive adverb or transitional expression.

**EXAMPLES** I've called him repeatedly; **however**, I've not been able to reach him.  
Julio seems tired; **in fact**, he seems completely exhausted.

**EXERCISE** Add semicolons where they are needed in the following sentences.

**Example 1.** The picnic is scheduled for this Saturday; however, if it rains, it will be postponed.

1. This travel book has amazing photographs I love this full-page shot of Costa Rica.
2. The students wanted a poet to teach the seminar however, none was available.
3. The scholarship letter finally arrived the whole family was ecstatic.
4. Senator Juarez is leading in the polls as a result, I think she'll win the election.
5. Kinu won't be at the party she's going to the theater with her family.
6. The auditorium will be finished in the spring meanwhile, assemblies will be in the gym.
7. New York was among the thirteen original states Ohio did not become a state until 1803.
8. My uncle spent two years in Japan while there, he learned many Japanese folk songs.
9. Thirty students signed up for the trip some of them may drop at the last minute, though.
10. There are several reasons I can't go for example, I haven't done my homework.
11. Since we live two miles from the high school, I seldom walk instead, I ride my bicycle.
12. Many activities are offered at my school among them are gymnastics and photography.
13. Cats are unique among domestic animals they retain many of the qualities of wild animals.
14. I know how to use that art software in fact, I'm using it to do my class project.
15. Carol has planned our hike carefully as a result, we can learn a lot and have a good time.
16. The play is perfectly suited for our class furthermore, it has enough parts for everyone.
17. My mother transferred to the University of Michigan in 1974 she graduated from there in 1977.

18. Roger might enjoy the book on the other hand, Faye probably will not.
19. Paolo reeled in the fish as fast as he could Carol tried to catch it in the net.
20. Maria is the fastest sprinter in her class indeed, she is the fastest sprinter I know.

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**EXERCISE** In the following sentences, add semicolons or replace commas with semicolons where needed.

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**Example 1.** The coach asked only Mel, Kazuo, Cara, and Dina to practice today, but Sam, Max, and Lily will practice tomorrow.

1. In South America they visited Lima, Peru, Santiago, Chile, and La Paz, Bolivia.
2. Gloria will go with Sal, and Bob, Fred, and Tyrone will come later.
3. I've planted new parsley, chives, and dill and basil is already growing in the garden.
4. The club meets on Tuesday, May 5, Monday, June 1, and Friday, July 10.
5. The schools are in Fairfield, Connecticut, Columbus, Ohio, and Rochester, New York.
6. My father wanted to name me Charles, David, or Edward, and Franklin, George, and Henry were my mother's first choices.

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## Semicolons B

**23c.** A semicolon (rather than a comma) may be needed to separate independent clauses joined by a coordinating conjunction when the clauses contain commas.

**CONFUSING** Bert, José, and Jette will sing, and my sister, Pat, will lead the band.

**CLEAR** Bert, José, and Jette will sing; and my sister, Pat, will lead the band.

**23d.** Use a semicolon between items in a series if the items contain commas.

**CONFUSING** The club officers are Kiyo Okimi, president, Lois Gould, secretary, and Jane Columbo, treasurer.

**CLEAR** The club officers are Kiyo Okimi, president; Lois Gould, secretary; and Jane Columbo, treasurer.

7. I'll bring the plates, napkins, and beverages for our lunch meeting you can bring the sandwiches and salad.
8. Julio had thought that the corn, beans, and tomatoes would produce well this season yet, because of lack of rain, he no longer has anything growing in his garden.
9. Alfred likes to play soccer, basketball, and tennis, and football, baseball, and golf are Antonio's favorite sports.
10. Voting in runoff elections will be Tuesday, 6:00 A.M. until 7:00 P.M., Thursday, 7:00 A.M. until 7:00 P.M., and Saturday, 9:00 A.M. until 5:00 P.M.

NAME \_\_\_\_\_ CLASS \_\_\_\_\_ DATE \_\_\_\_\_

for CHAPTER 23: PUNCTUATION pages 668–72

## Semicolons Review

**23a.** Use a semicolon between independent clauses that are closely related in meaning if they are not joined by *and, but, for, nor, or, so, or yet*.

