

GLENCOE LANGUAGE ARTS

Revising
with Style

Middle School



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To the Teacher

Revising with Style is a blackline master workbook that offers instruction and exercises to help students improve their writing skills. The exercises focus on the process of revision and cover a range of topics, from proofreading and correcting common grammatical errors to combining sentences and reordering them in logical sequences. *Revising with Style* encourages students to think more clearly and to write more effectively.

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Revising with Style

LESSON

1

Revising with Precision

After you've completed a draft, ask yourself whether you've expressed yourself in the best possible way. Have you used specific, precise words instead of vague, general ones to help your readers fully understand your message? As American writer Mark Twain once said, "The right word is to the almost right word as lightning is to the lightning bug." If you want your writing to make an impact on your readers, strike them with the lightning of your language.

The sentences in the first example below use vague, general terms. The sentences in the second example show what happens when you revise with vivid, specific words to provide a clearer picture of the writer's experience.

General I thought the room looked great. The table was set, and a vase of flowers looked nice in the middle of it.

Specific I thought the dining room looked inviting. The oak table was set with gleaming dinnerware, and a vase of tulips made the perfect centerpiece.

EXERCISE Fill in the blanks of the sentences below with vivid and precise words. If you wish, use a thesaurus to help you find more suitable words than the general ones provided in parentheses.

Sample The wheels of the wagon made an annoying _____ as I rounded the corner. (noise)

Answer The wheels of the wagon made an annoying squeal as I rounded the corner.

1. The flowers near the lake _____ in the breeze. (moved)
2. The wind made a loud, terrifying moan as it blew through the _____ house. (old)
3. Because of the _____ weather, we had to spend our entire beach vacation indoors. (bad)
4. The businessman was walking home with his groceries when the bag broke and _____ spilled out onto the sidewalk. (food)
5. My brother and I worked all day, and when our parents came home, the entire house was _____. (clean)
6. Jason was appreciating the quiet drive home when all of a sudden, a truck stopped beside him, blasting _____. (music)

Revising with Style

LESSON

1 Continued

7. The train _____ along the tracks, carrying an important shipment of construction equipment. (moved quickly)
8. I knew Jamie wanted to talk about something important when she walked into the living room solemnly and sat down on the _____ across from me. (furniture)
9. The pedestrian's _____ made it extremely difficult to see her in the darkness. (clothing)
10. My mother is writing a _____ about an American woman who went to France to help repair flood damage in Paris. (book)
11. The play was _____, but I couldn't stay for the whole performance. (great)
12. The _____ of the stream as it flows over the rocks is extremely relaxing. (sound)
13. You look _____ in your new glasses! (nice)
14. I felt _____ after I splashed some cool water on my face. (good)
15. The girl's _____ expression made me feel comfortable and welcome. (pleasant)

Revising with Style

LESSON

2

Omitting Needless Words

More is not necessarily better when it comes to good writing. Needless words in sentences can slow down your readers and make your ideas hard to follow. You can improve your writing when you revise by omitting extra words or phrases that don't add to the meaning of a sentence.

Wordy It would seem that Cape Cod, Massachusetts, is a popular vacation spot.

Revised Cape Cod, Massachusetts, is a popular vacation spot.

Wordy Are you aware of the fact that its population swells each summer?

Revised Are you aware that its population swells each summer?

The chart below contains wordy expressions and suggestions for effective revision.

Wordy Expressions	Revision Suggestions
because of the fact that, on account of the fact that, owing to the fact that	because, since
in spite of the fact that	although
being that, it happens that, the point is, the thing is, what I mean is, what I want to say is	delete; do not replace
what I want is	I want

Some needless word groups begin with *who is*, *that is*, or *which is*. You may be able to omit these expressions and rearrange the order of the words in the sentence without changing the sentence's meaning.

Wordy We arrive by 6:00 A.M. to avoid the traffic, **which is** horrendous.

Revised We arrive by 6:00 A.M. to avoid the horrendous traffic.

EXERCISE Rewrite each sentence. Omit needless words that don't add to the meaning of the sentence. Watch for *who*, *that*, and *which* word groups that can be shortened.

Sample Cape Cod, which is my favorite vacation spot, has something for everyone because of the fact that there are so many things to do.

Revision Cape Cod, my favorite vacation spot, has something for everyone because there are so many things to do.

1. The thing is that I do not enjoy whale watching, however, owing to the fact that I get seasick.

Revising with Style

LESSON

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Continued

2. It happens that the rest of my family enjoys the boat ride, but it's not an experience that is something that I would like to repeat.

3. We usually stay in a small hotel that is on the waterfront because of the fact that it is sufficiently cooled by the ocean breeze.

4. The last time we stayed there we had a surprise owing to the fact that our neighbors who are from home were staying in the same hotel.

5. In spite of the fact that we like each other a lot, we got together only once.

6. What I want to say is that I made a mistake taking a nap on the beach on account of the fact that I was unaware that the sun could still burn me.

7. That night we went to my favorite restaurant which is in Provincetown.

8. The thing is if you want a vacation that is fun-filled, try Cape Cod, Massachusetts.

Revising with Style

LESSON

3

Correcting Commonly Misused Terms I**Usage: *accept to a lot***

The English language contains a number of confusing and commonly misused words and terms. When revising, look for the words listed in this glossary. Then decide whether you are using the words correctly or whether you should revise them or avoid them entirely.

accept, except *Accept* means “to receive.” *Except* means “other than.”

Levi did not **accept** our invitation to the aquarium.

Everyone came **except** him.

all ready, already *All ready* means “completely prepared.” *Already* means “before” or “by this time.”

I am **all ready** for the tour.

The first group has **already** gone.

all together, altogether *All together* means “in a group.” *Altogether* means “completely” or “entirely.”

We must stay **all together** so that no one gets lost.

It is **altogether** too crowded here.

a lot *A lot* means “many” or “very much.” This expression is always written as two words. Because its meaning is vague, however, avoid using it. It is more acceptable to use *many* or *much* or to give a specific amount.

This aquarium has **a lot** of different displays. (vague)

This aquarium has **more than one hundred** different displays. (clear)

EXERCISE A Underline the word or words in parentheses that best complete each sentence.

Sample I like the new aquarium (a lot, much) more than the old one.

