

# Writing Essays

**The College Board** is adding a new section to the SAT test. It will first be given in the spring of 2005. It may be added to the PSAT at some future time. The board is requiring that the students write an actual essay. You are familiar with the concept from some of the state tests that you take. However, do not assume that this essay will be as easy as the state exams. It won't be! The graders will be looking for essays written on the level of the AP exams. The rubric they will use to evaluate your paper is basically the same as that used by the AP graders. They want your essays to be well organized, to be fully developed with appropriate examples to support ideas, to have a variety of sentence structures, to have a strong range of vocabulary, and to show consistent facility in use of language. (That means to use good grammar!)

The topics of the essays will be varied, but you will have enough knowledge to write about them. Do not be concerned about not having enough information to discuss. You will have things to say. The important thing to understand about this essay portion of the SAT is that the College Board is not trying to find out how much you **know** about a topic, but rather, it is trying to determine *how well you can write*. You must remember that. This test is to see how well you can write.

According to the College Board, the new essay section to be added to the SAT will be graded on organization, development, and sentence variety. If you cannot write good sentences, it will not matter if your paper is organized or developed. Organization and development cannot carry poorly constructed sentences into a winning category. Writing good sentences is the key. Therefore, we will begin our studies by addressing the issue of sentence variety. Always remember, *it's not just what you say that is important; it's how you say it*.

In our language we have classified our sentence types as simple, compound, complex, and compound-complex. You will be required to use all types of sentences in your essays, but the bigger issue is *how you construct each of those types*. That is how you gain the sentence variety that ETS wants on your essays.

In this essay section we will begin with the eight (8) parts of speech and learn to use those with variety. Then we will move toward very complex sentence structure, learning to write with variety and clarity. Necessarily, you will have to understand the terminology used in this instruction. Some of the terms you will already know. Some will be new to you. You will have to study those new concepts.

This course will require homework. There is no way around that if you intend to learn the material and master the skills presented. The outcome will be that you learn to write well.

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**With that, let's get started!**

# Writing Essays

## Variety in Sentence Structure

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# Variety in Sentence Structure

## **ADVERBS**

words that modify verbs, adjectives, or other adverbs

# Adverbs

## I. Identifying adverbs

**Description:** An adverb is a word that modifies a verb, an adjective, or another adverb. It answers the questions *when*, *where*, *how*, and *to what extent*. Most adverbs are made by simply adding *-ly* to an adjective. Some will have slight alterations in spelling when the *-ly* is added.

Adjective	Adverb	Adjective	Adverb
quick	quickly	true	truly
beautiful	beautifully	heavy	heavily
awful	awfully	diplomatic	diplomatically
slow	slowly	automatic	automatically

Many other adverbs do not end in *-ly*. They still answer the questions *when*, *where*, *how*, and *to what extent*.

When	Where	How	To What Extent
tomorrow	here	well	not
before	there		so
then	nowhere		very
never	everywhere		too
ever	somewhere		

**How to find it:** Look for words that end in *-ly*. Most of those words will be adverbs. Look for words that tell *when*, *where*, *how*, and *to what extent*.

**Instructions:** Underline the adverbs in each of the following sentences. Some sentences may have more than one adverb.

1. Have you ever seen that movie?
2. I have always wanted to go to France.
3. We saw the dog yesterday in the park.
4. She was too scared to speak.
5. The child tried to run away.
6. He jumped down.
7. I can easily pass that test.
8. Tomorrow we will go to the show.
9. You can often see him taking a walk.
10. We looked everywhere for the lost necklace.
11. He ran quickly to the door.
12. She spoke softly to the child.
13. They were very tired after the trip.
14. She was so brave to open the door.
15. I did not want to see that movie.
16. They will never change their minds.
17. She could hardly stand on her feet.

## II. Beginning sentences with adverbs

**Instructions:** Rewrite the following sentences so that each sentence **begins** with the adverb. Simply move the position of the adverb so that it begins the sentence.

**Example:** I began to listen to him *eventually*.    *Eventually* I began to listen to him.

When you begin sentences with single adverbs, you may feel that you need to use a comma after the adverb. There are no hard and fast rules about this particular construction. If you feel the sentence reads better with a comma, put it in. If you don't think you need it, leave it out. This is one of the few times you get to make the choice based on what you feel as the writer. Most commas follow very strict rules. With introductory adverbs, it's pretty much up to you.

1. We are beginning to make progress now. Now \_\_\_\_\_
2. I will address that issue later. \_\_\_\_\_
3. The man sat here and pondered the question of eternity. \_\_\_\_\_
4. He walked slowly along the beaten path. \_\_\_\_\_
5. She danced across the floor gracefully. \_\_\_\_\_
6. We studied the material diligently. \_\_\_\_\_
7. He usually takes us to school. \_\_\_\_\_
8. She began to gather her things quickly. \_\_\_\_\_
9. We do not have to go with you surely. \_\_\_\_\_
10. He would take a walk in the park occasionally. \_\_\_\_\_

## III. Adverbs followed by verbs

**Instructions:** Rewrite the following sentences so that each sentence **begins** with an adverb immediately followed by the verb of the sentence.

**Example:** I have *never* known anyone so smart.    *Never* have I known anyone so smart.

1. I have seldom visited that museum. \_\_\_\_\_
2. We have often met with approval. \_\_\_\_\_
3. I have never seen such dignity. \_\_\_\_\_
4. We will be successful then. \_\_\_\_\_
5. I have thought of you frequently. \_\_\_\_\_
6. I have met with disaster occasionally. \_\_\_\_\_
7. We did leave quickly. \_\_\_\_\_

8. I have never heard such nonsense. \_\_\_\_\_
9. We were seldom able to go to the fair. \_\_\_\_\_
10. We could understand only then. \_\_\_\_\_

#### IV. Combining sentences with adverbs

**Instructions:** Combine the following short sentences into one longer sentence that positions the adverb at the beginning of the sentence. Some words will have to be omitted and others will have to be added.

Example: We are going to college. We will go soon. Soon we will go to college.

1. I will go to the movies. I will do it tomorrow.  
\_\_\_\_\_
2. I like to read extra books. I seldom have the time.  
\_\_\_\_\_
3. I have a dog. He seldom barks.  
\_\_\_\_\_
4. Walk down that plank. Do it slowly.  
\_\_\_\_\_
5. We will get news from the medical review board. We will wait anxiously for it.  
\_\_\_\_\_
6. The store has a new location. We will travel to it soon.  
\_\_\_\_\_
7. The cake is in the oven. Take it out carefully.  
\_\_\_\_\_
8. We have to study the information. We will study diligently.  
\_\_\_\_\_
9. I will paint a picture. I will paint it tomorrow.  
\_\_\_\_\_
10. There was a door prize at the party. I won it once.  
\_\_\_\_\_

## V. Creating sentences with adverbs

**Instructions:** Create sentences that begin with some of the following adverbs.

seldom	often	now	here	quickly
gracefully	usually	never	later	soon
slowly	diligently	then	frequently	very cautiously
most anxiously	too quickly	surely		

Note: Some sentences will have more force if the adverb is followed by a verb.

Example: *Seldom have* we come to the same conclusion.  
*Never had* he been so sure of his convictions.

Finish the following sentences.

1. Seldom have we \_\_\_\_\_.
2. Gracefully the dancer \_\_\_\_\_.
3. Slowly he \_\_\_\_\_.
4. Now \_\_\_\_\_.
5. Very cautiously \_\_\_\_\_.
6. Soon \_\_\_\_\_.
7. Most anxiously \_\_\_\_\_.
8. Never \_\_\_\_\_.
9. Surely \_\_\_\_\_.
10. Often \_\_\_\_\_.



## Answers to the Adverb Section

### I. Identifying adverbs

- |                |             |              |
|----------------|-------------|--------------|
| 1. ever        | 2. always   | 3. yesterday |
| 4. too         | 5. away     | 6. down      |
| 7. easily      | 8. tomorrow | 9. often     |
| 10. everywhere | 11. quickly | 12. softly   |
| 13. very       | 14. so      | 15. not      |
| 16. never      | 17. hardly  |              |

### II. Beginning sentences with adverbs

1. Now we are beginning to make progress.
2. Later I will address that issue.
3. Here the man sat and pondered the question of eternity.
4. Slowly he walked along the beaten path.
5. Gracefully she danced across the floor.
6. Diligently we studied the material.
7. Usually he takes us to school.
8. Quickly she began to gather her things.
9. Surely we do not have to go with you.
10. Occasionally he would take a walk in the park.

### III. Adverbs followed by verbs

1. Seldom have I visited that museum.
2. Often have we met with approval.
3. Never have I seen such dignity.
4. Then will we be successful.
5. Frequently have I thought of you.
6. Occasionally have I met with disaster.
7. Quickly did we leave.
8. Never have I heard such nonsense.
9. Seldom were we able to go to the fair.
10. Only then could we understand.

### IV. Combining sentences with adverbs (Answers may vary.)

1. Tomorrow I will go to the movies.
2. Seldom do I have time to read extra books.
3. My dog seldom barks.
4. Slowly walk down that plank.
5. Anxiously we will await news from the medical review board.
6. Soon we will travel to the store's new location.
7. Carefully take the cake out of the oven.
8. Diligently will we study the information.
9. Tomorrow I will paint a picture.
10. Once I won a door prize at a party.

### V. Creating sentences with adverbs (Answers may vary.)

1. Seldom have we driven that car.
2. Gracefully the dancer glided across the floor.
3. Slowly he walked to the corner.
4. Now we can work on our homework.
5. Very cautiously he peeked around the corner.
6. Soon the man came out of the building.
7. Most anxiously he awaited news of the outcome.
8. Never have I seen such courage.
9. Surely we are not alone in this.
10. Often have I thought of you.

# ADJECTIVES

Adjectives describe nouns. They tell us which one, what kind, what color, and how many.

# Adjectives

## I. Identifying adjectives

**Description:** An adjective describes a noun. It tells us which one, what kind, what color, and how many. An adjective adds descriptive information about the noun.

Example: I own a dog. Which one? What kind? What color? How many?

I own *that* dog. I own *that large* dog. I own *that large, red* dog. I own *that slobbering, large, red* dog.

The adjective usually comes before the noun it describes.

Example: I saw *the big, yellow* cat.

I saw *the tired and exhausted* man.

However, adjectives can sometimes come immediately after the nouns they modify.

Example: I saw the man, *tired and exhausted*.

Adjectives can also come at the opposite end of the sentence. They are called *predicate adjectives* in this position.

Example: The woman wearing that ridiculous hat with the flower on top is very *pretty*.

Note that if you get rid of all the extra stuff in the sentence, you have a very simple statement: The woman is pretty. Now you can see clearly that the word *pretty* is an adjective that describes *woman*.

Note: The words *a*, *an*, and *the* are also adjectives. They are often called determiners or auxiliaries. Include them in this exercise as an adjective.

**How to find it:** Look for a word that gives you extra descriptions of a noun. Remember that adjectives just give more information about the nouns they describe or modify.

**Instructions:** Underline the adjectives in the following sentences. Draw a line to the noun that the adjective modifies. Some sentences will have several adjectives.



Example: We saw a popular movie.

Adjective	Modified Noun
<i>a</i>	<i>movie</i>
<i>popular</i>	<i>movie</i>

1. Have you seen the red dress?
2. I drove the new car.
3. We saw the old book.
4. The man was old.
5. That woman is pretty.
6. He is the best candidate.
7. The young girl went to the large department store.
8. The tired, old woman walked along the beaten trail.
9. We didn't see the gray, fat cat lying in the road.
10. Sometimes little babies are so cute.

## II. Beginning sentences with adjectives

**Instructions:** Rewrite the following sentences so that the sentence **begins** with two or more adjectives, or with an adjective and its modifying prepositional phrase. These adjectives should not be participles (a verb form used as an adjective). You may add or delete words to make the sentence flow smoothly.

Example: The young man, *wise and analytical*, knew how to handle the problem.  
*Wise and analytical*, the young man knew how to handle the problem.

1. The track star, strong and talented, ran the last lap to victory.  
\_\_\_\_\_
2. The woman, tolerant and receptive, listened to the committee's proposal.  
\_\_\_\_\_
3. The attorney, astute and decisive, was quick to lodge an objection.  
\_\_\_\_\_
4. The young man, wise beyond his years, knew how to approach the situation gently.  
\_\_\_\_\_
5. The young student, aware of his mistakes, made an extra effort to rewrite the paper properly.  
\_\_\_\_\_
6. The woman, hesitant to accept the gift, blushed with embarrassment.  
\_\_\_\_\_
7. The manager, decisive in his actions, was quick to put things into order.  
\_\_\_\_\_

## III. Combining sentences with adjectives

**Instructions:** Combine the following short sentences into one longer sentence that positions the adjectives in varied parts of the sentence. Attempt to begin your sentences with adjectives, as in the 3<sup>rd</sup> example.

Example: The man was young. The man was wise. The man was experienced. The man knew how to handle the problem.

- 1) The *wise* and *experienced young* man knew how to handle the problem.
  - 2) The *young man, wise* and *experienced*, knew how to handle the problem.
  - 3) *Wise* and *experienced*, the *young* man knew how to handle the problem.
1. The fireman was alert. He was fearless. He was courageous. He rushed into the building. It was burning.  
\_\_\_\_\_
  2. The dog was old. The dog cowered in the corner. He was tired. He was dejected. The corner was dark.  
\_\_\_\_\_
  3. The student was intelligent. He began to run the experiment. It was interesting. He was inquisitive.  
\_\_\_\_\_
  4. The man was exhausted. He had taken a walk. He sat on a bench. It was in the park.  
\_\_\_\_\_

5. The boy set out on his journey. He was frightened. He was courageous though. He was young, too.

6. The cat curled up in his master's lap. The cat was old. He was also fat. He was content, too.

#### IV. Creating sentences with adjectives

- Instructions:** A. Create a sentence that begins with the following adjectives and their modifiers.  
B. Rewrite the sentence putting the modifying phrase **after** the word it modifies.

Example: Aware of the dangers, \_\_\_\_\_.

A. *Aware of the dangers*, the spy was careful to remain unidentified.

B. The spy, *aware of the dangers*, was careful to remain unidentified.

Note that when a modifying phrase begins a sentence, it is followed by a comma.