**EXAMPLE** She ate her whole dinner; her sister just picked at the food.

**23b.** Use a semicolon between independent clauses joined by a conjunctive adverb or transitional expression.

**EXAMPLE** I decided against taking German; **instead**, I'm going to take Spanish.

**23c.** A semicolon (rather than a comma) may be needed to separate independent clauses joined by a coordinating conjunction when the clauses contain commas.

**EXAMPLE** Mike, Hallie, and I saw Leah and her sister; and April and Ziggy saw them, too.

**23d.** Use a semicolon between items in a series if the items contain commas.

**EXAMPLE** Max, the oldest; Roy, the youngest; and Cora, their sister, were all watching us.

MECHANICS

**EXERCISE** In the following sentences, add semicolons or replace commas with semicolons where needed.

**Example 1.** To take the test, you will need a Number 2 pencil paper will be provided.;

1. Ali has visited Toronto, Canada, Mexico City, Mexico, and Kingston, Jamaica.
2. Zora Neale Hurston is one of my favorite writers I have read several of her short stories and two of her novels.
3. Laraine's father is a traveling minister in fact, he visits a different community each month.
4. The squirrel leaped down from the branch, ran across a field, and then disappeared into the forest and, though he tried, my dog, Barks, didn't stand a chance of catching that squirrel.
5. Present at the committee meeting were Lamar, my cousin, Anita, your friend, Jerome, the new student, and Anna, my next-door neighbor.
6. Yesterday, Thad was late for class consequently, he forgot to turn in his homework.
7. Zach wrote his report on American Indians of the Northwest he also created a poster to illustrate key points of his research.
8. Denise, Scott, and Trina will go to the movies Ellis, Shani, and I will jog in the park.
9. Eva has the highest grade-point average in our class, she is this year's valedictorian.
10. I suppose you have heard of that African American literary movement it was known as the

Harlem Renaissance.

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**EXERCISE** In the following sentences, add colons and capital letters where they are needed.

**W**

**Example 1.** Here are our choices : we can walk, take the car, or ride our bikes.

1. She has starred in the following plays *The Glass Menagerie* and *Our Town*.
2. Please stop at the store and bring home these items eggs, milk, bread, and orange juice.
3. These were the actors who tried out for the part Brad Pitt, Denzel Washington, and Wes Studi.
4. This is the last part of my letter “Thank you for accepting our invitation to discuss ‘Theseus and the Minotaur.’ Our mythology club is looking forward to your visit.”
5. The cities I chose to write about in my report on India are as follows New Delhi, Calcutta, Bombay, and Madras.

## Colons

### 23e. Use a colon to mean “note what follows.”

(1) Use a colon before a list of items, especially after expressions like *the following* and *as follows*.

**EXAMPLE** Please submit copies of the following documents: your driver’s license, birth certificate, and Social Security card.

(2) Use a colon before a long, formal statement or a long quotation.

**EXAMPLE** This is how I plan to begin my oral report on poetry: “If you want to express a complicated thought with the fewest but most memorable words, consider learning how to write a poem.”

(3) Use a colon between independent clauses when the second clause explains or restates the idea of the first.

The first word of a sentence following a colon is capitalized.

**EXAMPLE** Your poem is a complete success: It is original, and its rhythms mimic the sounds of waves!

6. The debate includes all three student government candidates Harrison, Letitia, and LaTonya.
7. The following authors were among the members of the Algonquin Round Table Dorothy Parker and Edna Ferber.
8. Yesterday, my sister’s counselor suggested that she take Psychology 250, Government 201, and Algebra 301 those are the courses she needs to prepare for a college major in pre-law.
9. Walt Disney created these characters Mickey Mouse, Donald Duck, and Goofy.
10. My mother revealed to us an interesting fact she has decided to go back to college.

**Avoiding Run-On Sentences - 1** Name \_\_\_\_\_ Date \_\_\_\_\_

Three words--it, then, and therefore--cause many run-on sentences. Because each of these words refers back to the preceding idea, people often think that they continue the same sentence. Run-on sentences are the result.

**IT**

Run-on: The meeting was long, it lasted until midnight.  
Corrections: The meeting was long. It lasted until midnight.  
The meeting was long; it lasted until midnight.

**THEN**

Run-on: We changed the tire, then we continued on our way.  
Corrections: We changed the tire. Then we continued on our way.  
We changed the tire; then, we continued on our way.

**THEREFORE**

Run-on: My line broke, therefore the fish got away.  
Corrections: My line broke. Therefore the fish got away.  
My line broke; therefore, the fish got away.