1. The original layout was (all together, altogether) too confusing.
2. I have (all ready, already) been here twice since the building was renovated.
3. I know we will learn (a lot, much) more from this field trip than from watching television.
4. I have seen everything (accept, except) the sharks; they arrived last month.
5. There are (a lot of, many) different kinds of sharks in the ocean.
6. The guide offered to begin the tour at the shark exhibit once we are (all together, altogether).
7. I would like to (accept, except) that offer.

Revising with Style

LESSON

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Continued

8. Are we (all ready, already) to go?
9. I see everyone (accept, except) Lynell. Has he gone ahead?
10. He must stay with the group; we cannot (accept, except) such rude behavior.
11. We will see an exhibit that I like (a lot, much) better than the sharks: the albino alligators.
12. They are grouped (all together, altogether) in the reptile complex.
13. Albino alligators are like other alligators (accept, except) for their entirely white bodies and pink eyes.
14. We should be (all ready, already) for the test on Monday.
15. Since we are in the same class, we will take it (all together, altogether).

EXERCISE B Write *C* in the blank if the italicized word or words are used correctly. If they are incorrect, write the correct word or words in the blank.

Sample all ready We stood by the display, *already* for the lecture to begin.

1. _____ There are *a lot of* species of shark—about 375.
2. _____ *Accept* for a few rare, isolated incidents, sharks generally do not attack people.
3. _____ I *already* know that, but many people don't.
4. _____ The guide said it's hard for people to *except* that fact.
5. _____ They are *all together* too frightened by the stories they've heard.
6. _____ I've heard *many* scary stories myself.
7. _____ However, I don't *except* everything I hear as truth.
8. _____ Scientists have learned *a lot of* interesting facts about sharks from fossilized shark remains.
9. _____ They've *all ready* learned that sharks first appeared 400 million years ago.
10. _____ Cara says that's a difficult idea to *accept*.
11. _____ Jesse thinks sharks have *all together* too many teeth.
12. _____ Whenever a shark loses a tooth, its gums are *already* to replace it.
13. _____ A shark loses thousands of teeth—but not *all together*.
14. _____ Most of us have never seen a shark *accept* in an aquarium.
15. _____ When the worker fed the sharks, they swam *altogether* toward the food.

Revising with Style

LESSON

4

Correcting Commonly Misused Terms II**Usage: *beside* to *chose***

The English language contains a number of confusing and commonly misused words and terms. When revising, look for the words listed in this glossary. Then decide whether you are using the words correctly or whether you should revise them or avoid them entirely.

beside, besides *Beside* means “next to.” *Besides* means “in addition to.”

My goggles are **beside** the beach chair.

Besides soccer, I enjoy swimming.

between, among *Between* shows the relationship of one person or thing to another. *Among* shows the relationship of more than two persons or things.

Yesterday there was a race **between** Matt and Jason.

The five of us always compete **among** ourselves.

bring, take *Bring* means “to carry from a distant place to a closer one.”

Take means “to carry from a nearby place to a more distant one.”

Please **bring** me my towel.

I’ll **take** your duffel bag to the car.

choose, chose *Choose* means “to select.” *Chose* is the past tense of choose.

Usually, I **choose** to practice in the pool.

Yesterday, I **chose** to practice in the ocean.

EXERCISE A Underline the word in parentheses that best completes each sentence.

Sample Not many students (beside, besides) me practice in the ocean.

1. Usually only Flora and Kym (choose, chose) to join me there.
2. We swim back and forth (between, among) the shore and the first buoy.
3. We start out swimming (beside, besides) each other.
4. (Between, Among) the three of us, Kym is the fastest swimmer.
5. At lunchtime, my mom and dad (bring, take) us a cooler full of food.
6. Yesterday, my parents (choose, chose) to stay and watch us practice.
7. They sat (beside, besides) each other on the seawall.
8. After practice, we divided the food (between, among) the five of us.
9. Then we spread our towels (beside, besides) the seawall and sat down.
10. I sat (between, among) my two friends.

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Continued

11. We discussed this year's meet schedule (between, among) ourselves.
12. Flora said there will be two more meets (beside, besides) the ones already planned.
13. She promised to (bring, take) me a copy of the schedule tomorrow.
14. My parents offered to (bring, take) Flora and Kym home.
15. They (choose, chose) to walk instead.

EXERCISE B Write *C* in the blank if the italicized word is used correctly. If it is incorrect, write the correct word in the blank.

Sample Besides *Beside* swimming in oceans, I like to learn about them.

1. _____ I might *chose* to study oceanography one day.
2. _____ I keep many interesting books *besides* my bed.
3. _____ The temperature of seawater varies *among* different regions.
4. _____ Last year my family *choose* to vacation in Jamaica.
5. _____ Jamaica is one *among* many islands in the West Indies.
6. _____ The islands of the West Indies lie *among* the Caribbean Sea and the Sargasso Sea.
7. _____ I wish we could *take* their warm, tropical waters to our eastern coast.
8. _____ The next time we go to Jamaica, we will *bring* my cousin John with us.
9. _____ There is a three year age difference *between* John and me.
10. _____ He is the only one *beside* me who likes to fish.
11. _____ Before we go, I need to *bring* my fishing rod to be repaired.
12. _____ If I could *chose*, I would vacation on a Pacific island.
13. _____ The Pacific Ocean is the largest *between* the world's five oceans.
14. _____ *Beside* being the largest, it also contains the deepest point.
15. _____ I left a brochure about Bali *besides* my mom's calendar.

Revising with Style

LESSON

5

Correcting Commonly Misused Terms III**Usage: *in* to *teach***

The English language contains a number of confusing and commonly misused words and terms. When revising, look for the words listed in this glossary. Then decide whether you are using the words correctly or whether you should revise them or avoid them entirely.

in, into *In* means “inside.” *Into* indicates movement from outside to a point within.

Fish swim **in** the ocean.

Lorenzo dove **into** the ocean.

its, it's *Its* is the possessive form of *it*. *It's* is the contraction of *it is*.

The dolphin moved **its** flipper from side to side.

It's a beautiful animal.

lay, lie *Lay* means “to put” or “to place.” *Lie* means “to recline” or “to be positioned.”

Please **lay** my snorkeling mask on the table.

I would like to **lie** on my towel and rest.

learn, teach *Learn* means “to receive knowledge.” *Teach* means “to give knowledge.”