1. A. Happy to be at home, \_\_\_\_\_.

B. \_\_\_\_\_.

2. A. Angry with his parents, \_\_\_\_\_.

B. \_\_\_\_\_.

3. A. Ready to go for a walk, \_\_\_\_\_.

B. \_\_\_\_\_.

4. A. Quick to understand the passage, \_\_\_\_\_.

B. \_\_\_\_\_.

5. A. Alone with only his thoughts, \_\_\_\_\_.

B. \_\_\_\_\_.

## Answers to the Adjective Section

### I. Identifying adjectives

	Adjectives	Noun Modified
1.	the, red	dress
2.	the, new	car
3.	the, old	book
4.	the, old	man
5.	That, pretty	woman
6.	the, best	candidate
7.	the, young	girl
	the, large, department	store
8.	the, tired, old	woman
	the, beaten	trail
9.	the, gray, fat	cat
	the	road
10.	little, cute	babies

### II. Beginning sentences with adjectives

1. Strong and talented, the track star ran the last lap to victory.
2. Tolerant and receptive, the woman listened to the committee's proposal.
3. Astute and decisive, the attorney was quick to lodge an objection.
4. Wise beyond his years, the young man knew how to approach the situation gently.
5. Aware of his mistakes, the young student made an extra effort to write the paper correctly.
6. Hesitant to accept the gift, the woman blushed with embarrassment.
7. Decisive in his actions, the manager was quick to put things into order.

### III. Combining sentences with adjectives (Answers may vary.)

1. Fearless and courageous, the alert fireman rushed into the burning building.
2. Tired and dejected, the old dog cowered in the dark corner.
3. Intelligent and inquisitive, the student began to run the interesting experiment.
4. Exhausted from his walk, the man sat on a park bench.
5. Frightened, though courageous, the young boy set out on his journey.
6. Fat and content, the old cat curled up in his master's lap.

### IV. Creating sentences with adjectives (Answers may vary.)

1.
  - a. Happy to be at home, the child slept peacefully.
  - b. The child, happy to be home, slept peacefully.
2.
  - a. Angry with his parents, the boy went sullenly to his room.
  - b. The boy, angry with his parents, went sullenly to his room.
3.
  - a. Ready to go for a walk, the dog ran to front door.
  - b. The dog, ready to go for a walk, ran to the front door.
4.
  - a. Quick to understand the passage, the students read the script with passion.
  - b. The students, quick to understand the passage, read the script with passion.
5.
  - a. Alone with only his thoughts, Devon spent the evening in solitude.
  - b. Devon, alone with only his thoughts, spent the evening in solitude.

# PREPOSITIONS

Prepositions show a relationship between one word and another in a sentence.

# Prepositions

## I. Identifying prepositions

**Description:** A preposition is a word that shows a relationship between one word and another in a sentence. Prepositions should be memorized for easy identification. Some of the most common ones are in the list below. A large number of prepositions show a spatial relationship of one thing to another. For instance, we might think of a cat and a tree. Think of all the positions the cat can occupy in relation to the tree.



He can go *near* the tree, *under* the tree, *by* the tree ....

*inside, outside, below, above, on top of, underneath, in, into, on, behind, beneath, between, toward, to, up, down, across, around, through, before, from*

Here are some other prepositions that you need to recognize: *about, after, at, during, for, of, until, with, without, concerning, in spite of.*

**How to find it:** Prepositions are words that need to be memorized. You have to recognize them when you see them.

**Instructions:** Underline the prepositions that appear in the following sentences. Some sentences will have more than one preposition.

1. He ran beside the road.
2. She jumped upon the table.
3. They walked into the room.
4. Beside the road sat the old cat.
5. Upon the table lay the letter.
6. Into the room they calmly strolled.
7. Under no circumstances are you to touch that glass.
8. He saw the trees on the mountain.
9. We built the tree house for the child.
10. With a big crash, the tree toppled onto the garage.

## II. Identifying prepositional phrases and objects of prepositions

**Description:** Every preposition in a sentence must have an object. The object of the preposition is the 1<sup>st</sup> noun after the preposition. The prepositional phrase begins with the preposition, ends with the 1<sup>st</sup> noun after it, and includes all the words in between.

Example: I saw the man in the big red car.

Preposition: *in*

Object of the preposition: *car* (1<sup>st</sup> noun after the preposition)

Prepositional phrase: *in the big red car* (begins with the preposition, ends with the 1<sup>st</sup> noun after the preposition, and includes everything in between)

**How to find it:** Look for the preposition. Find the object of the preposition, the 1<sup>st</sup> noun after the preposition. The prepositional phrase begins with the preposition and ends with the object of the preposition.



**Instructions:** Enclose the prepositional phrase in parentheses. Underline the preposition once and the object of the preposition twice.

Example: We traveled (to the large city.)

1. James looked through the window.
2. He stared at the mountain.
3. We saw a woman walk down the street.
4. After class we went to the park.
5. The dog in the window of the pet shop looked at us and barked for attention.
6. The man sitting under the tree is reading a book about the discovery of America.
7. Last week we went to a convention in Atlanta.
8. He walked along the river bank with his little sister.

### III. Beginning sentences with prepositional phrases

**Instructions:** Rewrite the following sentences so that each sentence **begins** with a prepositional phrase.

Example: Three baby kittens were *underneath the old shed*.  
*Underneath the old shed* were three baby kittens.

Remember these rules about commas:

- If you have a very long introductory prepositional phrase (over five words), you must follow it with a comma.
- If you have two introductory prepositional phrases, you must have a comma before continuing with the main sentence.
- If the verb comes immediately after the prepositional phrase, the comma is not usually necessary.

Example: *Inside the window of that old house on the corner*, a man is reading the paper.  
*Underneath the old shed* were three baby kittens.

1. He stood among the crowd, undaunted and untouched.

2. We could easily see the stage from the top row.

3. The terrified animal crouched in the corner of the room.

4. The cat could see everything from the top shelf of the bookcase.

5. Three pigeons were inside the old barn.

6. The old man found shelter under the bridge.

7. You should begin to study more for the sake of your grades.

8. He was able to enact great changes with only a pen and paper.

9. He was able to complete the task only through sheer determination.

10. He raced his car around the corner and down the street.

#### IV. Combining sentences with prepositional phrases

**Instructions:** Combine the short sentences into one longer sentence that positions the prepositional phrase at the beginning of the sentence. You will have to add some words and remove others.

Note: Remember that one long prepositional phrase or two short ones put together must be followed by a comma.

Example 1: We went to the show. Then we went to the restaurant.  
*After the show* we went to the restaurant.

Example 2: The fallen tree lay in the road. It fell in the middle of it.  
*In the middle of the road,* lay the fallen tree.

1. The man opened the door for the woman. He did it without a second thought.

2. The jewels were hidden. They were under the box.

3. The man stood beside the desk. We had seen him earlier.

4. The people screamed just for fun. They were inside the haunted house.

#### V. Creating sentences with prepositional phrases

**Instructions A:** Create sentences that begin with the prepositions from the list below.

under	instead of	behind	in spite of	upon
inside	without	during	throughout	along

Example: *With his hat in his hand*, the man silently stood. (Prepositional phrases comes first.)

1. Under \_\_\_\_\_.

2. Instead of \_\_\_\_\_.

3. Behind \_\_\_\_\_.

4. In spite of \_\_\_\_\_.

5. Upon \_\_\_\_\_.

6. Inside \_\_\_\_\_.

7. Throughout \_\_\_\_\_.
8. Without \_\_\_\_\_.
9. Along \_\_\_\_\_.

**Instructions B:** Create sentences that begin with the following prepositional phrases.

1. Under no circumstances \_\_\_\_\_.
2. Without thinking \_\_\_\_\_.
3. Instead of the book \_\_\_\_\_.
4. Upon his arrival \_\_\_\_\_.
5. During the next hour \_\_\_\_\_.

## Answers to the Preposition Section

### I. Identifying prepositions

- |           |                |
|-----------|----------------|
| 1. beside | 6. into        |
| 2. upon   | 7. under       |
| 3. into   | 8. on          |
| 4. beside | 9. for         |
| 5. upon   | 10. with, onto |

### II. Identifying prepositional phrases and objects of prepositions

1. (through the window)
2. (at the mountain)
3. (down the street)
4. (after class), (to the park)
5. (in the window), (of the pet shop), (at us), (for attention)
6. (under the tree), (about the discovery), (of America)
7. (to a convention), (in Atlanta)
8. (along the river bank), (with his little sister)

### III. Beginning sentences with prepositional phrases (Note that commas must set off two introductory prepositional phrases or a prepositional phrase over 5 words in length.)

1. Among the crowd he stood undaunted and untouched.
2. From the top row we could easily see the stage.
3. In the corner of the room, the terrified animal crouched. (2 introductory prepositional phrases)
4. From the top shelf of the bookcase, the cat could see everything. (2 introductory prepositional phrases)
5. Inside the old barn were three pigeons.
6. Under the bridge the old man found shelter.
7. For the sake of your grades, you should begin to study more. (2 introductory prepositional phrases)
8. With only a pen and paper, he was able to enact great changes. (Introductory phrase is over 5 words.)
9. Only through sheer determination was he able to complete the task.
10. Around the corner and down the street, he raced his car. (2 introductory prepositional phrases)

### IV. Combining sentences with prepositional phrases

1. Without a second thought the man opened the door for the woman.
2. Under the box the jewels were hidden.
3. Beside the desk stood the man whom we had seen earlier.
4. Inside the haunted house the people screamed just for fun.

### V. A. Creating sentences with prepositional phrases (Answers will vary.)

1. Under the mattress lay the hidden money.
2. Instead of fruit we chose vegetables for the meal.
3. Behind the red car you will find the wagon.
4. In spite of our efforts, we failed to get there on time.
5. Upon the rock sat the huge cat.
6. Inside the barn the horse was eating peacefully.
7. Throughout the day we thought of you.
8. Without a second thought we made the decision to leave early.
9. Along the side of the road stood an old dog.

### V. B. Creating sentences with prepositional phrases (Answers will vary.)

1. Under no circumstances are you to go to that movie.
2. Without thinking she made the unfortunate remark.
3. Instead of the book on the table, you might read the book I have here.
4. Upon his arrival we asked for his documentation.
5. During the next hour you will see some very strange sights.

# APPOSITIVES

Appositives rename the nouns that they follow.

# Appositives

## I. Identifying appositives

**Description:** The appositive is a noun that renames the noun it follows.

Example: Jerry, *my brother*, is coming here later.

The appositive phrase consists of the appositive and all its modifiers.

Example: Jerry, *my brother whom you have already met*, is coming here later.

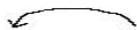
**How to find it:** Look for a word or a group of words that merely repeats a word just used, but calls it by a different name.

Example: Brad Pitt, *my favorite actor*, is coming to town next week.

You might think of an appositive or the appositive phrase merely as a definition of the preceding word.

Example: The newcomer was nothing more than a dilettante, *a superficial dabbler in the arts*.

**Instructions:** Underline the appositive or the appositive phrase in each of the following sentences. Draw an arrow from the underlined appositive to the noun that it renames.



Ex.: I saw Mr. Blake, the mayor of our city.

1. My sister Jane is in Austin today.
2. My dog Sam can run very fast.
3. The mayor, the man in the blue suit, is the speaker tonight.
4. Jerry, my best friend, is coming here tomorrow.
5. His house, the one on the corner, is for sale.
6. *Great Expectations*, my favorite book, is required reading for this course.
7. Can you see my mother, the woman sitting by the window?
8. The game bridge is not easy to learn.
9. His favorite sport, golf, requires much of his time.
10. My vacation, the only time I can leave the city, is just next week.

## II. Beginning sentences with appositive phrases

**Instructions:** Rewrite the following sentences so that each sentence **begins** with an appositive phrase. You may add or delete words to make the sentence flow smoothly.

Example: The man, *a noted speaker*, was able to deliver the message with persuasion.

*A noted speaker*, the man was able to deliver the message with persuasion.

**Note:** An introductory appositive phrase **must** be followed by a comma.

1. The young man, a follower of many who came before him, continued the traditions of patriotism.

2. Jason, the first student to receive this recognition, will represent our school with honor.
3. Sam, the first man to win this coveted award, has gone on to achieve much success in his field.
4. Ms. Perkins, the designer of these remarkable tests, set new standards for identifying personality traits.
5. The performer, a musician of unequalled skill, stepped quickly onto the stage.
6. My mother, author of innumerable great poems, was an inspiration to many.
7. Sam Bragg, a man known for his discipline, ran the same experiment numerous times.

### III. Combining sentences with appositives

Look at the following two examples. Sam is my brother. He is feeling better today.

*Sam, my brother, is feeling better today. My brother Sam is feeling better today.*

You may be wondering why one sentence uses a comma to set off the appositive, but the other sentence does not. Most appositives that follow proper nouns take commas to set them off. Most appositives that are only one word generally do **not** use commas. What makes the difference? One of the appositives is *essential*, and the other is not. When a phrase or clause is necessary to identify which one you are talking about, the phrase is essential. It is essential to the meaning. It is essential for definition. Essential phrases and clauses do not take commas. Look at the example. If Sam is the person's name, we already know who he is. We do not need to know that he is the brother in order to identify him. In the second example, we do not know who the brother is until he is identified as Sam. The writer could have six brothers. We don't know. Therefore, we need to have some kind of identification. The name is essential. Thus, we have an essential appositive and a non-essential appositive. The essential one does not need a comma.

Sam, *my brother*, is feeling better today. non-essential ..... must have commas to show it is not necessary  
My brother *Sam* is feeling better today. essential ..... necessary for identification of which brother

**Instructions:** Combine the following short sentences into one longer sentence that contains an appositive.

1. Sally is my friend. She is leaving town tomorrow.
2. My teacher is Ms. Jones. She won the award.
3. Mr. Jackson won the award. He is the man wearing the blue suit.
4. The man on the stage is about to speak. He is the inventor of an interesting machine.
5. The senator from Ohio is being recognized. He is the man responsible for the changes in the bill.

6. The book is a favorite classic of mine. It is on the table.

7. \_\_\_\_\_  
The albatross hung around his neck. The albatross is a large, web-footed seabird.  
\_\_\_\_\_

#### IV. Creating sentences with appositives

**Instructions:**

Create sentences with the appositive following the noun. Then rewrite the sentence with the appositive preceding the noun and introducing the sentence. Use the information given below to form your sentences. Example:

buffoon: a clown, a silly or stupid person

- Ex. a) The buffoon, a clown in every sense, made his way through the crowd.  
b) A clown in every sense, the buffoon made his way through the crowd.

1. compatriot: a fellow countryman

\_\_\_\_\_  
\_\_\_\_\_

2. dotard: a senile person

\_\_\_\_\_  
\_\_\_\_\_

3. expatriate: an exile

\_\_\_\_\_  
\_\_\_\_\_

4. magnate: a person of power and influence

\_\_\_\_\_  
\_\_\_\_\_

5. neophyte: a beginner, a novice

\_\_\_\_\_  
\_\_\_\_\_



## Answers to the Appositive Section

### I. Identifying appositives and appositive phrases

Appositive or appositive phrase	noun renamed
1. Jane	sister
2. Sam	dog
3. the man in the blue suit	mayor
4. my best friend	Jerry
5. the one on the corner	house
6. my favorite book	<i>Great Expectations</i>
7. the woman sitting by the window	mother
8. bridge	game
9. golf	sport
10. the only time I can leave the city	vacation

### II. Beginning sentences with appositive phrases

1. A follower of many who came before him, the young man continued the traditions of patriotism.
2. The first student to receive this recognition, Jason will represent our school with honor.
3. The first man to win this coveted award, Sam has gone on to achieve much success in his field.
4. The designer of these remarkable tests, Ms. Perkins set new standards for identifying personality traits.
5. A musician of unequalled skill, the performer stepped quickly onto the stage.
6. Author of innumerable great poems, my mother was an inspiration to many.
7. A man known for his discipline, Sam Bragg ran the same experiment numerous times.

### III. Combining sentences with appositives (Answers may vary.)

1. Sally, my friend, is leaving town today.
2. My teacher Ms. Jones won the award.
3. The man wearing the blue suit, Mr. Jackson, won the award.
4. The man on the stage, the inventor of an interesting machine, is about to speak.
5. The man responsible for the changes in the bill, the senator from Ohio, is being recognized.
6. The book, a favorite classic of mine, is on the table.
7. The albatross, a large, web-footed seabird, hung around his neck.

### IV. Creating sentences with appositives (Answers will vary.)

No suggestions

# INFINITIVES

An infinitive is the word *to* followed by the present tense of a verb.  
It can function as a noun, an adjective, or an adverb.

# Infinitives

## I. Identifying Infinitives

**Description:** An infinitive is the word *to* followed by the present tense of a verb.

Example: to run            to sing            to dance  
          I like *to run*.            He wanted *to sing*.            We tried *to dance*.

The infinitive can be used in many ways. It can function as a noun, an adjective, or an adverb.

Example:

Noun:            *To sing* is my dream.            I like *to sing*.  
Adjective:        He is the man *to see*.  
Adverb:            He was quick *to speak*.

**How to find it:** Look for the word *to* immediately followed by a verb

**Instructions:** Underline the infinitives in the following sentences. Tell whether the infinitive functions as a noun, an adjective, or an adverb.

Example: I love to read.            noun

1. I often try to sing.
2. To drive is not really difficult.
3. To see is to believe.
4. He is the man to see.
5. He was not difficult to believe.
6. I was not afraid to speak.
7. To try is sometimes more important than to win.
8. He tried very hard to succeed.

## II. Identifying Infinitive Phrases

**Description:** The infinitive phrase includes the infinitive and any modifiers or complements it may have.

Example: He wants *to go to the store*.  
          Sam is the man *to see about the job*.  
          He has gone *to visit the famous monument*.

**How to find it:** Look for the word *to* immediately followed by a verb. Include all words that are necessary to complete the idea established by the infinitive. Example: **To sing** (infinitive)    **To sing a song** (infinitive phrase)

**Instructions:** Underline the infinitive phrases in the following sentences.

1. I tried to see the production.
2. To run for public office requires courage.
3. Sometimes it is necessary to speak one's thoughts.
4. The best book to read is long, but entertaining.
5. The dress to wear to the party is the red one.
6. I really wanted to go to the movies with you.
7. I would like to go to France next summer.
8. To live in the mountains would be my first choice.
9. Did you go to visit your grandmother?
10. I am going to see the opening of the new library.

### III. Beginning sentences with infinitive phrases

**Instructions:** Rewrite the following sentences so that the sentence *begins* with an infinitive phrase. You may add or delete words to make the sentence flow smoothly.

Example: It must be a thrilling adventure *to fly in a hot air balloon*.  
*To fly in a hot air balloon* must be a thrilling adventure.

1. It requires strength and endurance to run 10 miles.

2. It is sometimes necessary to get approval first.

3. His goal in life was to graduate at the head of his class.

4. It is a matter of discretion to speak or not to speak.

5. The coach's dream was to have a winning team.

6. It is not always an easy task to seek advice.

7. Her aspiration was to become a beauty queen.

8. One aim of conservation is to save the topsoil.

9. The critical work of dams is to regulate the flow of water.

10. Many people have an unfulfilled dream to live in a foreign country.

11. I listened carefully to get the instructions.

12. It is the aim of many scientists to discover a cure for deadly diseases.

### IV. Combining sentences with infinitive phrases

**Instructions:** Combine the following short sentences into one longer sentence that contains an infinitive or an infinitive phrase.

Example: I have an immediate goal. It is to win this race.  
To win this race is my immediate goal.

1. I like singing professionally. It is my greatest ambition.

2. I received the award. I studied hard.

3. Many students have a goal. Their goal is saving money for college.
4. \_\_\_\_\_  
We must prepare for college admissions tests. It is necessary.
5. \_\_\_\_\_  
They say they will reduce taxes. This is a promise of all politicians.

## V. Creating sentences with infinitive phrases used as nouns

**Instructions A:** Create sentences that contain the infinitive phrases given. Remember that infinitive phrases can function as nouns, adjectives, or adverbs. Build your sentences so that the infinitive functions as the subject of the sentence, the direct object, the predicate nominative, and the object of the preposition. Test each sentence by substituting the entire phrase with the word “it” or “this.” Look at the examples below.

Phrase: to succeed in this course

the subject of the sentence	<i>To unplug the machine</i> is my goal.	Test: <b>It</b> is my goal.
the direct object	I want <i>to unplug the machine</i> .	Test: I want <b>it</b> .
the predicate nominative	My goal is <i>to unplug the machine</i> .	Test: My goal is <b>it/ this</b> .
object of the preposition	I tried everything except <i>to unplug it</i> .	Test: I tried everything except <b>it</b> .

Underline the phrase and write the word “it” above the phrase.

1. Phrase: To graduate from college

Subject \_\_\_\_\_  
 Direct Object \_\_\_\_\_  
 Predicate Nominative \_\_\_\_\_  
 Object of the Preposition \_\_\_\_\_

2. Phrase: To win the championship

Subject \_\_\_\_\_  
 Direct Object \_\_\_\_\_  
 Predicate Nominative \_\_\_\_\_  
 Object of the Preposition \_\_\_\_\_

3. Phrase: To read *Great Expectations*

Subject \_\_\_\_\_  
 Direct Object \_\_\_\_\_  
 Predicate Nominative \_\_\_\_\_  
 Object of the Preposition \_\_\_\_\_

4. Phrase: To make an A in English

Subject \_\_\_\_\_  
 Direct Object \_\_\_\_\_  
 Predicate Nominative \_\_\_\_\_  
 Object of the Preposition \_\_\_\_\_

5. Phrase: To be a great athlete

Subject \_\_\_\_\_  
Direct Object \_\_\_\_\_  
Predicate Nominative \_\_\_\_\_  
Object of the Preposition \_\_\_\_\_

**Instructions B:** Create sentences that contain an infinitive phrase used as an adjective.

Example: The man to see about that issue is not here today. The infinitive phrase modifies *man*.

1. The counselor is the person (to)\_\_\_\_\_.
2. The dean of the college is the one \_\_\_\_\_.
3. Ms. Jones is the best teacher \_\_\_\_\_.
4. This was an attempt \_\_\_\_\_.
5. What is the best way \_\_\_\_\_?

**Instructions C:** Create sentences that contain an infinitive phrase used as an adverb. Remember that adverbs tell where, when, how, why, and to what extent.

Example: We went *to see the doctor*. (Tells where)

The politician spoke *to gain recognition*. (Tells why)

Build your sentences from these beginnings:

1. They debated \_\_\_\_\_.
2. They went \_\_\_\_\_.
3. The children ran \_\_\_\_\_.
4. They tried hard \_\_\_\_\_.
5. The man shouted \_\_\_\_\_.

## Answers to the Infinitive Section

### I. Identifying infinitives

- |    |                       |    |                             |
|----|-----------------------|----|-----------------------------|
| 1. | to sing - noun        | 5. | to believe - adverb         |
| 2. | to drive - noun, noun | 6. | to speak - adverb           |
| 3. | to see - adjective    | 7. | to try, to win - noun, noun |
| 4. | to see - adverb       | 8. | to succeed - adverb         |

### II. Identifying infinitive phrases

1. to see the production
2. to run for public office
3. to speak one's thoughts
4. to read
5. to wear to the party
6. to go to the movies with you
7. to go to France next summer
8. to live in the mountains
9. to visit your grandmother
10. to see the opening of the new library

### III. Beginning sentences with infinitive phrases

1. To run 10 miles requires strength and endurance.
2. To get approval first is sometimes necessary.
3. To graduate at the head of his class was his goal in life.
4. To speak or not to speak is a matter of discretion.
5. To have a winning team was the coach's dream.
6. To seek advice is not always an easy task.
7. To become a beauty queen was her aspiration.
8. To save the topsoil is one aim of conservation.
9. To regulate the flow of water is the critical work of dams.
10. To live in a foreign country is an unfulfilled dream of many people.
11. To get the instructions, I listened carefully.
12. To discover a cure for deadly diseases is the aim of many scientists.

### IV. Combining sentences with infinitive phrases (Answers may vary.)

1. To sing professionally is my greatest ambition.
2. I studied hard to receive the award.
3. To save money for college is a goal of many students.
4. To prepare for college admissions tests is necessary.
5. To reduce taxes is a promise of all politicians.

### V. A. Creating sentences with infinitive phrases used as nouns (Answers will vary.)

1. Subject: To graduate from college is the dream of many students.  
Direct Object: I want to graduate from college.  
Predicate Nominative: My dream is to graduate from college.  
Object of the Preposition: I dream of nothing except to graduate from college.
2. Subject: To win the championship is my greatest challenge.  
Direct Object: We have all tried to win the championship.  
Predicate Nominative: Our greatest challenge will be to win the championship.  
Object of the Preposition: We have done everything except to win the championship.
3. Subject: To read *Great Expectations* is a wondrous adventure.  
Direct Object: The class wants to read *Great Expectations*.  
Predicate Nominative: Our assignment is to read *Great Expectations*.  
Object of the Preposition: He will try anything except to read *Great Expectations*.

4. Subject: To make an A in English would be fantastic.  
Direct Object: I have tried to make an A in English.  
Predicate Nominative: His goal is to make an A in English.  
Object of the Preposition: He has met all his goals except to make an A in English.
5. Subject: To be a great athlete requires great skill and courage.  
Direct Object: Many have tried to be great athletes.  
Predicate Nominative: The dream of many children is to be a great athlete.  
Object of the Preposition: He wants nothing else except to be a great athlete.

**V. B. Creating sentences with infinitive phrases used as adjectives (Answers will vary.)**

1. The counselor is the person to see about the schedule.
2. The dean of the college is the one to make the decision.
3. Ms. Jones is the best teacher to ever walk the face of the earth.
4. This was an attempt to do a better job.
5. What is the best way to get to the freeway?

**V. C. Creating sentences with infinitive phrases used as adverbs (Answers will vary.)**

1. They debated to see who would win the competition.
2. They went to get some cake for the party.
3. The children ran to get away from the dog.
4. They tried hard to explain their positions.
5. The man shouted to get the attention of the crowd.



# GERUNDS

A gerund is a verb form ending in *ing* that is used as a noun.

# Gerunds

## I. Identifying Gerunds

**Description:** A gerund is a verb form ending in *ing* that is used as a noun.

Example: Swimming is fun.

Verb form: swim

-ing form: swimming

used as a noun: *Swimming* is fun.

Remember that nouns can be substituted with pronouns. Therefore, we can substitute the gerund *swimming* with the pronoun *it*, and we will still have a good sentence.

Example: *Swimming* is fun. *It* is fun.

**How to find it:** Look for a word that looks like a verb ending in -ing. Try to replace the word with *it*. If the replacement leaves you with a good sentence, you have found a gerund.

Example: Skiing can be dangerous. *It* can be dangerous.

**Instructions:** Underline the gerunds in the following sentences.

Example: Singing is fun.

1. Crying will get you nowhere.
2. Reading can be exciting.
3. Laughing is good for your health.
4. Have you thought about exercising?
5. Would you please stop shouting?
6. Walking is good for your health.
7. You should try dieting.
8. You can learn more by studying.
9. He was awarded for winning.
10. Studying will lead to better grades.

## II. Identifying Gerund Phrases

**Definition:** A gerund phrase consists of a gerund and any modifiers or complements it may have.

Example: Walking in the rain is sometimes fun.

**How to find it:** Look for the entire group of words that can be substituted by the word *it*. Remember that nouns can be substituted with pronouns and that a gerund is a noun. Therefore it can be substituted with *it*.

Example: *Swinging in the trees* can be dangerous. *It* can be dangerous.

**Instructions:** Underline the gerund phrases in the following sentences. Then rewrite the sentence replacing the gerund phrase with the word *it*.

Example: Reading from that book will be exciting. *It* will be exciting.

1. She won the contest by singing an aria. \_\_\_\_\_
2. Waiting in long lines really bothers me. \_\_\_\_\_
3. Playing golf is his hobby. \_\_\_\_\_
4. We tried walking down the road alone. \_\_\_\_\_
5. My thinking is not always clear on this issue. \_\_\_\_\_
6. His trying to excel in this area is commendable. \_\_\_\_\_

7. I was shocked by her speaking so rudely to an adult. \_\_\_\_\_
8. We were saddened by their leaving so suddenly. \_\_\_\_\_

### III. Using possessive nouns and pronouns with gerunds

**Rule:** One important thing you must know is that when you put a noun or pronoun in front of a gerund, you must use the possessive form of the noun or pronoun.

Example: *His* singing disturbed me. *It* disturbed me. What did? *His singing*, not him. We could never say, "Him singing disturbed me." The thing that disturbed me was just that --- a thing, --- and things can be owned or possessed.

*His* singing disturbed me.  
*Sam's* singing disturbed me  
 I was disturbed by *his* singing.  
 I was disturbed by *Sam's* singing.

**Instructions:** Underline the correct form of the noun or pronoun to precede the gerund.

1. (His, Him) talking so loud is a distraction.
2. I was upset by (Sam, Sam's) failing the test.
3. We really enjoyed (Mary, Mary's) singing last night.
4. When (them, their) watching television interferes with school work, I get annoyed.
5. What do you think about (me, my) taking that job?
6. I was amazed by (you, your) running so quickly.
7. We were all surprised by (him, his) speaking so boldly.
8. No one understood (him, his) making such an issue of a simple issue.

### IV. Beginning sentences with gerund phrases

**Instructions:** Rewrite each of the following sentences so that each sentence **begins** with a gerund phrase. Change the infinitives in the sentence into gerunds. You may add or delete words to make the sentence flow smoothly. Example: It is fun *to swim*. Swimming is fun.