We **learn** about sea animals.

Ms. Welsh **teaches** marine biology.

EXERCISE A Underline the word in parentheses that best completes each sentence.

Sample Books and the Internet are sources I use to (learn, teach) for myself about life in the ocean.

1. Scientists dive deep (in, into) the ocean using sophisticated equipment.
2. They have revealed many of (its, it's) deepest secrets.
3. Oceanographers can (learn, teach) us so much about marine life.
4. I think (its, it's) fascinating to read about their many discoveries.
5. I enjoy snorkeling (in, into) warm, shallow waters.
6. Snorkeling allows me to (learn, teach) about ocean life by observing it directly.
7. (Its, It's) amazing how beautiful the sea world is.
8. Sometimes I take a break and (lay, lie) in the sun.
9. I take off my gear and (lay, lie) it beside me.

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Continued

10. To go deeper (in, into) the ocean, I would need scuba gear.
11. Of course, I would need to (learn, teach) how to use it first.
12. Do you know someone who could (learn, teach) me?
13. I feel inspired every time I walk (in, into) the scuba shop down the street.
14. I believe (its, it's) always best to observe animals in their natural habitats.
15. Someday I hope to (learn, teach) others about ocean life.

EXERCISE B Write *C* in the blank if the italicized word is used correctly. If the word is used incorrectly, write the correct word in the blank.

Sample _____ *lie* _____ The Bahama Islands *lay* just off the coast of Florida.

1. _____ I like to observe sea creatures while snorkeling *into* the water.
2. _____ One thing I want to *learn* more about is the peanut worm.
3. _____ This worm burrows under the ocean floor and can retract its stretchy front part *in* its trunk.
4. _____ When it does that, *it's* trunk looks like a peanut.
5. _____ Peacock worms also live *into* the soft ocean floor.
6. _____ A peacock worm feeds by spreading out *it's* tentacles.
7. _____ When danger approaches, the worm retracts the tentacles *into* its hard sandy tube.
8. _____ I'm sure Ms. Welsh can *learn* us more about these worms.
9. _____ I can also *learn* by observing the worms firsthand.
10. _____ I once saw a weever fish, whose eyes are on top of *its* head.
11. _____ When a weever fish is buried in sand, the position of *it's* eyes allow it to see what is happening.
12. _____ Sometimes I find things *in* the ocean that I can collect.
13. _____ Many empty seashells *lay* on the ocean floor.
14. _____ I pick them up and carefully *lie* them on a tray.
15. _____ I bring them home so I can *learn* my little sister about them.

Correcting Commonly Misused Terms IV

Usage: *leave to sit*

The English language contains a number of confusing and commonly misused words and terms. When revising, look for the words listed in this glossary. Then decide whether you are using the words correctly or whether you should revise them or avoid them entirely.

leave, let *Leave* means “to go away.” *Let* means “to allow.”

We will **leave** for the airport now.

Let me carry your bags for you.

loose, lose *Loose* means “not firmly attached.” *Lose* means “to misplace” or “to fail to win.”

This handle is **loose**.

Do not **lose** our tickets.

I hope we do not **lose** the race.

raise, rise *Raise* means “to cause to move upward” or “to grow.” *Rise* means “to move upward.”

Raise the shade higher.

Those farmers **raise** corn.

The moon seems to **rise** at night.

set, sit *Set* means “to place” or “to put.” *Sit* means “to place oneself in a seated position.”

Let’s **set** our bags on the deck.

You may **sit** anywhere you like.

EXERCISE A Underline the word in parentheses that best completes each sentence.

Sample What time did we (leave, let) the house to come here?

1. I’m glad we did not (loose, lose) the directions.
2. I was afraid the boat would (leave, let) without us.
3. We need to find a place to (set, sit) where we’ll be able to see.
4. Do you mind if I (set, sit) my backpack by your feet?
5. The back of this bench is wobbly and appears to be (loose, lose).
6. If it bothers you too much, we can (leave, let) this area and go inside the cabin.
7. There are many places in the cabin where we can (set, sit).
8. The crew members will not (leave, let) anyone stand in the cabin.

Revising with Style

LESSON

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Continued

9. If anyone tries, the crew will ask them to (leave, let).
10. Now that I've found a seat by the window, I'm determined not to (loose, lose) it.
11. As soon as the deckhands (raise, rise) the boat's flag, we'll set sail.
12. I hope to see a dolphin (raise, rise) from the water.
13. Please (leave, let) go of my binoculars; it's my turn to use them.
14. Hold the binoculars tightly when we (raise, rise) up on the waves.
15. I don't want to (raise, rise) your hopes, but I think I see a dolphin in the distance.

EXERCISE B Write *C* in the blank if the italicized word is used correctly. If the word is used incorrectly, write the correct word in the blank.

Sample _____ *Let* _____ Leave me tell you about the last trip I took.

1. _____ The island was so beautiful that I didn't want to *leave* to come home.
2. _____ The guide was supposed to keep us together, but he *let* us wander anyway.
3. _____ After all, the island was so tiny we couldn't *loose* our way if we tried.
4. _____ At one point, I *sit* my backpack near the water's edge and then walked along a rock wall.
5. _____ Some of the rocks were *lose*, so I had to be careful.
6. _____ Many of the local people *raise* fruits and vegetables on small plots of land.
7. _____ They *leave* us buy some from them.
8. _____ At lunchtime we found a shady place to *set* and eat.
9. _____ We *set* our souvenirs in one big pile, so we wouldn't forget them.
10. _____ I wanted to make sure I didn't *loose* any of my lovely seashells.
11. _____ After lunch, it was time to *let* for the boat.
12. _____ I *let* Reese challenge me to a race.
13. _____ We waited for Seely to *rise* her arm; then we took off running.
14. _____ Reese gave up when he realized he was going to *lose*.
15. _____ As we sailed home, we watched the moon *raise* over the water.

Revising with Style

LESSON

7

Correcting Commonly Misused Terms V**Usage: *than* to *whose***

The English language contains a number of confusing and commonly misused words and terms. When revising, look for the words listed in this glossary. Then decide whether you are using the words correctly or whether you should revise them or avoid them entirely.

than, then *Than* introduces the second part of a comparison. *Then* means “at that time.”

He travels more **than** she does.

I’ll see you **then**.

their, they’re *Their* is the possessive form of *they*. *They’re* is the contraction of *they are*.