1. It is necessary to study for the exam.  
 \_\_\_\_\_
2. My favorite pastime is to read good books.  
 \_\_\_\_\_
3. The motivation for many businessmen is to climb the ladder of success.  
 \_\_\_\_\_
4. It makes the time drag to watch the clock.  
 \_\_\_\_\_
5. It is not an option for me to go to college.  
 \_\_\_\_\_
6. It is a regular occurrence at my school to raise the flag each morning.  
 \_\_\_\_\_
7. His greatest dream was to become a teacher.  
 \_\_\_\_\_

8. His hobby was to build websites.  
\_\_\_\_\_
9. The most difficult chore I have is to clean windows.  
\_\_\_\_\_
10. It is not polite to speak out of turn in class.  
\_\_\_\_\_
11. A senior's privilege is to go off campus for lunch.  
\_\_\_\_\_

## V. Combining sentences with gerund phrases

**Instructions:** Combine the following short sentences into one longer sentence that contains a gerund or a gerund phrase. Try to begin the sentences you create with the gerund or the gerund phrase.

Example: I love to play golf. It is my hobby.  
*Playing golf* is my hobby.

1. I like to paint. It is fun.  
\_\_\_\_\_
2. I like to play baseball. It is my favorite pastime.  
\_\_\_\_\_
3. I wanted the attention. I got the attention. I rang the bell.  
\_\_\_\_\_
4. Many students have a goal. It is to graduate with honors.  
\_\_\_\_\_
5. I want to backpack across Europe. It can be very educational.  
\_\_\_\_\_
6. Some things are important in life. It is good to learn about different cultures.  
\_\_\_\_\_
7. We should prepare for the SAT. It is a worthwhile endeavor.  
\_\_\_\_\_
8. He promises to reduce taxes. It is a promise of every politician.  
\_\_\_\_\_
9. Don't come to class late. It is a disruption.  
\_\_\_\_\_
10. If you press the red button, something will happen. It will cause the alarm to sound.  
\_\_\_\_\_

## VI. Creating sentences with gerund phrases

**Instructions A:** Create sentences that begin with the following gerund phrases. Remember that a gerund phrase can be substituted with the word *it*. Test your sentences.

Example: Seeing the actual theater production \_\_\_\_\_.

*Seeing the actual theater production* \_\_\_\_\_ was a great experience.

Test: *It* was a great experience.

1. Wandering through the streets at night \_\_\_\_\_.
2. Making straight A's in this class \_\_\_\_\_.
3. Emptying the trash each week \_\_\_\_\_.
4. Washing dishes \_\_\_\_\_.

**Instructions B:** Create 10 sentences which contain gerund phrases placed in various parts of the sentence. Be sure each gerund phrase can be replaced with the word *it*. This is a good test to see if you really have a gerund phrase.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Answers to the Gerund Section

### I. Identifying gerunds

- |            |            |             |               |              |
|------------|------------|-------------|---------------|--------------|
| 1. crying  | 2. reading | 3. laughing | 4. exercising | 5. shouting  |
| 6. walking | 7. dieting | 8. studying | 9. winning    | 10. studying |

### II. Identifying gerund phrases

- |                                |                                       |
|--------------------------------|---------------------------------------|
| 1. singing an aria             | 5. my thinking                        |
| 2. waiting in long lines       | 6. his trying to excel in this area   |
| 3. playing golf                | 7. her speaking so rudely to an adult |
| 4. walking down the road alone | 8. their leaving so suddenly          |

### III. Using possessive nouns and pronouns with gerunds

1. his
2. Sam's
3. Mary's
4. their
5. my
6. your
7. his
8. his

### IV. Beginning sentences with gerund phrases

1. Studying for the exam is necessary.
2. Reading good books is my favorite pastime.
3. Climbing the ladder of success is motivation for many businessmen.
4. Watching the clock makes the time drag.
5. Going to college is not an option for me.
6. Raising the flag each morning is a regular occurrence at my school.
7. Becoming a teacher was his greatest dream.
8. Building websites was his hobby.
9. Cleaning windows is my most difficult chore.
10. Speaking out of turn in class is not polite.
11. Going off campus for lunch is a senior's privilege.

### V. Combining sentences with gerund phrases

1. Painting is fun.
2. Playing baseball is my favorite pastime.
3. Ringing the bell got me the attention that I wanted.
4. Graduating with honors is the goal of many students.
5. Backpacking across Europe can be very educational.
6. Learning about different cultures is something important in life.
7. Preparing for the SAT is a worthwhile endeavor.
8. Reducing taxes is a promise of every politician.
9. Coming to class late is a disruption.
10. Pressing the red button will cause the alarm to sound.

### VI. Creating sentences with gerund phrases (Answers will vary.)

- A.
1. Wandering through the streets at night can be dangerous.
  2. Making straight A's in this class is impossible.
  3. Emptying the trash each week is not a difficult chore.
  4. Washing dishes makes my hands red.
- B. No suggestions. Answers will be individual.

# PARTICIPLES

A participle is a verb form that is used as an adjective.  
The participle can end in -ing, -ed, -n, or -t.

# Participles

## I. Identifying participles

**Description:** The participle is a verb form that is used as an adjective. The participle can end in –ing, –ed, –n, or –t.

Example: I saw the *singing* bird. *Singing* is a verb form. It ends in –ing. It is used as an adjective. It is a participle.

**How to find it:** Look for an adjective that is built from a verb, or look for a verb form that is used as an adjective.

**Instructions:** Underline the participles in the following sentences.

Example: We were amazed at the rising prices.

1. Jane tried to calm the trembling dog.
2. The whining animal walked slowly down the street.
3. The barking dog woke us early in the morning.
4. I could not mend his bleeding leg.
5. We could still see the marks on the patched wall.
6. The hidden road was not obvious to the visitors.
7. The singing man was cute.
8. The struggling actor had very little money.
9. The running water soon became a nuisance.
10. The babbling brook was a pleasant sight.
11. He tried to open the locked door.
12. He reread the underlined text.
13. The sent note had already been received.
14. The bent pipe became a hazard in the road.
15. The fallen tree blocked the path.

## II. Identifying participial phrases

**Description:** A participial phrase consists of a participle and any modifiers or complements it may have.

Example: The man *talking to the woman in the red dress* is the president of the association.

The participial phrase *talking to the woman in the red dress* functions as an adjective, modifying the noun *man*. If you take the phrase out of the sentence, since it is just an adjective, you still have the basic sentence.

The man ~~*talking to the woman in the red dress*~~ is the president of the association.  
The man is the president of the association.

**How to find it:** Look for a phrase that begins with a word that is a verb form (it usually ends in *-ing* but it can also end in *-ed*, *-n*, or *-t*). You might say that the purpose of a participial phrase is to point out which noun we're talking about. The participial phrase will point it out. It tells "which one." The participial phrase usually sits next to the noun it modifies. Remember that it functions as an adjective and can therefore be removed from the sentence.

**Instructions:** 1) Underline the participial phrase in each of the following sentences. 2) Draw an arrow from the underlined phrase to the noun it modifies. 3) Then rewrite the sentence omitting the participial phrase. This will be a test to see that you have identified all of the participial phrase. When you take it out, you must be left with a complete sentence.



Example: I know the woman crossing the street.      I know the woman.

1. I have read that book lying on the table. \_\_\_\_\_
2. The dog chasing his tail is mine. \_\_\_\_\_
3. The girl singing that song is my sister. \_\_\_\_\_
4. I know the girl reading the book. \_\_\_\_\_
5. I saw the man wearing the black coat. \_\_\_\_\_
6. He was speaking to the girl drinking the soda. \_\_\_\_\_
7. James is the boy driving the car. \_\_\_\_\_
8. Look at the wall displaying the poster. \_\_\_\_\_
9. I am interested in the artist painting the picture. \_\_\_\_\_
10. I prefer the roses blooming on the trellis. \_\_\_\_\_

### III. Beginning sentences with participial phrases

**Instructions:** Rewrite the following sentences so that each sentence **begins** with a participial phrase. Be sure to place the phrase as closely as possible to the word modified; otherwise, unintended humor may result.

Example: The man walked toward the podium *checking his notes for the last time*.

*Checking his notes for the last time*, the man walked toward the podium.

Note: **All** introductory participial phrases **must** be followed by a comma.

1. The girl radiated her charm seen in the spotlight.  
\_\_\_\_\_
2. The woman began to sing clearing her voice.  
\_\_\_\_\_
3. The woman began her search opening the book.  
\_\_\_\_\_
4. The man addressed the audience speaking with a loud, clear voice.  
\_\_\_\_\_
5. We walked through the deserted town looking for any sign of life.  
\_\_\_\_\_
6. The soldier went immediately to the new battalion sent by the general.  
\_\_\_\_\_
7. The man snapped at his companion enraged by the remark.  
\_\_\_\_\_
8. The child decided to start preparing his assignments better warned by the teacher.  
\_\_\_\_\_

9. The dog wandered aimlessly through the streets neglected by his owner.

10. The girl seemed to be walking very slowly seen from a distance.

11. These pills could cause an upset stomach taken before meals.

#### IV. Combining sentences with participial phrases

**Instructions:** Combine the following short sentences into one longer sentence which contains a participial phrase. Place the participial phrase at the beginning of the sentence. Some sentences can be written several ways.

**Note:** Remember that **all** introductory participial phrases **must** be followed by a comma.

Example: The dog ran behind the car. He barked wildly.

1) Barking wildly, the dog ran behind the car.

2) Running behind the car, the dog barked wildly.

1. The man ran behind the car. He was trying to avoid being seen.

2. He tried to improve his grades. He studied for hours each night.

3. The teacher gave the assignment. He spoke with a firm tone.

4. The girl read over her work. She found several mistakes.

5. The detective sorted through the evidence. He looked for a clue.

6. The woman was easily identified. She wore a red hat.

7. The man began his story. He spoke with a quivering voice.

8. The man sat in the front row. He listened intently to the debate.

9. The scientist sought an answer to the problem. He relentlessly pursued his experiments.

10. The man read only by the light of a candle. He managed to consume great amounts of literature.

11. The frightened child ran toward her mother. She was screaming at the top of her voice.

12. The tornado went through the center of town. It wreaked havoc in its path.

13. The boy stared out the window. He sat at the opposite end of the room.

14. He dreaded his visit to the dentist. The boy stayed in bed as long as possible.

## V. Creating sentences with participial phrases

**Instructions:** Create sentences that use the following groups of words as participial phrases. Make two versions of the sentence: one with the participial phrase placed **before** the word it modifies, and the other with the participial phrase placed **after** the word it modifies. In each sentence underline the participial phrase and draw an arrow to the word it modifies.

Example: seen in the moonlight

Seen in the moonlight, the church radiated its beauty.

The church, seen in the moonlight, radiated its beauty.

Note: Remember that when a participial phrase introduces a sentence, it **must** be followed by a comma.

1. Barking wildly \_\_\_\_\_

2. \_\_\_\_\_

3. Trying to remain inconspicuous \_\_\_\_\_

4. \_\_\_\_\_

5. Looking in both directions \_\_\_\_\_

6. \_\_\_\_\_

7. Wearing the blue suit \_\_\_\_\_

8. \_\_\_\_\_

9. Wandering through the trees \_\_\_\_\_

10. \_\_\_\_\_

11. Catching the ball \_\_\_\_\_

12. \_\_\_\_\_

13. Seen from a distance \_\_\_\_\_

14. \_\_\_\_\_

15. Angered by the implication \_\_\_\_\_

16. \_\_\_\_\_

## Answers to the Participle Section

### I. Identifying participles

1. trembling
2. whining
3. barking
4. bleeding
5. patched
6. hidden
7. singing
8. struggling
9. running
10. babbling
11. locked
12. underlined
13. sent
14. bent
15. fallen

### II. Identifying participial phrases

1. lying on the table
2. chasing his tail
3. singing that song
4. reading the book
5. wearing the black coat
6. drinking the soda
7. driving the car
8. displaying the poster
9. painting the picture
10. blooming on the trellis

### III. Beginning sentences with participial phrases

1. Seen in the spotlight, the girl radiated her charm.
2. Clearing her voice, the woman began to sing.
3. Opening her book, the woman began her search.
4. Speaking with a loud, clear voice, the man addressed the audience.
5. Looking for any sign of life, we walked through the deserted town.
6. Sent by the general, the soldier went immediately to the new battalion.
7. Enraged by the remark, the man snapped at his companion.
8. Warned by the teacher, the child decided to start preparing his assignments better.
9. Neglected by his owner, the dog wandered aimlessly through the streets.
10. Seen from a distance, the girl seemed to be walking very slowly.
11. Taken before meals, these pills could cause an upset stomach.

### IV. Combining sentences with participial phrases (Answers may vary.)

1. Trying to avoid being seen, the man ran behind the car.
2. Trying to improve his grades, he studied for hours each night.
3. Speaking with a firm tone, the teacher gave the assignment.
4. Reading over her work, the girl found several mistakes.
5. Looking for a clue, the detective sorted through the evidence.
6. Wearing a red hat, the woman was easily identified.
7. Speaking with a quivering voice, the man began his story.
8. Listening intently to the debate, the man sat in the front row.
9. Seeking an answer to the problem, the scientist relentlessly pursued his experiments.
10. Reading only by the light of a candle, the man managed to consume great amounts of literature.
11. Screaming at the top of her voice, the frightened child ran toward her mother.

12. Wreaking havoc in its path, the tornado went through the center of town.
13. Sitting at the opposite end of the room, the boy stared out the window.
14. Dreading his visit to the dentist, the boy stayed in bed as long as possible.

**V. Creating sentences with participial phrases (Answers will vary.)**

1. Barking wildly, the dog raced along the fence.
2. The dog, barking wildly, raced along the fence.
3. Trying to remain inconspicuous, the man sat in the back of the room.
4. The man, trying to remain inconspicuous, sat in the back of the room.
5. Looking in both directions, the child crossed the street.
6. The child, looking in both directions, crossed the street.
7. Wearing the blue suit, the woman went to the interview.
8. The woman, wearing the blue suit, went to the interview.
9. Wandering through the trees, the deer lost the hunters.
10. The deer, wandering through the trees, lost the hunters.
11. Catching the ball, the player won the game.
12. The player, catching the ball, won the game.
13. Seen from a distance, the mountains looked very small.
14. The mountains, seen from a distance, looked very small.
15. Angered by the implication, the woman left the room.
16. The woman, angered by the implication, left the room.

# ADJECTIVE CLAUSES

An adjective clause is a subordinate clause (a dependent clause) that functions as an adjective.  
It usually begins with a relative pronoun (*who, whose, whom, which, that*).