This is **their** first big trip.

They’re going to Hawaii.

whose, who’s *Whose* is the possessive form of *who*. *Who’s* is the contraction of *who is*.

Whose map is this?

Who’s going with them?

EXERCISE A Underline the word in parentheses that best completes each sentence.

Sample (Whose, Who’s) idea was it to visit these coral reefs?

1. I believe (their, they’re) the most beautiful reefs I’ve ever seen.
2. I can easily see (their, they’re) vibrant colors through the crystal-clear water.
3. Do you know (whose, who’s) in charge of equipment rentals?
4. I want to go snorkeling and (than, then) have lunch.
5. We’ll be more careful (than, then) the last group of tourists.
6. I heard that (their, they’re) carelessness caused some damage to the reefs.
7. Don’t people know better (than, then) to step on or handle the coral?
8. They should know that (their, they’re) not supposed to collect coral from the wild.
9. Living organisms on the reef depend on coral for (their, they’re) survival.
10. (Whose, Who’s) joining me for lunch later?
11. I’d rather walk to the restaurant (than, then) drive with Mari and Tom.

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Continued

12. If (their, they're) directions are right, it should take us ten minutes.
13. We'll meet you there (than, then).
14. Do you know (whose, who's) car you're riding in?
15. If (their, they're) car is full, you can walk with us.

EXERCISE B Write *C* in the blank if the italicized word is used correctly. If it is incorrect, write the correct word in the blank.

Sample their Thousands of plants and animals—nearly one-fourth of all marine life—make *they're* home in coral reefs.

1. _____ *Their* one of the largest and most complex ecosystems on the planet.
2. _____ Coral reefs are like bustling cities built in the sea rather *then* on land.
3. _____ *They're* also highly fragile and endangered.
4. _____ More *than* thirty-five million acres of coral reefs have been destroyed by mankind.
5. _____ *Whose* specifically responsible for the destruction of coral reefs?
6. _____ I don't know, but I can tell you *who's* problem it is; it's ours.
7. _____ The survival of coral reefs is more important *than* people may think.
8. _____ The reefs protect coastlines, and *their* an important part of the tourism industry.
9. _____ One sea animal *who's* survival depends on coral reefs is the angelfish.
10. _____ *They're* wide, colorful fish that feed on organisms growing there.
11. _____ Adult angelfish are brighter in color *then* young ones.
12. _____ *Their* colors and patterns make it easy for other angelfish to spot them.
13. _____ *Than* the other fish know to stay away from that area.
14. _____ *They're* just one reason people should protect coral reefs.
15. _____ Those who care about the environment should do *they're* part to help protect the world's coral reefs.

Revising with Style

LESSON

8

Using Pronouns Correctly

When you write a personal narrative, a short story, or any other form of narrative writing, you will need to use pronouns frequently. To help you use them correctly—and learn how to revise them when you don’t—review the rules discussed in this lesson.

In a sentence, a pronoun may be used as either a subject or an object. In general, use subject pronouns before the verb in a sentence; use object pronouns after a verb or a preposition. Keep in mind that subject and object pronouns sometimes have different forms, as shown in the table below.

Subject	Object
I	me
you	you
he, she, it	him, her, it
we	us
you	you
they	them

Use a subject pronoun after a linking verb, however: *The writer of the report on seatbelt safety was **she**.* Also remember to use subject pronouns in compound subjects and object pronouns in compound objects. Study the following examples:

Compound Subject **He** and Margo will enter the health and science fair.

Compound Subject Jackie and **I** plan to chart the constellations.

Compound Object Would you tell **her** and James what time it will begin?

Compound Object Astronomy interests **him** and **me**.

Compound Object Peter will demonstrate a volcano with Meena and **her**.

Notice that when *I* is a part of the compound subject, it comes after the other parts of the subject. Likewise, when *me* is part of the compound object, it comes after the other parts of the object.

EXERCISE For each sentence below, write the correct form of the underlined word or words. If the sentence is correct, write *correct*.

Sample me My dad drove my partner and I to the school gym to unload our supplies.

- _____ Tom and me wanted to arrive early to set up our booth.
- _____ Mrs. McCormick came over to say hello to me and him.
- _____ Her and Mr. Johnson organized the entire event.

Revising with Style

LESSON

8 Continued

4. _____ Many other students arrived after me and Tom.
5. _____ Jordan asked Carla if he could share a booth with she and Leon.
6. _____ According to Carla, neither her nor Leon minded sharing it.
7. _____ Jordan had planned to share a booth with Jemma and Jemma's twin sister Anne, but she and Anne didn't show up.
8. _____ Both him and Mrs. McCormick noticed that the twins were absent.
9. _____ The twins had forgotten to tell her and Mr. Johnson that they would be late.
10. _____ At eight o'clock, prizes were announced by she and Mr. Johnson.
11. _____ Yoshi said I was the best presenter at the fair, but I thought the best was him.
12. _____ Neither Yoshi nor me, however, won a prize this year.
13. _____ Still, I and Yoshi have a lot of respect for each other's work.
14. _____ Both him and Tom helped me learn more about astronomy than I thought was possible.
15. _____ The last ones out the door were Tom and I.

Revising with Style

LESSON

9

Using Adjectives Correctly

No matter what kind of writing you do—from short stories to descriptive or comparison-contrast essays—you're likely to use adjectives. Therefore, you'll want to check to be sure that you've used the correct forms of adjectives during revision. Use the **comparative form** of an adjective to compare two things or people. Use the **superlative form** of an adjective to compare more than two things or people. For most adjectives of one syllable and some of two syllables, form the comparative by adding *-er* and the superlative by adding *-est*.

Adjective	Teena is a young gymnast.
Comparative	Teena is younger than the team captain.
Superlative	Teena is the youngest gymnast on her team.

For adjectives of two or more syllables, form the comparative by adding *more* before the adjective; form the superlative by adding *most* before the adjective. Do not use *more* and *most* before adjectives that already end with *-er* or *-est*.

Adjective	A backflip is a difficult gymnastic move to learn.
Comparative	A backflip is more difficult than a walkover.
Superlative	A backflip is the most difficult move we've learned.

Some adjectives, including the ones shown below, have irregular comparative and superlative forms. Never use *more* and *most* with these forms.

Adjective	Comparative	Superlative
good	better	best
bad	worse	worst
many, much	more	most
little (amount)	less	least

EXERCISE For each sentence, write in the space provided the correct form of the underlined adjective. If the sentence is correct, write *correct*.

Sample	At the competition, Jacob performed <u>most best</u> on the pommel horse.
Revision	<i>best</i>

- Gymnasts are some of the flexiblest people I know. _____
- They are abler to leap far and jump high. _____
- They also have gooder balance than most people. _____

Revising with Style

LESSON

9 Continued

4. One of the excitingest events is vaulting. _____
5. A gymnast who is smaller than another can vault just as high. _____
6. Do you think our team is most competitive than theirs? _____
7. They certainly have some of the bigger gymnasts I've ever seen. _____
8. However, we have some of the talentedest gymnasts in the state. _____
9. The most strong event for our girls is the uneven parallel bars. _____
10. Our boy's team is at their goodest on the rings. _____
11. The most popularest event for both teams is the floor exercise. _____
12. Gymnasts can be much creativer at this event. _____
13. This event is also funner to watch because gymnasts both dance and tumble.

14. If I were more athletic, I would take gymnastics myself. _____
15. Instead, my cheers for this team will just be more loud than anyone else's.

Revising with Style

LESSON 10


Using Only

When you revise your writing, check to be sure that your modifiers are where they belong. If a modifier is in the wrong place, your writing may be unclear or you may deliver a message you don't intend. One especially tricky modifier is the adverb *only*. As a general rule, place *only* immediately before the word or group of words it modifies. Each sentence below clearly matches the meaning described in parentheses:

- **Only** Becca reads the newspaper on Sunday. (Nobody else reads the newspaper that day.)
- Becca reads **only** the newspaper on Sunday. (Becca reads nothing else that day.)
- Becca reads the newspaper **only** on Sunday. (Becca doesn't read the newspaper on any other day.)

You will confuse your readers if you write one thing but mean another. For example, if you want to say that you like poetry written by Shel Silverstein but not any of Silverstein's other writings, then you should write *I like only the poetry of Shel Silverstein*. If you mistakenly write *I only like the poetry of Shel Silverstein*, your readers will think that you don't like anything else!

EXERCISE None of the sentences below reflect the writer's intended meaning because the word *only* is in the wrong position. Given the meaning described in parentheses at the end of each sentence, use an arrow to mark the correct position of *only*.

Sample  My reading group only is reading *Hatchet* by Gary Paulsen.
(No other group is reading that book.)

1. My group is only reading *Hatchet* by Gary Paulsen. (The group is reading no other book.)
2. Brian, the main character, is the passenger only on a small propeller plane. (There are no other passengers.)
3. The pilot has a heart attack, and Brian is the one left to fly only the plane. (There is no one else left.)
4. When the plane crashes in the wilderness, Brian is only stranded with a hatchet for protection. (He has no other tool.)
5. I have only read the first chapter. (I haven't read beyond the first chapter.)

Revising with Style**LESSON****10**
Continued

6. I have read the first chapter only. (No one else has begun reading the book.)
7. Payat has one chapter left only to read. (He has almost finished the book.)
8. Payat only has one chapter left to read. (Everyone else in the group has finished the book.)
9. Flora only wants to read other books that Paulsen wrote. (No one else wants to read other books that Paulsen wrote.)
10. Flora wants to read books that only Paulsen wrote. (She doesn't want to read books by another author.)
11. She has only been a member of this group for the past week. (She hasn't been a member of any other group during the past week.)
12. Only she has been a member of this group for the past week. (She hasn't been a member of the group for long.)
13. Jake has read the sequel to this book only. (He has not read any other book in the series.)
14. Jake has read the sequel to this book only. (No one else has read the sequel.)
15. Jake has skimmed only the sequel to this book. (He has not read the sequel to this book carefully.)

Correcting Double Negatives

Never, no, nobody, none, no one, not, nothing—these are all negative words. Two negative words in the same clause create a **double negative**. The clause *I never go nowhere*, for instance, contains the negative words *never* and *nowhere*. Yet if you *never go nowhere*, you *sometimes go somewhere*. To express a negative idea, then, use only one negative word.

When hunting for double negatives in your writing, keep in mind that the negative word *not* often appears in such contractions as *can't*, *don't*, *haven't*, and *isn't*. The words *barely*, *hardly*, and *scarcely* also function as negative words.

For ways to correct a double negative, look at the examples below:

Incorrect He **can't** convince **no one** to go with him.

Correct He **can** convince **no one** to go with him.

Correct He **can't** convince **anyone** to go with him.

Incorrect I **haven't never** gone to the circus.

Correct I **have never** gone to the circus.

Correct I **haven't ever** gone to the circus.

Incorrect I **don't hardly** know where he goes.

Correct I **hardly** know where he goes.

Correct I **don't** know where he goes.

EXERCISE Rewrite the following sentences, eliminating the double negatives in each. If a sentence is correct, write *correct*.

Sample There wouldn't be no problem if he'd just slow down a bit.

Revision There wouldn't be any problem if he'd just slow down a bit.

1. My brother doesn't take no short bike rides.

2. Once he gets going, there isn't nothing that can stop him.

3. I've tried to go with him, but I can't hardly keep up.

4. He can ride up that steep hill, but I haven't never been able to do that.

Revising with Style

LESSON

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Continued

5. If I suggest other routes, we can never agree on which one to take.

6. My sister rode with him once, and she didn't have no trouble keeping up.

7. She said it took hardly no effort at all.

8. In fact, she claimed he could scarcely keep up with her.

9. My brother insisted that she couldn't ride no better than he could.

10. Still, he hasn't never asked her to ride with him since then.

11. Once, during a long ride, his tire popped and he hadn't brought no spare.

12. He was out in the country and didn't see a phone nowhere.

13. He had to walk fifteen miles because he couldn't get home no other way.

14. Nobody had never seen him so upset.

15. He barely walks nowhere; he just bikes.

Revising with Style

LESSON

12

Using Active and Passive Voice

Using action verbs may not be enough to make your writing interesting. Revising the voice of your action verbs, however, may help. The voice of a verb tells whether the subject of a sentence performs the action or receives the action. A sentence is in the **active voice** when the subject does the action of the verb. A sentence is in the **passive voice** when the subject receives the action of the verb.