# Adjective Clauses

## I. Identifying adjective clauses

**Description:** An adjective clause is a subordinate clause (a dependent clause) that functions as an adjective. It usually begins with a relative pronoun (*who, whose, whom, which, that*). It generally sits very close to the word it modifies. Because it functions as an adjective, the adjective clause can be removed from the sentence and will leave you with a complete sentence.

Example: Where is the book *that you have already read*?

- 1) The clause functions as an adjective (it modifies a noun).
- 2) The clause begins with a relative pronoun *that*.
- 3) The clause sits next to the word it modifies .. *book*.
- 4) The clause can be removed from the sentence and still leave a complete sentence.  
Where is the book *that you have already read*?      Where is the book?

**How to find it:** Look for clauses that begin with the relative pronouns *who, whose, whom, which, and that*. Be sure the clause acts as an adjective. Be sure the clause modifies the noun sitting immediately before it. Be sure you can take the clause out of the sentence.

**Instructions:** Underline the adjective clause in each of the following sentences. Draw an arrow to the word that the clause modifies.



Example: I want the hat that has the feather on top.

1. He is the man who wrote the book.
2. I know the woman who gave the report.
3. We saw the house whose roof was pink.
4. I know a girl whose hair is green.
5. That is the man whom I saw yesterday.
6. These are the children whom we will teach.
7. That is my house, which is on the corner.
8. This is my favorite dress, which I have chosen.
9. I knew about the book that won the award.
10. I want the calendar that is hanging on the wall.
11. That is the story of which I spoke.
12. That is the man of whom I spoke.

## II. Completing sentences with adjective clauses

**Instructions:** Complete the following sentences with an adjective clause that begins with one of the relative pronouns listed below.

Who                      Whose                      Whom                      Which                      That

1. I saw the man who \_\_\_\_\_ . (singular)
2. I saw the men who \_\_\_\_\_ . (plural)
3. She is the girl whom \_\_\_\_\_ .
4. Those are the girls whom \_\_\_\_\_ .
5. Those are the boys whose \_\_\_\_\_ .
6. That is the boy whose \_\_\_\_\_ .
7. That is the president's house, which \_\_\_\_\_ .
8. Those are my favorite dishes, which \_\_\_\_\_ .
9. That is the car that \_\_\_\_\_ .
10. Those are the cars that \_\_\_\_\_ .

### III. Combining sentences with adjective clauses

**Instructions:** Combine the following short sentences into one longer sentence which contains an adjective clause. Some sentences can be written several ways. Try to place your adjective clause next to the noun it modifies. Underline the adjective clause that you create.

Example: The dog ran behind the car. He barked wildly.

- 1) The dog that barked wildly ran behind the car.
- 2) The dog that ran behind the car barked wildly.

Remember that adjective clauses usually begin with relative pronouns *who*, *whose*, *whom*, *which*, and *that*. Sometimes they will begin with adverbs such as *where* and *when*. Try to use those words also.

1. The young woman went to the concert. She is wearing a red dress.
2. Those boys are excellent students. They are standing on the corner.
3. Some students will receive awards. They will study very hard.
4. The judges picked the artists. They had the most developed skill.
5. The glasses were in the trash can. They had been broken.
6. The secretaries were given a bonus. They worked for that firm.
7. The time will come. We will be able to speak our thoughts.
8. The place has to be centrally located. We will meet at the place.

### IV. Creating sentences with adjective clauses

In this exercise we will be constructing sentences that contain adjective clauses beginning with the relative pronouns *who*, *whose*, *whom*, *which*, and *that*.

Note that sometimes the relative pronoun can function as the subject in the clause, sometimes as the object of the preposition, sometimes as a direct object, and sometimes as an adjective.

Examples:

- She is the girl *who* read the book. (subject)
- She is the girl *whom* I saw. (direct object)
- She is the girl of *whom* I speak. (object of the preposition)
- She is the girl *whose* name I called. (adjective)
- This is my house, *which* sits on the corner. (subject)
- That was my cake, *which* Sam bought. (direct object)
- That was the book of *which* I spoke. (object of the preposition)
- There is the car *that* won the race. (subject)
- There is the car *that* I saw. (direct object)



**Note:** To find the subject of the clause, ask *who* is doing the action.  
Example #1: Mr. Stanton is the man (who won the election).

Within the clause only, who is doing the action? Who is winning? Answer: *Who* won. The word *who*, then, is the subject of that clause. Within the clause, *who* was doing the action. Notice that the word *Mr. Stanton* does not appear in the clause; therefore, *Mr. Stanton* cannot be the subject of the clause.

Example #2: She is the woman (whom we saw yesterday.)

Within the clause, who is doing the action? Who is doing the seeing? Answer: *We* saw. *We*, then, is the subject of the clause. Be sure you look **only** at the clause when you are identifying the subject of the clause.

**Instructions A:** Create adjective clauses that begin with each of the relative pronouns below.

Who                      Whose                      Whom                      Which                      That

- A. Put the adjective clause after the word it modifies, as closely as possible.
- B. Put parentheses around the adjective clause.
- C. Draw an arrow to the word the clause modifies.
- D. In each *adjective clause* underline the subject once and verb twice.

Example: Mr. Stanton is the man (who won the election.)

She is the woman (whom we saw yesterday.)

- 1. \_\_\_\_\_.
- 2. \_\_\_\_\_.
- 3. \_\_\_\_\_.
- 4. \_\_\_\_\_.
- 5. \_\_\_\_\_.
- 6. \_\_\_\_\_.
- 7. \_\_\_\_\_.
- 8. \_\_\_\_\_.

## Answers to Adjective Clause Section

### I. Identifying adjective clauses

- |                                 |          |          |
|---------------------------------|----------|----------|
| 1. who wrote the book           | modifies | man      |
| 2. who gave the report          | modifies | woman    |
| 3. whose roof was pink          | modifies | house    |
| 4. whose hair is green          | modifies | girl     |
| 5. whom I saw yesterday         | modifies | man      |
| 6. whom we will teach           | modifies | children |
| 7. which is on the corner       | modifies | house    |
| 8. which I have chosen          | modifies | dress    |
| 9. that won the award           | modifies | book     |
| 10. that is hanging on the wall | modifies | calendar |
| 11. of which I spoke            | modifies | story    |
| 12. of whom I spoke             | modifies | man      |

### II. Completing sentences with adjective clauses (Answers will vary.)

1. wore that red hat
2. wore those red hats
3. whom we met yesterday
4. we met yesterday
5. bikes were found
6. bike was found
7. was built in 1800
8. were designed by Broadbank
9. hit me
10. won the race

### III. Combining sentences with adjective clauses (Answers will vary.)

1. The young woman who is wearing a red dress went to the concert.
2. Those boys who are standing on the corner are excellent students.
3. Some students who study very hard will receive awards.
4. The judges picked the artists who had the most developed skill.
5. the glasses which had been broken were in the trash can.
6. The secretaries who worked for that firm were given a bonus.
7. The time when we will be able to speak our thoughts will come.
8. The place where we will meet has to be centrally located.

### IV. Creating sentences with adjective clauses

No suggestions. Answers will be individual.

# ADVERB CLAUSES

An adverb clause is a subordinate clause that functions as an adverb.

It answers the questions adverbs answer: *where, when, how, why, to what extent, under what conditions.*

The adverb clause begins with a subordinate conjunction.

## I. Identifying Adverb Clauses

**Description:** An adverb clause is a subordinate clause that functions as an adverb. It answers the questions adverbs answer: *where, when, how, why, to what extent, under what conditions*. The adverb clause begins with a subordinate conjunction. Here is a list of some of the common ones:

after	before	provided	though	whenever
although	how	since	till	where
as	if	so that	unless	wherever
as much as	inasmuch as	than	until	
because	in order that	that	when	

**How to find it:** Look for a clause that begins with a subordinate conjunction such as the ones listed above.

Be sure the clause tells you *when, where, how, why, to what extent, or under what conditions*.

Remember that all clauses must have a subject and a verb.

**Note:** Any adverb clause that introduces a sentence must be followed by a comma.

Example: Because he was late, he did not stop for a donut.

**Instructions:** Underline the adverb clause in each of the following sentences.

Example: Whenever you find the time, please write to me.

1. We sent her a card since she was sick.
2. Whenever you find the time, please write to me.
3. He will go when the time is right.
4. After you finish your homework, we can go shopping.
5. He could not get into the site unless he knew the password.
6. I was amazed when they responded to our call.
7. We can do this if we work together.
8. He looked as if he had seen a ghost.
9. Since you asked the question, I will try to give you an answer.
10. He did not stop at the restaurant because too many people were there.
11. I hope that you will write to me if you have the time.

## II. Beginning sentences with adverb clauses

**Instructions:** Rewrite the following sentences so that each sentence begins with an adverb clause. You may add or delete words to make the sentence flow smoothly. When an adverb clause introduces the sentence, it *must* be set off by a comma.

Example: You will not be able to drive the car *until you get your license*.

*Until you get your license*, you will not be able to drive the car.

1. The woman looked up as soon as I addressed her.  
\_\_\_\_\_
2. We should get something to eat before we go to the movies.  
\_\_\_\_\_
3. The man has some strange ideas although he is well-respected in the community.  
\_\_\_\_\_
4. You will hear some interesting things if you pay attention.  
\_\_\_\_\_

5. He said that his name was Jason, unless I am mistaken.  
\_\_\_\_\_
6. We were able to survive the storm because we had made preparations early.  
\_\_\_\_\_
7. We understood him better after we had heard his story.  
\_\_\_\_\_
8. I was hoping to visit longer as I haven't seen him in months.  
\_\_\_\_\_
9. She could not see her way through the building since there were no lights.  
\_\_\_\_\_
10. We left the building when the alarm sounded.  
\_\_\_\_\_
11. We passed the test because we had studied hard.  
\_\_\_\_\_
12. You can call this number if you need assistance.  
\_\_\_\_\_

### III. Combining sentences with adverb clauses

**Instructions:** Combine the following short sentences into one longer sentence which contains an adverb clause. Some sentences can be written several ways. Try to place your adverb clause at the beginning of the sentence. Underline the adverb clause that you create.

Example: The boy went home from school early. He was sick.

adverb clause: Because he was sick, the boy went home from school early.

As he was sick, the boy went home from school early.

Since he was sick, the boy went home from school early.

Remember that adverb clauses begin with subordinate conjunctions *after, before, provided, though, whenever, although, since, till, where, as if, so that, unless, wherever, as much as, inasmuch as, than, until, wherever, because, in order that, that, when*.

1. The weather was very cold. We went inside the house.  
\_\_\_\_\_
2. I think of my hometown often. I get homesick.  
\_\_\_\_\_
3. She spoke in a firm tone. She was the boss.  
\_\_\_\_\_
4. We must wait here. Mother will come to get us.  
\_\_\_\_\_
5. You can go to the mall. You have to finish your homework.  
\_\_\_\_\_
6. I like apples. I like chocolate more.  
\_\_\_\_\_

#### IV. Creating sentences with adverb clauses

**Instructions:** Create sentences which contain adverb clauses. Begin each adverb clause with a subordinate conjunction listed below. Write your sentence twice: once with the adverb clause at the beginning of the sentence and again with the adverb clause at the end of the sentence you have created. Put parentheses around the adverb clause. In each adverb clause underline the subject once and verb twice.

**Some Subordinating Conjunctions:**

while, when, whenever, as, before, after, until, since, as soon as, where, wherever, everywhere, because, since, as, so that, for, as if, as though, than, if, unless, although, though

**Note:** Remember that when an adverb clause introduces the sentence, it *must* be followed by a comma.

- Example: A. before the sun came up (adverb clause)  
B. (Before the sun came up,) we had already left the house.  
C. We had already left the house (before the sun came up.)

1. After you had gone, \_\_\_\_\_.  
\_\_\_\_\_ after you had gone.
2. Because \_\_\_\_\_.  
\_\_\_\_\_ because \_\_\_\_\_.
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_

## Answers to the Adverb Clause Section

### I. Identifying adverb clauses

1. since she was sick
2. whenever you find the time
3. when the time is right
4. after you finish your homework
5. unless he knew the password
6. when they responded to our call
7. if we work together
8. as if he had seen a ghost
9. since you asked the question
10. because too many people were there
11. if you have the time

### II. Beginning sentences with adverb clauses

1. As soon as I addressed her, the woman looked up.
2. Before we go to the movies, we should get something to eat.
3. Although he is well-respected in the community, the man has some strange ideas.
4. If you pay attention, you will hear some interesting things.
5. Unless I am mistaken, he said that his name is Jason.
6. Because we had made preparations early, we were able to survive the storm.
7. After we had heard his story, we understood him better.
8. As I haven't seen him in months, I was hoping to visit longer.
9. Since there were no lights, she could not see her way through the building.
10. When the alarm sounded, we left the building.
11. Because we had studied hard, we passed the test.
12. If you need assistance, you can call this number.

### III. Combining sentences with adverb clauses

1. Since the weather was very cold, we went inside the house.
2. Whenever I think of my hometown, I get homesick.
3. When she was the boss, she spoke in a firm tone.
4. Until Mother comes to get us, we must wait here.
5. After you finish your homework, you can go to the mall.
6. Although I like apples, I like chocolate more.

### IV. Creating sentences with adverb clauses

No suggestions. Answers will be individual.

# NOUN CLAUSES

A noun clause is a subordinate clause that functions as a noun.

It usually begins with a relative pronoun *who*, *whose*, *whom*, *which*, and *that*.

It can be in the position of the subject, the object of the preposition, the direct object, the indirect object, or the predicate nominative.



# Noun Clauses

## I. Identifying noun clauses

**Description:** A noun clause is a subordinate clause that functions as a noun. It usually begins with a relative pronoun *who*, *whose*, *whom*, *which*, and *that*. It can be in the position of the subject, the object of the preposition, the direct object, the indirect object, or the predicate nominative. Remember that since the clause functions as a noun, it can be substituted with a pronoun.

Example:

Subject: *What you said* was very interesting. **It** was very interesting.

Object of the preposition: I am interested in *what you said*. I am interested in **it**.

Direct object: I heard *what you said*. I heard **it**.

Indirect Object: You may tell *whomever you see* the story.

Predicate nominative: The problem is *what you said*. The problem is **it**.

**How to find it:** Look for a clause that begins with a relative pronoun *who*, *whose*, *whom*, *which*, or *that*, as well as some subordinate conjunctions like *how*, *when*, *where*, *why*, and *what*. Be sure you can substitute the entire clause with the word "it." If you can't substitute the word "it" for the complete noun clause, then you probably don't have a noun clause at all.

**Instructions:** Underline the noun clause in each of the following sentences. Then rewrite sentence substituting the word *it* for the noun clause.

Example: I know where you are going.                      I know it.

1. I did what he said. \_\_\_\_\_
2. I know that you spoke to them yesterday. \_\_\_\_\_
3. I know who she is. \_\_\_\_\_
4. We have a problem with where you plan to go. \_\_\_\_\_
5. That you spoke to her was a surprise to me. \_\_\_\_\_
6. Whose handwriting that was is a mystery. \_\_\_\_\_
7. I have no tolerance for what those people are doing. \_\_\_\_\_
8. I know whom we saw. \_\_\_\_\_
9. Which topic you choose is not important. \_\_\_\_\_
10. We knew where we could find the book. \_\_\_\_\_
11. Do you know how we can get to the other side? \_\_\_\_\_
12. When we choose to go is our business. \_\_\_\_\_
13. They knew the reason for what he was doing. \_\_\_\_\_

## II. Beginning sentences with noun clauses

Beginning sentences with the word “it” is generally considered substandard English. The reader always has to consider exactly what “it” means. You can often avoid this awkward structure by replacing the word “it” with the noun clause that is often found in this kind of construction.

It was an unfortunate accident *that he spilled the juice on the carpet.*  
*That he spilled the juice on the carpet* was an unfortunate accident.

**Instructions:** Rewrite the following sentences so that each sentence begins with a noun clause. You may add or delete words to make the sentence flow smoothly.

Example: Merely a little understanding was *what he needed.*  
*What he needed* was merely a little understanding.

1. It remains a mystery where I last put my watch.

2. It is a fascinating story how you traveled through Europe.

3. It is a serious problem that he has no self-control.

4. It was of special interest to me what caused his failure.

5. It was obvious that his intentions were good.

6. It was surprising how we managed to succeed.

7. It was of no consequence what he said to me.

8. It is completely up to you where we go on our vacation.

9. It had nothing to do with school what he told me.

10. It amazed me how she managed her classes so well.

## III. Combining sentences with noun clauses

**Instructions:** Combine the following short sentences into one longer sentence which contains a noun clause. Some sentences can be written several ways. Try to place your noun clause at the beginning of the sentence. Underline the noun clause that you create.

Example: The boy went home from school early. It was a surprise.  
*That the boy went home from school early* was a surprise.

Remember that noun clauses begin with relative pronouns *who, whose, whom, which, and that*, as well as *whoever* and *whomever*. They can also begin with some subordinate conjunctions like *how, when, where, why, and what*.

1. You did something last night. It was shocking.
2. We managed to beat our opponents. It was a surprise how we did it.
3. Someone will win the award. It will be whoever calls first.

4. You spoke so harshly to her. It did not impress me.
5. You will get your cue. It will be when we enter the room.
6. It is fun whenever he gets on the stage. It will be an interesting event.

#### IV. Creating sentences with noun clauses

**Remember** that noun clauses are introduced by relative pronouns and a few subordinate conjunctions.

Relative Pronouns that introduce noun clauses:

who      whose      whom      which      that      whoever      whomever

The word "that" is often omitted: I know **that** you can succeed. I know you can succeed.

In such situations the word "that" is understood.

Subordinate Conjunctions that introduce noun clauses:

whether      when      where      what      how      if

Examples:

What that man is doing is a mystery to me.

I know when we can go.

I don't know who she is.

That you would say such a thing is puzzling.

**Test: All noun clauses can be substituted with the word "it."**

What that man is doing is a mystery to me.

It is a mystery to me.

I know when we can go.

I know it.

I don't know who she is.

I don't know it.

That you would say such a thing is puzzling.

It is puzzling.

**Instructions A:** Using the clauses given below, create sentences which contain noun clauses.

Create one sentence with the clause at the beginning of the sentence. Create a second sentence with the same clause at the end of the sentence. Underline the clause and write "it" above the clause. Be sure the substitution works. If it doesn't, you probably don't have a noun clause.

Example: where the man is going

A. Where the man is going is not clear to me.

**It** is not clear to me.

B. I do not know where the man is going.

I do not know **it**.

1. Who is coming to dinner \_\_\_\_\_  
\_\_\_\_\_
2. Which was the best book \_\_\_\_\_  
\_\_\_\_\_
3. When my mother calls \_\_\_\_\_  
\_\_\_\_\_
4. Whose red dress that is \_\_\_\_\_  
\_\_\_\_\_
5. That we spoke earlier \_\_\_\_\_  
\_\_\_\_\_
6. Where we went last night \_\_\_\_\_  
\_\_\_\_\_
7. Whomever we see \_\_\_\_\_  
\_\_\_\_\_

8. Whether we can go or not \_\_\_\_\_  
\_\_\_\_\_

**Instructions B:** Create 11 sentences that contain noun clauses that begin with each of the words below.

who                whose                whom                which                that  
whether                when                where                what                how                if

- A. Begin a sentence with the noun clause you created.
- B. End a sentence with the noun clause you created.
- C. Underline the subject and verb of each noun clause.
- D. Mentally replace the clause in the sentence with "it."
- E. Tell how the noun clause functions in the sentence: subject, direct object, indirect object, predicate nominative, or object of the preposition

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_
- 5. \_\_\_\_\_  
\_\_\_\_\_
- 6. \_\_\_\_\_  
\_\_\_\_\_
- 7. \_\_\_\_\_  
\_\_\_\_\_
- 8. \_\_\_\_\_  
\_\_\_\_\_
- 9. \_\_\_\_\_  
\_\_\_\_\_
- 10. \_\_\_\_\_  
\_\_\_\_\_
- 11. \_\_\_\_\_  
\_\_\_\_\_

## Answers to the Noun Clause Section

### I. Identifying noun clauses

1. what he said
2. that you spoke to them yesterday
3. who she is
4. where you plan to go
5. that you spoke to her
6. whose handwriting that was
7. what those people are doing
8. whom we saw
9. which topic you choose
10. where we could find the book
11. how we can get to the other side
12. when we choose to go
13. what he was doing

### II. Beginning sentences with noun clauses

1. Where I last put my watch remains a mystery.
2. How you traveled through Europe is a fascinating story.
3. That he has no self-control is a serious problem.
4. What caused his failure was of special interest to me.
5. That his intentions were good was obvious.
6. How we managed to succeed was surprising.
7. What he said to me was of no consequence.
8. Where we go on our vacation is completely up to you.
9. What he told me had nothing to do with school
10. How she managed her classes so well amazed me.

### III. Combining sentences with noun clauses (Answers may vary.)

- |  |                                  |
|--|----------------------------------|
| 1. What you did last night was shocking.                       | It was shocking.                 |
| 2. How we managed to beat our opponents was a surprise.        | It was a surprise.               |
| 3. Whoever calls first will win the award.                     | He will win the award.           |
| 4. That you spoke so harshly to her did not impress me.        | It did not impress me.           |
| 5. When we enter the room will be your cue.                    | It will be your cue.             |
| 6. Whenever he gets on the stage will be an interesting event. | It will be an interesting event. |

### IV. A. Creating sentences with noun clauses (Answers will vary.)

- |   |   |
|---|---|
| 1. Who is coming to dinner is a surprise.<br>I do not know who is coming to dinner.               | It is a surprise<br>I do not know it.                     |
| 2. Which was the best book was left undecided.<br>We did not decide which was the best book.      | It was left undecided.<br>We did not decide it.           |
| 3. When my mother calls is always an exciting time.<br>I can't wait for when my mother calls.     | It is always an exciting time.<br>I can't wait for it.    |
| 4. Whose red dress that is will soon be revealed.<br>We do not know whose red dress that is.      | It will soon be revealed.<br>We do not know it.           |
| 5. That we spoke earlier was a fact.<br>I know that we spoke earlier.                             | It was a fact.<br>I know it.                              |
| 6. Where we went last night is a secret.<br>Do you know where we went last night?                 | It is a secret.<br>Do you know it?                        |
| 7. Whomever we see will be entertaining.<br>I will talk to whomever we see.                       | It (He) will be entertaining.<br>I will talk to it (him). |
| 8. Whether we can go or not has not yet been declared.<br>I do not know whether we can go or not. | It has not yet been declared.<br>I do not know it.        |

### IV. B. No suggestions. Answers will be individual.

# Building Paragraphs

Always remember what the judges will be looking for in your writing.

They want your essays to be well organized, to be fully developed with appropriate examples to support ideas, to have a variety of sentence structures, to have a strong range of vocabulary, and to show consistent facility in use of language. (That means to use good grammar!)

## **Memorize the list of expectations!!!**

- Organization
- Development
- Sentence Variety
- Vocabulary
- Correct Grammar

# Organization

You have already had much instruction in your classroom experiences dealing with topic sentences and concluding sentences in paragraphs. Understand that these two sentences are critical. Without either of them, your paragraph will not rate as superior writing. When you write a topic sentence, you are engaging in **organization**. You must introduce your subject with your introductory sentence, and you must conclude your work with a concluding sentence. It's much like saying "Hello" and "Goodbye" when you see a friend. You don't leave out either one of those things when you see a friend, and you can't leave either one out when you meet a reader through your writing.

The introduction and conclusion in your essay are only one part of the organization that you must focus on. There are other issues that are equally important. We will deal with three of those issues here: **unity**, **coherence**, and **transition**. In order to write an effective paragraph or an effective essay, all three of these concepts must be included in your writing.

## Unity - Staying on the topic

The way to achieve unity in paragraphs and essays is *to stay on the topic*. Each paragraph in an essay should develop **only one** idea, and **every sentence** in that paragraph must be about that idea. When a judge reads a paragraph to see whether or not it is unified, he merely looks for any sentence that is off the topic. Think of it this way. You should be able to isolate every sentence in your paragraph and see that it is directly related to your topic. If it is not, then you can't use it. To include it would destroy the unity of the paragraph.

Here is a very simplified example. If we were going to write a paragraph about how to wash a dog, we might include sentences that deal with how much water to use, what kind of container to use, what kind of soap to use, and how to apply the soap. We would not include a sentence about how much homework we have to do every night. That has nothing to do with describing how to wash a dog, even though when you are writing the paragraph you may feel like complaining about the homework which is waiting for you after you wash the dog. The point is that doing homework is not related to *how one washes a dog*. Keeping unity in a paragraph is simple once you get the idea that not one single sentence can be added if it is not directly related to the topic. If you absolutely have to include some bit of information not related to that particular paragraph, you'll have to make another paragraph for that topic and then develop it. You cannot include an unrelated fact, even if it is interesting.

Let's practice finding unrelated ideas in a paragraph. Given the topic of a paragraph, you decide which of the ideas in each group should not be included in the development of the paragraph.

### Unity #1

**Instructions:** Underline the idea that is not related to the topic and which would destroy the unity of the paragraph if it were included.

**1. Paragraph topic:** My most embarrassing moment

Content: a description of the incident  
my age at the time  
the effect of the incident on my life  
how I felt  
how my friend handles embarrassment

**4. Paragraph topic:** Instruments in a symphony

Content: people love to go to the symphony  
stringed instruments  
oboes in the wind section  
drums and their pulsating rhythms  
types of horns in a symphony

**2. Paragraph topic:** My favorite movie star

Content: his name  
why I like him so much  
important movies he has made  
movie stars lead double lives

**5. Paragraph topic:** Fire ants

Content: their origin  
the queens in a single nest  
allergies to insect bites can be fatal  
the structure of their mounds

**3. Paragraph topic:** Good conversation skills

Content: maintaining good eye contact  
people like to talk about themselves  
asking questions that encourage conversation  
speaking clearly

**6. Paragraph topic:** Painting a picture

Content: choosing brushes  
selling artwork  
mixing paints  
brush strokes for different effects

Now let's look at some actual paragraphs. Each one includes a sentence that destroys the unity of the paragraph because it is unrelated to the topic.

## Unity #2

**Instructions:** Underline the sentence that does not belong in the paragraph.

### Paragraph #1:

Like people, dogs are individual in the way they age. Certain breeds, mixed breeds, and, in general, smaller dogs tend to live longer. A small dog of 20 pounds or less might not show signs of age until it is 12. A 50-pound dog won't seem old until about 10. A Large dog begins to show its age at 8 or 9. Labs tend to be sweeter than most other dogs.

### Paragraph #2:

Many people have wondered why a wolf howls. The fact is that howling is one method of keeping the pack together. It strengthens the social bonds between members of the pack. You might describe their howling as chatting with each other. Occasionally, however, a chorus howl may lead to a fight within the pack. Sometimes if the lowest-ranking member joins in the howling, he may actually be "chastised." The older members of the pack are the leaders, and they make the rules.

### Paragraph #3:

The largest desert in North America covers more than 200,000 square miles. This desert, the Chihuahuan Desert, lies south of the international border, though it extends into parts of New Mexico, Texas, and sections of southeastern Arizona. Winter temperatures are cool, and summer temperatures are extremely hot. Its minimum elevation is above 1,000 feet, but the vast majority of this desert lies at elevations between 3,500 and 5,000 feet.

### Paragraph #4:

Northern Lights result from explosions on our Sun. When solar particles are thrown into space, they travel toward our planet with great speeds. The magnetic field of the Earth captures these particles and guides them toward the Earth's two magnetic poles: the north and the south pole. The North Pole is generally very cold. The Earth's atmosphere stops these particles from reaching the surface. As the particles collide with our atmospheric gases, a photon – a light particle - is emitted, creating bursts of moving lights across the sky.

**Paragraph #5:** The Louvre is one of the most renowned museums of the world. Originally, the museum was a Palace. In 1671 Henry VI created a Grand Gallery on the ground floor to display his collections, though it was not accessible to the general public. He probably enjoyed looking at his works with his many wives. Under Louis XIV in 1747, the idea of using the palace as a "palace of the Muses" - a Museum - came into being.

## Summary:

Remember that the term *organization* covers a broad field. You have looked at one issue: *unity*

- Organize your writing so that no extraneous and unrelated material creeps into your paragraphs. Stay on the topic. Stay **unified**.



## Coherence – Organizing your ideas

When you are writing a paragraph, your ideas have to flow smoothly from one to another. If you jump around without reason, then your writing will lose coherence. Some people like to achieve coherence by organizing their ideas in an outline before they start the actual writing. Others hate outlines. For those people, I would suggest making a list. However it is accomplished, you *must* make a decision about how your thoughts will be organized.

You have several choices. You can arrange them by *chronological* order, by *spatial* order, or by *order of importance*. If you are discussing an event, you may want to use chronological order. If you are describing a place, you would probably use spatial order, moving from the farthest items to the closest, or vice versa. If you are discussing thoughts or reasons, you might do well to organize by order of importance, moving perhaps from the least important idea and building to the most important.

You get to choose which of these methods works best for your topic, but you absolutely have to choose one. You have to organize your writing. Remember that one of the key words on the SAT Rubric is “Organization.”