Active voice A talented cast **performed** the show.

Passive voice The show **was performed** by a talented cast.

In the first sentence above, the verb *performed* is in the active voice because the subject, *cast*, does the action. A sentence in the active voice is direct and strong. In the second sentence, the verb *was performed*—which consists of a helping verb and past participle—is in the passive voice. The subject, *show*, receives the action of the verb. The sentence in the passive voice doesn't have quite as much energy as the sentence in the active voice.

Like other good writers, you generally will want to use the active voice because it is lively and direct. On occasion, however, you may find that you need to use the passive voice. For example, it is acceptable to write *The show's opening was delayed* when you don't know what caused the delay. You may write *The auditorium has been renovated* when you don't know who renovated it or when it doesn't matter who did the work.

EXERCISE A Write whether each sentence is in the *active* or *passive* voice.

Sample passive A talent show was held at my school.

1. _____ It was directed by two eighth-grade teachers.
2. _____ Thirty-seven students tried out.
3. _____ The number of slots was limited by the directors.
4. _____ In the end, fifteen acts were chosen.
5. _____ Dancing, singing, comedy, musical, and drama routines made the cut.
6. _____ No lip-synch routines were accepted.
7. _____ The show was attended by more than two hundred parents and community members.
8. _____ They gave it a standing ovation.
9. _____ First-, second-, and third-place prizes were awarded.
10. _____ Jake Ebersol won first prize for his guitar solo.

Revising with Style

LESSON

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Continued

EXERCISE B Rewrite each sentence written in the passive voice, changing it to the active voice. You may need to change the form of the verb and reorder the words in the sentence. Write *active* for sentences that are already in the active voice.

Sample *Spirit*, a dazzling theatrical production, was conceived by Peter Buffett.

Answer Peter Buffett conceived *Spirit*, a dazzling theatrical production.

1. *Spirit* was inspired by Native American culture and traditions.

2. It involves more than fifty talented performers.

3. Songs, chants, and Native American dances are featured in *Spirit*.

4. The production was originally created by Buffet for a PBS special.

5. Some of the music in the movie *Dances with Wolves* was also composed by Buffet.

6. The music had a haunting yet thrilling quality.

7. The PBS special was recorded by filmmakers during *Spirit's* premiere performance in Wisconsin.

8. The performance was brought to life by a cast of incredible dancers and musicians.

Understanding Subject-Verb Agreement I

When you revise, check to be sure that the subject and verb of each sentence agree in number. If the subject of a sentence is singular, then the verb of the sentence must also be singular. If the subject is plural, then the verb must be plural. Be careful, however, when a prepositional phrase comes between the subject and the verb. The verb should agree with the subject of the sentence, not with the object of the preposition.

The **girl** in the green shoes **plays** great defense.

The **girls** on my team **play** competitively.

Remember that *here* or *there* can never be the subject of a sentence. In sentences that begin with *here* or *there*, look for the subject after the verb.

There **are** four **games** left this season.

When the subject comes after the verb, try rearranging the sentence so that the subject comes first. Then you can more easily check that the subject and verb agree.

Four **games are** left this season.

In sentences that ask a question, a helping verb may come before the subject. When this occurs, look for the subject between the helping verb and the main verb. Both the helping verb and the main verb must agree with the subject.

Do the **players ride** together on the bus?

EXERCISE In each item, underline the subject once and the verb twice. If the subject and verb agree, write *correct*. If they do not agree, correct the verb.

Sample Does our team members practice regularly? Do practice

1. Today's game against the Warriors begin at 4:00. _____
2. Here comes our girls now. _____
3. Why is two players sitting on the sidelines? _____
4. There have been a high rate of injuries this year. _____
5. The sight of Alyssa's swollen knees make me wince. _____
6. Is Roslyn's ankles feeling any better? _____
7. Jesse, with her quick moves, is the team's strongest asset. _____
8. The many hours of practice influences her game. _____
9. There is eighteen seconds left in the first quarter. _____
10. Our girls, with good defense, maintain the lead. _____

Understanding Subject-Verb Agreement II

An **indefinite pronoun** does not refer to a specific person, place, thing, or idea. Some indefinite pronouns are always singular; some are always plural. Some indefinite pronouns can be either singular or plural, depending on the noun in the phrase that follows.

Always Singular	another, anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, somebody, someone, something
Always Plural	both, few, many, others, several
Singular or Plural	all, any, most, none, some

When revising your writing, look for instances where you have used indefinite pronouns. Check whether each indefinite pronoun is singular or plural, and then make sure the verb agrees in number. Study the examples below.

Almost **everyone supports** the team. (singular)

Of all the games this season, **few were played** downtown. (plural)

Most were played here. (plural)

Most of the time on the bus **was spent** planning strategy. (singular)

EXERCISE Underline the indefinite pronoun once. Write whether it is singular or plural. Underline the verb twice. Rewrite the sentence if the indefinite pronoun and verb do not agree.

Sample Much of the game against the Warriors have been close. singular
Much of the game against the Warriors has been close.

1. Everyone expect a suspenseful game when we play the Warriors. _____

2. No one in the bleachers dare to predict the outcome. _____

3. Each of our players have a unique style on the court. _____

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Continued

4. Some of their moves are tricky. _____

5. One of the coaches call for a timeout. _____

6. Most of the second quarter seem like a blur of action. _____

7. All of our girls is playing harder than ever. _____

8. Surprisingly, few of them seems tired. _____

9. Many of the Warriors, however, appears to be faltering. _____

10. Nobody deserves to win this game more than our players do. _____

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Continued

7. Looked at me with green eyes. _____
8. My heart was racing in my chest. _____
9. Turning slowly, it walked away. _____
10. Ran all the way home. _____

EXERCISE B Determine whether each group of words is a sentence or a fragment.

If the item is a fragment, rewrite it to form a complete sentence. If the item is a complete sentence, write *sentence*.

Sample Join their mothers on hunting trips in order to learn survival skills.

Revision Tiger cubs join their mothers on hunting trips in order to learn survival skills.

1. A Bengal tiger can kill prey twice its own weight.

2. Has long canine teeth.

3. About eleven years.

4. The size of its territory is influenced by the amount of food available.

5. Up to forty pounds of meat in one feeding.

6. Will last the tiger for several meals.

7. A Bengal tiger's night vision.

8. The density of the tiger's fur depends on the season and on its habitat.

9. In India, Bangladesh, Nepal, Bhutan, and Burma.

10. About three thousand to five thousand Bengal tigers still survive in the wild.

Creating Simple and Compound Sentences

It's not uncommon to write first drafts quickly. You may want to get all your ideas down before you forget them, or you may be so enthusiastic about your topic that you just write and write without regard for good grammar. When you revise your work, check to see that each group of words beginning with a capital letter and ending with a period or other end mark of punctuation is truly a sentence—not two or more sentences miswritten as one.

A complete sentence may be either simple or compound. A **simple sentence** is a single clause with at least one subject and at least one predicate, or verb. However, the subject, the predicate, or both may be compound. The sentences below are all simple sentences, even though they have compound parts.

Compound Subject	Apes and monkeys are primates.
Compound Predicate	Scientists observe and study wildlife.
Compound Subject and Compound Predicate	Jane Goodall and Dian Fossey observed and studied primates in the wild.

A **compound sentence** contains two or more simple sentences joined by a comma and a coordinating conjunction (*and*, *but*, *or*, *so*, *nor*, *yet*, or *for*) or by a semicolon. The examples below show two different ways to punctuate a compound sentence.

Jane Goodall studied chimps, **and** Dian Fossey studied mountain gorillas.

Wild monkeys may live more than twenty years; gorillas may live more than forty.

A **run-on sentence** is two or more sentences incorrectly written as one sentence. To correct a run-on, write it as separate sentences or form one complete sentence as shown in the examples below.

Run-on	Monkeys beat their chests they swing from trees.
Run-on	Monkeys beat their chests, they swing from trees.
Correct	Monkeys beat their chests. They swing from trees.
Correct	Monkeys beat their chests, and they swing from trees.
Correct	Monkeys beat their chests; they swing from trees.

EXERCISE A Write *S* in the blank before each simple sentence, *C* before each compound sentence, and *R* before each run-on sentence.

Sample *C* Apes and monkeys fascinate me; I like to read about them.

- _____ Apes and monkeys are primates humans are primates, too.
- _____ A large brain and opposable thumbs are two traits that primates have in common.
- _____ However, apes are different from monkeys, they're bigger and they don't have a tail.
- _____ Gibbons, chimpanzees, orangutans, and gorillas make up the ape family.

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Continued

5. _____ Apes are big and powerful, but they can also be gentle.
6. _____ A gorilla at an Illinois zoo once picked up and carried a young boy to safety after he fell into the gorilla's habitat.
7. _____ There are about 130 species of monkeys, and scientists divide them into two main groups.
8. _____ Old World monkeys are found in Africa and Asia, New World monkeys are found in the Americas.
9. _____ The smallest New World monkey is the pygmy marmoset; it is only five inches long.
10. _____ The pygmy marmoset lives in South American rain forests and spends its time in trees.

EXERCISE B Write *S* in the blank before each simple sentence, *C* before each compound sentence, and *R* before each run-on sentence. Rewrite each run-on sentence to create one compound sentence or two simple sentences.

Sample *R* Each group of primates needs its own territory, primates don't like intruders.
 Each group of primates needs its own territory. Primates don't like
 intruders.

1. _____ Some gibbon families sing a song every morning; it warns other gibbons to stay away. _____

2. _____ The doglike barks of a howler monkey resound in the rain forest they can be heard for miles. _____

3. _____ Primates communicate in other ways, too, monkeys smack their lips as a friendly invitation. _____

4. _____ Chimpanzees regularly fight and make up, most disputes are resolved quickly.

5. _____ All ape and monkey group members show affection and stay clean by grooming

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Continued

6. _____ Young members like to play and tease, it's fun and helps them learn the rules of the group. _____

7. _____ Some monkeys aren't just funny they're funny-looking.

8. _____ The proboscis monkey is named after its most prominent feature the males have a huge, droopy nose. _____

9. _____ The bright red face of the uakari turns even brighter with excitement.

10. _____ A male mandrill has blue cheeks and a red nose, but he also has sharp, four-inch-long teeth. _____

Combining Sentences I

You may find that many short sentences in a row make your writing sound choppy and hard to follow. In addition, two sentences in sequence that contain the same subject, verb, or direct object may sound repetitive and dull. By combining sentences when you revise, however, you can eliminate repetition, clarify the relationships between ideas, and help your writing flow gracefully.

Coordinating conjunctions, such as *and*, *but*, *or*, *for*, *so*, or *yet*, are handy tools for combining sentences. You can use a coordinating conjunction—without any punctuation after it—to combine two simple sentences into one sentence with a compound element, such as a compound subject or a compound verb.

Original I have faced many challenges. I have conquered many challenges.
(two simple sentences)

Revision I have faced **and** conquered many challenges. (one simple sentence with a single subject and a compound verb)

You may also use a coordinating conjunction—preceded by a comma—to combine two simple sentences into a single compound sentence.

Original Some challenges are easy to overcome. Others can be quite difficult.
(two simple sentences)

Revision Some challenges are easy to overcome, **but** others can be quite difficult. (one compound sentence)

EXERCISE Combine each sentence pair below, using a coordinating conjunction (*and*, *but*, *or*, *nor*, *for*, *so*, or *yet*) and any necessary punctuation. Eliminate words as needed.

Sample A character's challenges are important to a story. His or her responses to them are also important.

Revision A character's challenges and his or her responses to them are important to a story.

1. The story "Names/Nombres" is by Julia Alvarez. It tells of her experiences after immigrating to the United States.

2. Alvarez's family was originally from the Dominican Republic. They moved to New York City in the 1950s.

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Continued

3. Julia Alvarez was known by many different names. This bothered her only at first.

4. She was called Judy, Judith, or Jude. No one could pronounce her Spanish name.

5. Her parents didn't want her to speak with an accent. Her parents didn't want her to stand out from her classmates.

6. Alvarez often felt embarrassed by her relatives. Her sisters also felt embarrassed.

7. Did Alvarez's friends criticize her accent? Did Alvarez's friends criticize her style of dress?

8. In time, the girls became proud of their background. They no longer minded being different.

9. Alvarez found that she liked to write stories. She also liked to write poems.

10. Julia Alvarez writes many stories about her native culture. She is now a well-known author.

Combining Sentences II

Use prepositional phrases in sentence combining to make sentences less simplistic. A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun. These phrases modify nouns, pronouns, and verbs. When making a prepositional phrase part of another sentence, the phrase should be placed near the word it modifies.