In the following exercises we are going to work with this concept of *coherence* by using the different kinds of ordering systems. We will make a list of ideas and then put them into some kind of order. Remember that making a list is like making an outline. It is very difficult to achieve good organization without *thinking* about it. Thinking about **order** will set you on the path toward gaining coherence in your writing and achieving organization in your essays.

### Coherence #1 (Spatial Order)



#### Instructions:

- Plan to write a descriptive paragraph about this picture.
- Make a list of the objects you would describe.
- Arrange your list in some order that you can explain. For example, you might describe items beginning at the front of the picture and moving toward the back. You can go from the back to the front, the right to the left, the left to the right, etc.

### Coherence #2 (Order of Importance)

#### Instructions:

- Plan to write an essay about why you prefer one thing to another. (Example: One football team vs. another; one friend vs. another; one outfit vs. another, one car vs. another)
- Make a list of your reasons.
- Arrange those reasons in order of importance from least important to most important.

### Coherence #3 (Chronological Order)

#### Instructions:

- Plan to write an essay about your most exasperating evening.
- Make a list of the events that happened.
- Arrange the events in chronological order.

Now we will read some excerpts from good writing and will identify the kind of ordering system the author uses to achieve coherence.

## Coherence #4

**Instructions:** Read the following excerpt from Edith Wharton's *Age of Innocence* and decide what kind of ordering system she uses to describe the scene (spatial order, order of importance, or chronological order).

*No expense had been spared on the setting, which was acknowledged to be very beautiful even by people who shared his acquaintance with the Opera houses of Paris and Vienna. The foreground, to the footlights, was covered with emerald green cloth. In the middle distance symmetrical mounds of woolly green moss bounded by croquet hoops formed the base of shrubs shaped like orange-trees but studded with large pink and red roses. Gigantic pansies, considerably larger than the roses, and closely resembling the floral pen wipers made by female parishioners for fashionable clergymen, sprang from the moss beneath the rose-trees; and here and there a daisy grafted on a rose-branch flowered with a luxuriance prophetic of Mr. Luther Burbank's far-off prodigies. In the centre of this enchanted garden Madame Nilsson, in white cashmere slashed with pale blue satin, a reticule dangling from a blue girdle, and large yellow braids carefully disposed on each side of her muslin chemisette, listened with downcast eyes to M. Capoul's impassioned wooing, and affected a guileless incomprehension of his designs whenever, by word or glance, he persuasively indicated the ground floor window of the neat brick villa projecting obliquely from the right wing.*

Ordering System: \_\_\_\_\_

## Coherence #5

**Instructions:** Read the following excerpt from Arthur Conan Doyle's *A Study in Scarlet* and decide what kind of ordering system he uses to organize this paragraph (spatial order, order of importance, or chronological order).

*In the year 1878 I took my degree of Doctor of Medicine of the University of London, and proceeded to Netley to go through the course prescribed for surgeons in the Army. Having completed my studies there, I was duly attached to the Fifth Northumberland Fusiliers as assistant surgeon. The regiment was stationed in India at the time, and before I could join it, the second Afghan war had broken out. On landing at Bombay, I learned that my corps had advanced through the passes, and was already deep in the enemy's country. I followed, however, with many other officers who were in the same situation as myself, and succeeded in reaching Candahar in safety, where I found my regiment, and at once entered upon my new duties.*

Ordering System: \_\_\_\_\_

## Summary:

Remember that the term **organization** covers a broad field. You have looked at two issues: **unity** and **coherence**.

- Organize your writing so that no extraneous and unrelated material creeps into your paragraphs. Stay on the topic. Stay **unified**.
- Organize your ideas so that they flow with some logical, sequential order. Arrange your ideas or the points you make in order of importance, in spatial order, or in chronological order. Be methodical with your presentation. Make your writing easy to understand. Make it **coherent**.

# Transition – Linking and connecting ideas smoothly

You have studied about transitional devices in your English classes. You have probably focused on joining one paragraph to another with transitional words such as *First, Secondly, In conclusion*, etc. The point to remember is that your reader has to go gently from one paragraph to another, and from one thought to another. You have to help him do this through the use of transitional expressions. These words appear within the body of your paragraph as well as at the beginning. Think of building a train track. The train is your idea that you want to express. You build the track so that the idea gets from one place to another easily, smoothly, and without visiting other places not on your map. The transition words keep the reader on track. They help relate one sentence to another, one thought to another, and one paragraph to another.

Begin to use these words intentionally in your writing to keep the reader moving along the track that *you* have created. Don't let his mind wander off. Don't think that these transitional words are to be used only at the beginning or at the end of paragraphs. They can also be very effective in the middle of paragraphs connecting important sentences.

**Here is a list of some common transitions grouped according to their use:**

**Addition:**

also, besides, furthermore, in addition, moreover, again

**Consequence:**

accordingly, as a result, consequently, hence, otherwise, so then, therefore, thus, thereupon

**Summarization:**

after all, all in all, all things considered, briefly, by and large, in any case, in any event, in brief, in conclusion, on the whole, in short, in summary, in the final analysis, in the long run, to sum up, to summarize, finally

**Generalization:**

as a rule, as usual, for the most part, generally, generally speaking, ordinarily, usually

**Restatement:**

in essence, in other words, namely, that is, that is to say, in short, in brief, to put it differently

**Contrast and Comparison:**

in contrast, by the same token, conversely, instead, likewise, on one hand, on the other hand, on the contrary, rather, similarly, yet, but, however, still, nevertheless

**Sequence:**

at first, first of all, to begin with, in the first place, at the same time, for now, for the time being, the next step, in time, in turn, later on, meanwhile, next, then, soon, the meantime, later, while, earlier, simultaneously, afterward, in conclusion

**Diversion:**

by the way, incidentally

**Illustration:**

for example, for instance, for one thing

**Similarity:**

likewise, similar, moreover

**Direction:**

here, there, over there, beyond, nearly, opposite, under, above, to the left, to the right, in the distance

# Our First Essay

It's time to get started using these skills in an actual essay. Just remember that when you write, you must concentrate on how you are putting your thoughts on paper. You must concentrate on **variety in sentence structure, organization (unity, coherence, and transition), development, vocabulary, and correct grammar**. As you write this first essay, think of these things. Remember that in competition, the important thing is not **what** you say, but **how** you say it!

## Transition #1

**Instructions:** Read the following quotation from Francis Bacon's essay *Revenge*. Then follow the instructions of the prompt that follows.

*Certainly, in taking revenge, a man is but even with his enemy; but in passing it over, he is superior; for it is a prince's part to pardon. And Solomon, I am sure, saith, It is the glory of a man, to pass by an offence. That which is past is gone, and irrevocable; and wise men have enough to do, with things present and to come; therefore they do but trifle with themselves, that labor in past matters.*

Based on the statement above, write an essay in which you support or reject Bacon's view of revenge. Concentrate on making use of various transition words as you write. Use these transitions between sentences within the paragraph as well as at the beginning and end.

## Transition #2

**Instructions:** Read the following quotation from George W. Bush's *Inaugural Address* of Saturday, January 20, 2001. Then follow the instructions of the prompt that follows.

*I am honored and humbled to stand here, where so many of America's leaders have come before me, and so many will follow. We have a place, all of us, in a long story—a story we continue, but whose end we will not see. It is the story of a new world that became a friend and liberator of the old, a story of a slave-holding society that became a servant of freedom, the story of a power that went into the world to protect but not possess, to defend but not to conquer. It is the American story—a story of flawed and fallible people, united across the generations by grand and enduring ideals. The grandest of these ideals is an unfolding American promise that everyone belongs, that everyone deserves a chance, that no insignificant person was ever born. Americans are called to enact this promise in our lives and in our laws. And though our nation has sometimes halted, and sometimes delayed, we must follow no other course.*

Based on the statement above, write an essay in which you support or reject Bush's view of the American promise. Concentrate on making use of various transition words as you write. Use these transitions between sentences within the paragraph as well as at the beginning and end.

## Transition #3

**Instructions:** Read the following quotation from Dwight D. Eisenhower's *First Inaugural Address* of Tuesday, January 20, 1953. Then follow the instructions of the prompt that follows.

*Realizing that common sense and common decency alike dictate the futility of appeasement, we shall never try to placate an aggressor by the false and wicked bargain of trading honor for security. Americans, indeed all free men, remember that in the final choice a soldier's pack is not so heavy a burden as a prisoner's chains.*

Based on the statement above, write an essay in which you support or reject Eisenhower's view of defending freedom. Concentrate on making use of various transition words as you write. Use these transitions between sentences within the paragraph as well as at the beginning and end.

## Summary:

Remember that the term *organization* covers a broad field. You have looked at three issues: *unity, coherence, and transition*.

- Organize your writing so that no extraneous and unrelated material creeps into your paragraphs. Stay on the topic. Stay **unified**.
- Organize your ideas so that they flow with some logical, sequential order. Arrange your ideas or the points you make in order of importance, in spatial order, or in chronological order. Be methodical with your presentation. Make your writing easy to understand. Make it **coherent**.
- Organize your writing so that sentences and paragraphs flow smoothly to the next. Give your writing a fluid movement between ideas, points, and statements. Use **transitions**.

## Answers to Organization Section

### Unity #1

1. how my friend handles embarrassment
2. movie stars lead double lives
3. people like to talk about themselves
4. people love to go to the symphony
5. allergies to insect bites can be fatal
6. selling artwork

### Unity #2

- Paragraph #1. Labs tend to be sweeter than most other dogs.
- Paragraph #2. The older members of the pack are the leaders, and they make the rules.
- Paragraph #3. Winter temperatures are cool, and summer temperatures are extremely hot.
- Paragraph #4. The North Pole is generally very cold.
- Paragraph #5. He probably enjoyed looking at his works with his many wives.

### Coherence #1

Answers will vary.

### Coherence #2

Answers will vary.

### Coherence #3

Answers will vary.

### Coherence #4

spatial order

### Coherence #5

chronological order

### Transition #1

Essays must be graded individually. Look for use of transitional expressions.

### Transition #2

Essays must be graded individually. Look for use of transitional expressions.

### Transition #3

Essays must be graded individually. Look for use of transitional expressions.

# Development

The next big issue in writing is “**development.**” There are three ways to develop a paragraph:

list **reasons**,  
give **examples**,  
relate an **experience**.

**You must memorize this list!!**

It is wise to use a combination of these methods. One of the most common faults of paragraph writing is to omit sufficient detail to make a point effectively. Sufficient evidence must be given in order to support the main idea of the paragraph, which is expressed by the topic sentence. Your task is to inform, convince, and persuade your reader. When your papers are graded, the reader will look specifically for the manner in which you develop your ideas. He will look for lists of **reasons**, for **examples**, and for **experiences** you have related in your writing. If those things do not exist in abundance, your score will drop.

**Remember:** You must develop your topic through the use of specific details: **examples, reasons, and experiences**. Memorize the list!!!

Here’s a way to think of it. Every time you introduce a new idea in your writing, you must follow it with an example, or you must give a reason why the idea is important (or not important), or you must tell about an experience that you had that relates to the idea you have presented. Every time you say something, you have to support it or develop it. You cannot merely make a statement and assume that your reader will digest the information. You have to help. You do that by giving him **examples, reasons, or experiences** of your own.

When you are writing, focus on answering one or more of these questions: Where? When? How? What? Why? That will help to force you to give sufficient detail.

## Development #1

Look at the following excerpt from *An Essay on the Principles of Population* by Thomas Malthus and identify the method of development he uses in the paragraph: examples, reasons, experiences.

*THE great and unlooked for discoveries that have taken place of late years in natural philosophy, the increasing diffusion of general knowledge from the extension of the art of printing, the ardent and unshackled spirit of inquiry that prevails throughout the lettered and even unlettered world, the new and extraordinary lights that have been thrown on political subjects which dazzle and astonish the understanding, and particularly that tremendous phenomenon in the political horizon, the French Revolution, which, like a blazing comet, seems destined either to inspire with fresh life and vigour, or to scorch up and destroy the shrinking inhabitants of the earth, have all concurred to lead many able men into the opinion that we were touching on a period big with the most important changes, changes that would in some measure be decisive of the future fate of mankind.*

## Development #2

Look at the following excerpt from the essay *Five American Contributions to Civilization* by Charles William Eliot and identify the method of development he uses in the paragraph: examples, reasons, experiences.

*LOOKING back over forty centuries of history, we observe that many nations have made characteristic contributions to the progress of civilization, the beneficent effects of which have been permanent, although the races that made them may have lost their national form and organization, or their relative standing among the nations of the earth. Thus, the Hebrew race, during many centuries, made supreme contributions to religious thought; and the Greek, during the brief climax of the race, to speculative philosophy, architecture, sculpture, and the drama. The*

Roman people developed military colonization, aqueducts, roads and bridges, and a great body of public law, large parts of which still survive; and the Italians of the middle ages and the Renaissance developed ecclesiastical organization and the fine arts, as tributary to the splendor of the church and to municipal luxury. England, for several centuries, has contributed to the institutional development of representative government and public justice; the Dutch, in the sixteenth century, made a superb struggle for free thought and free government; France, in the eighteenth century, taught the doctrine of individual freedom and the theory of human rights; and Germany, at two periods within the nineteenth century, fifty years apart, proved the vital force of the sentiment of nationality. I ask you to consider with me what characteristic and durable contributions the American people have been making to the progress of civilization.

### Development #3

Look at the following excerpt from the essay *Five American Contributions to Civilization* by Charles William Eliot and identify the method he uses to develop the paragraph: examples, reasons, experiences.

*The first and principal contribution to which I shall ask your attention is the advance made in the United States, not in theory only, but in practice, toward the abandonment of war as the means of settling disputes between nations, the substitution of discussion and arbitration, and the avoidance of armaments. If the intermittent Indian fighting and the brief contest with the Barbary corsairs be disregarded, the United States have had only four years and a quarter of international war in the one hundred and seven years since the adoption of the Constitution. Within the same period the United States have been a party to forty-seven arbitrations—being more than half of all that have taken place in the modern world. The questions settled by these arbitrations have been just such as have commonly caused wars, namely, questions of boundary, fisheries, damage caused by war or civil disturbances, and injuries to commerce. Some of them were of great magnitude, the four made under the treaty of Washington (May 8, 1871) being the most important that have ever taken place. Confident in their strength, and relying on their ability to adjust international differences, the United States have habitually maintained, by voluntary enlistment for short terms, a standing army and a fleet which, in proportion to the population, are insignificant.*

### Development #4

Look at the following excerpt from the essay *Colonialism in the United States* by Henry Cabot Lodge (1850) and identify the method of development he uses in the paragraph: examples, reasons, experiences.

*In the year of grace 1776, we published to the world our Declaration of Independence. Six years later, England assented to the separation. These are tolerably familiar facts. That we have been striving ever since to make that independence real and complete, and that the work is not yet entirely finished, are not, perhaps, equally obvious truisms. The hard fighting by which we severed our connection with the mother-country was in many ways the least difficult part of the work of building up a great and independent nation. The decision of the sword may be rude, but it is pretty sure to be speedy. Armed revolution is quick. A South American, in the exercise of his constitutional privileges, will rush into the street and declare a revolution in five minutes. A Frenchman will pull down one government to-day, and set up another to-morrow, besides giving new names to all the principal streets of Paris during the intervening night. We English-speaking people do not move quite so fast. We come more slowly to the boiling point; we are not fond of violent changes, and when we make them we consume a considerable time in the operation. Still, at the best, a revolution by force of arms is an affair of a few years. We broke with England in 1776, we had won our victory in 1782, and by the year 1789 we had a new national government fairly started.*



### Development #5

Prepare to write an essay on the topic given below. Decide how the paragraph can be best developed. Identify that development in the space provided. Remember that you can, and should, use a combination of methods. Make a list of points you would use in your essay to develop this topic.

**Topic: On choosing a bat**

Method of Development \_\_\_\_\_

Items in outline:

( List reasons, give examples, relate experiences)

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### Development #6

Prepare to write an essay on the topic given below. Decide how the paragraph can be best developed. Identify that development in the space provided. Make a list of points you would use in your essay to develop this topic.

**Topic: Standards of education should be raised**

Method of Development \_\_\_\_\_

Items in outline:

( List reasons, give examples, relate experiences)

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### Development #7

Prepare to write an essay on the topic given below. Decide how the paragraph can be best developed. Identify that development in the space provided. Make a list of points you would use in your essay to develop this topic.

**Topic: Competition builds character**

Method of Development \_\_\_\_\_

Items in outline:

( List reasons, give examples, relate experiences)

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### Development #8

Prepare to write an essay in which you agree or disagree with the statement made below. Decide how the paragraph can be best developed. Identify that development in the space provided. Make a list of points you would use in your essay to develop this topic.

**Topic: Patriotism is the product of a government**

Items in outline

Method of Development \_\_\_\_\_

(List reasons, give examples, relate experiences)

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### Development #9

Read the paragraph below taken from Theodore Roosevelt's essay *Character and Success*. List four facts used in the development of the paragraph.

*Bodily vigor is good, and vigor of intellect is even better, but far above both is character. It is true, of course, that a genius may, on certain lines, do more than a brave and manly fellow who is not a genius; and so, in sports, vast physical strength may overcome weakness, even though the puny body may have in it the heart of a lion. But, in the long run, in the great battle of life, no brilliancy of intellect, no perfection of bodily development, will count when weighed in the balance against that assemblage of virtues, active and passive, of moral qualities, which we group together under the name of character; and if between any two contestants, even in college sport or in college work, the difference in character on the right side is as great as the difference of intellect or strength the other way, it is the character side that will win.*

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### Development #10

The main theme of the paragraph below, taken from Booker T. Washington's *Up from Slavery: An Autobiography*, is seen in Clark Howell's statement "That man's speech is the beginning of a moral revolution in America." List four facts used in the development of the paragraph to support that idea.

*When Professor Booker T. Washington, Principal of an industrial school for coloured people in Tuskegee, Ala. stood on the platform of the Auditorium, with the sun shining over the heads of his auditors into his eyes, and with his whole face lit up with the fire of prophecy, Clark Howell, the successor of Henry Grady, said to me, "That man's speech is the beginning of a moral revolution in America." It is the first time that a Negro has made a speech in the South on any important occasion before an audience composed of white men and women. It electrified the audience, and the response was as if it had come from the throat of a whirlwind. Mrs. Thompson had hardly taken her seat when all eyes were turned on a tall tawny Negro sitting in the front row of the platform. It was Professor Booker T. Washington, President of the Tuskegee (Alabama) Normal and Industrial Institute, who must rank from this time forth as the foremost man of his race in America. Gilmore's Band played the "Star-Spangled Banner," and the audience cheered. The tune changed to "Dixie" and the audience roared with shrill "hi-yis." Again the music changed, this time to "Yankee Doodle," and the clamour lessened. All this time the eyes of the thousands present looked straight at the Negro orator. A strange thing was to happen. A black man was to speak for his people, with*

none to interrupt him. As Professor Washington strode to the edge of the stage, the low, descending sun shot fiery rays through the windows into his face. A great shout greeted him. He turned his head to avoid the blinding light, and moved about the platform for relief. Then he turned his wonderful countenance to the sun without a blink of the eyelids, and began to talk.

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### Development #11

Read the following excerpt from Theodore Roosevelt's An Autobiography. List four examples Roosevelt uses to depict the honorable man.

*THERE can be no nobler cause for which to work than the peace of righteousness; and high honor is due those serene and lofty souls who with wisdom and courage, with high idealism tempered by sane facing of the actual facts of life, have striven to bring nearer the day when armed strife between nation and nation, between class and class, between man and man shall end throughout the world. Because all this is true, it is also true that there are no men more ignoble or more foolish, no men whose actions are fraught with greater possibility of mischief to their country and to mankind, than those who exalt unrighteous peace as better than righteous war. The men who have stood highest in our history, as in the history of all countries, are those who scorned injustice, who were incapable of oppressing the weak, or of permitting their country, with their consent, to oppress the weak, but who did not hesitate to draw the sword when to leave it undrawn meant inability to arrest triumphant wrong. All this is so obvious that it ought not to be necessary to repeat it. Yet every man in active affairs, who also reads about the past, grows by bitter experience to realize that there are plenty of men, not only among those who mean ill, but among those who mean well, who are ready enough to praise what was done in the past, and yet are incapable of profiting by it when faced by the needs of the present. During our generation this seems to have been peculiarly the case among the men who have become obsessed with the idea of obtaining universal peace by some cheap patent panacea.*

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### Development #12

Read the following excerpt from John Locke's (1632–1704), Some Thoughts Concerning Education. List four things Locke sees as important in the education of children.

*Having under consideration how great the influence of company is, and how prone we are all, especially children, to imitation, I must here take the liberty to mind parents of this one thing, viz. That he that will have his son have a respect for him and his orders, must himself have a great reverence for his son. Maxima debetur pueris reverentia. You must do nothing before him, which you would not have him imitate. If any thing escape you, which you would have pass for a fault in him, he will be sure to shelter himself under your example, and shelter himself so as that it will not be easy to come at him, to correct it in him the right way. If you punish him for what he sees you practice yourself, he will not think that severity to proceed from kindness in you, careful to amend a fault in him; but will be apt to interpret it the peevishness and arbitrary imperiousness of a father, who, without any ground for it, would deny his son the liberty and pleasures he takes himself. Or if you assume to yourself the liberty you have taken, as a privilege belonging to riper years, to which a child must not aspire, you do but add new force to your example, and*

*recommend the action the more powerfully to him. For you must always remember, that children affect to be men earlier than is thought; and they love breeches, not for their cut or ease, but because the having them is a mark or step towards manhood. What I say of the father's carriage before his children, must extend itself to all those who have any authority over them, or for whom he would have them have any respect.*

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## Answers to Development Section

### Development #1

list of reasons

### Development #2

examples

### Development #3

examples

### Development #4

examples and experiences

**Development #5** On choosing a bat (Answers will vary.)

**Development #6** Standards of education should be raised (Answers will vary.)

**Development #7** Competition builds character (Answers will vary.)

**Development #8** Patriotism is the product of a government (Answers will vary.)

**Development #9** Theodore Roosevelt's essay *Character and Success* (Suggested Answers)

- bodily vigor is good
- vigor of intellect is even better
- far above both is character
- a genius may do more than a brave and manly fellow who is not a genius
- vast physical strength may overcome weakness
- the puny body may have in it the heart of a lion.
- no brilliancy of intellect, no perfection of bodily development, will count against character
- if the difference in character is as great as the difference of intellect or strength, it is the character side that will win.

**Development #10** Booker T. Washington's Up from Slavery: An Autobiography (Suggested Answers)

- It was the first time that a Negro had made a speech in the South on any important occasion before an audience composed of white men and women.
- It electrified the audience.
- Professor Booker T. Washington ranked from that time forth as the foremost man of his race in America.
- A strange thing was to happen. A black man was to speak for his people, with none to interrupt him.
- As Professor Washington strode to the edge of the stage .... a great shout greeted him.

**Development #11 Theodore Roosevelt's An Autobiography (Suggested Answers)**

- He works for the peace of righteousness
- With wisdom and courage, he strives to bring nearer the day when armed strife between nation and nation, between class and class, between man and man shall end throughout the world.
- He does not exalt unrighteous peace as better than righteous war.
- He scorns injustice.
- He is incapable of oppressing the weak, or of permitting his country, with his consent, to oppress the weak.
- He does not hesitate to draw the sword when to leave it undrawn means inability to arrest triumphant wrong.
- He realizes that there are those men who are ready enough to praise what was done in the past, and yet are incapable of profiting by it when faced by the needs of the present.
- He is not obsessed with the idea of obtaining universal peace by some cheap patent panacea.

**Development #12 John Locke's Some Thoughts Concerning Education (Suggested Answers)**

- We are all, especially children, prone to imitation.
- If you do any thing, which you would have pass for a fault in him, he will be sure to shelter himself under your example (do the same thing).
- Children affect to be men earlier than is thought.
- You must do nothing before him, which you would not have him imitate.
- If you punish him for what he sees you practice yourself, he will not think that severity to proceed from kindness in you.
- He that will have his son have a respect for him and his orders, must himself have a great reverence for his son.

# Essay Assignments

## Essay #1

**Instructions:** Read the following quotation from Herbert Hoover’s *Inaugural Address* given Monday, March 4, 1929. Then follow the instructions of the prompt.

*Although education is primarily a responsibility of the States and local communities, and rightly so, yet the Nation as a whole is vitally concerned in its development everywhere to the highest standards and to complete universality. Self-government can succeed only through an instructed electorate. Our objective is not simply to overcome illiteracy. The Nation has marched far beyond that. The more complex the problems of the Nation become, the greater is the need for more and more advanced instruction. Moreover, as our numbers increase and as our life expands with science and invention, we must discover more and more leaders for every walk of life. We can not hope to succeed in directing this increasingly complex civilization unless we can draw all the talent of leadership from the whole people. One civilization after another has been wrecked upon the attempt to secure sufficient leadership from a single group or class. If we would prevent the growth of class distinctions and would constantly refresh our leadership with the ideals of our people, we must draw constantly from the general mass. The full opportunity for every boy and girl to rise through the selective processes of education can alone secure to us this leadership.*

**Assignment:** Based on the statement above, write an essay in which you support or reject Hoover’s view of the need for educating the masses. Concentrate on **organization** (unity, coherence, transition), **development**, and **varied sentence structure**.

## Essay #2

**Instructions:** Read the following quotation from Franklin D. Roosevelt’s *First Inaugural Address* of Saturday, March 4, 1933. Then follow the instructions of the prompt.

*Happiness lies not in the mere possession of money; it lies in the joy of achievement, in the thrill of creative effort. The joy and moral stimulation of work no longer must be forgotten in the mad chase of evanescent profits. These dark days will be worth all they cost us if they teach us that our true destiny is not to be ministered unto but to minister to ourselves and to our fellow men.*

**Assignment:** Based on the statement above, write an essay in which you support or reject Roosevelt’s view of happiness and achievement. Concentrate on **organization** (unity, coherence, transition), **development**, and **varied sentence structure**.

## Essay #3

**Instructions:** Read the following quotation from John F. Kennedy’s *Inaugural Address* of Friday, January 20, 1961. Then follow the instructions of the prompt.

*In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it—and the glow from that fire can truly light the world. And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country. My fellow citizens of the world: ask not what America will do for you, but what together we can do for the*

*freedom of man. Finally, whether you are citizens of America or citizens of the world, ask of us the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.*

**Assignment:** Based on the statement above, write an essay in which you explore Kennedy's statement that our only sure reward in life is having a good conscience about our deeds. Concentrate on **organization** (unity, coherence, transition), **development**, and **varied sentence structure**.

## Essay #4

**Instructions:** Read the following quotation of Publius Syrus. Then follow the instructions of the prompt.

*It is only the ignorant who despise education.*

*Maxim 571.*

**Assignment:** Discuss the extent to which you agree or disagree with Syrus' position regarding education. Support your position by providing reasons and examples from your own experience, observations, or reading.

## Essay #5

**Instructions:** Read the following quotation of Alexander Pope. Then follow the instructions of the prompt.

*Know then this truth (enough for man to know),—  
"Virtue alone is happiness below."*

*Essay on Man. Epistle iv. Line 309.*

**Assignment:** Discuss the extent to which you agree or disagree with Pope's position regarding happiness. Support your position by providing reasons and examples from your own experience, observations, or reading.

## Essay #6

**Instructions:** Read the following quotation of Marcus Aurelius. Then follow the instructions of the prompt.

*The happiness and unhappiness of the rational, social animal depends not on what he feels but on what he does; just as his virtue and vice consist not in feeling but in doing.*

*Meditations. ix. 16.*

**Assignment:** Discuss the extent to which you agree or disagree with Aurelius' position regarding the actions of man. Support your position by providing reasons and examples from your own experience, observations, or reading.

## Essay #7

**Instructions:** Read the following quotation of Henrik Ibsen. Then follow the instructions of the prompt.

*Only the spirit of rebellion craves for happiness in this life. What right have we human beings to happiness?*  
*Ghosts*

**Assignment:** Discuss the extent to which you agree or disagree with Ibsen's position regarding happiness. Support your position by providing reasons and examples from your own experience, observations, or reading.



# Lessons for Life

One thing you must remember about your adult life. You will be judged by other people according to the manner in which you speak and write. People who speak correctly and use correct grammar are deemed to be intelligent and educated. They are set into a class above others. People who do not speak correctly and who make grammatical errors in their writing are deemed to be uneducated and unintelligent. While this assessment may not be necessarily true, and while the judgment may be false, it nonetheless will be made. See to it that your language, both written and oral, projects your true status and the capabilities of your mind!

If you have questions about grammar issues, you may want to consult some of these sites on the internet.  
*You learn grammar by studying it.*

## LINKS

<http://englishplus.com/grammar/>

<http://www.grammarbook.com/>

<http://www.iei.uiuc.edu/web/pages/grammarsafari.html>

<http://webster.commnet.edu/grammar/>

<http://a4esl.org/q/h/grammar.html>

<http://www.brownlee.org/durk/grammar/>

<http://webster.commnet.edu/grammar/commas.htm>