Original This statue is very old. It comes from Japan.

Revised This statue **from Japan** is very old. (prepositional phrase modifying the subject, *statue*)

Original You can see the statue's details. You can see them in bright light.

Revised **In bright light**, you can see the statue's details. (prepositional phrase modifying the verb, *can see*)

EXERCISE Rewrite each group of sentences as a single sentence by using a prepositional phrase. Use the underlined words and phrases in your combined sentences.

Sample The photographer took several pictures.
She took them at a picnic.

Revision The photographer took *several pictures at a picnic*.

- Developing pictures can be satisfying.
It can be done from one's own negatives.

- Loading film can be tricky.
Film is loaded onto a reel.

- Light can spoil film.
It can spoil during the developing process.

- Negatives need to be hung up to dry.
This is done after the developing stage.

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Continued

- 5.** The prints are made.
They are made from the negatives.
This is done in the darkroom.

- 6.** Place the negatives carefully.
Place them on a tray.
The tray is under the enlarger light.

- 7.** There are various settings.
They are above the lens.
They are for the amount of light.

- 8.** More light results in darker pictures.
The light enters through the lens.

- 9.** There is a switch that controls the light.
The switch is behind the enlarger.

- 10.** You can take pictures that turn out well.
You can do this with careful attention to your camera's settings.

Combining Sentences III

To add variety to your writing, combine short sentences by using appositive phrases and participial phrases. An **appositive phrase** is a group of words that identifies a noun or adds information about it. The phrase is always placed next to the noun it describes. An appositive phrase is usually set off from the rest of the sentence by commas.

Original Many people admired the painting. It was a study in light and color.

Revised Many people admired the painting, **a study in light and color**.

Original My mother thought the painting was a masterpiece. My mother is an art expert.

Revised My mother, **an art expert**, thought the painting was a masterpiece.

A **participial phrase** is a group of words that includes a participle. A present participle is a verb form ending in *-ing*, and a past participle is a verb form ending in *-ed*. A participial phrase that begins a sentence is always set off by a comma. A participial phrase that appears elsewhere in a sentence is set off by commas if the phrase simply gives additional information about the modified word and is not essential to the meaning of the sentence.

Original The painter left his picture to dry. He was satisfied at last.

Revised The painter, **satisfied at last**, left his picture to dry.

EXERCISE Combine each group of sentences into a single sentence by using appositives or participial phrases. Incorporate the underlined phrases in your combined sentences. You may omit words or change their forms if necessary.

Sample Impressionism began in the late 1800s. Impressionism was an unpopular style at first.

Revision An unpopular style at first, Impressionism began in the late 1800s.

1. Claude Monet was a founder of Impressionism. He was a French painter.

2. Boudin encouraged Monet to paint outdoors. Boudin was a marine painter.

3. Monet was able to meet other experimental painters. He met them while living in Paris.

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Continued

- 4.** He was friends with Renoir and Pissarro.
Renoir and Pissarro were painters with new ideas about light and color.

- 5.** Monet concentrated on his lifelong objective.
Monet was influenced by his friends.
His lifelong objective was showing variations in light.

- 6.** Monet rejected traditional approaches to painting.
He did this by paying more attention to light than to structure.

- 7.** His pictures of haystacks show the effects of light on color.
His pictures were painted at various times of day.

- 8.** The first Impressionist art show included twelve works by Monet.
The art show was a month-long exhibition in Paris in 1874.

- 9.** Monet retired from Paris to Giverny in the 1880s.
The 1880s were a favorable time for Impressionism.

- 10.** Monet painted his last works when he was nearly blind.
His last works were a series of canvases of water lilies.

Combining Sentences IV

To avoid repetition in your writing, use adjective clauses to combine sentences. When two sentences share information, one sentence can be made into an adjective clause modifying a word or phrase in the other sentence. An **adjective clause** begins with a relative pronoun such as *that*, *which*, *who*, *whom*, or *whose*. An adjective clause that is **nonessential**, or not necessary to the meaning of the sentence, is set off by commas. An adjective clause that is **essential**, or necessary to the meaning of the sentence, is not set off by commas.

Original The teacher explained the questions. She explained the difficult ones.

Revision The teacher explained the questions **that were difficult**. (essential adjective clause modifying the noun *questions*)

Original The mouse squeezed under the door. The mouse was quite small.

Revision The mouse, **which was quite small**, squeezed under the door. (nonessential adjective clause modifying *mouse*)

EXERCISE Combine each pair of sentences into a single sentence by using an adjective clause. Use the bracketed words and the underlined phrases for the combined sentences.

Sample Jazz developed from ragtime music. Ragtime music became well known in the 1890s. [**which**]

Revision Jazz *developed from ragtime music*, which became well known in the 1890s.

1. Scott Joplin wrote ragtime music for piano.
He achieved wide popularity. [**who**]

2. Charles Bolden was a pianist.
Charles Bolden played ragtime with improvisation. [**who**]

3. Improvisation led to the development of jazz.
Improvisation is music invented on the spur of the moment. [**which**]

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Continued

4. The first jazz bands used interesting harmonies.
They borrowed these harmonies from ragtime. **[that]**

5. Swing music developed in the 1920s.
Swing often used solo improvisation. **[which]**

6. Louis Armstrong was a musician.
His playing became influential. **[whose]**

7. Duke Ellington wrote in the New Orleans style.
He was one of the most important swing musicians. **[who]**

8. Bebop is a style of jazz.
It evolved from swing and became popular in the 1950s. **[that]**

9. The alto saxophonist Charlie Parker was an important musician of this time.
Some call Charlie Parker the father of bebop. **[whom]**

10. Bebop brought a new intensity to jazz music.
Bebop used complex rhythms and chords. **[which]**

Combining Sentences V

Combining sentences by using adverb clauses can help clarify the connection or relationship between two separate actions. An **adverb clause** begins with a subordinating conjunction such as *after, although, as, because, before, if, since, when, whenever, wherever, or while*. A comma is always used after an introductory adverb clause but not before an adverb clause that ends a sentence.

Original It rained very hard. The seedlings were washed away.

Revision **Because it rained very hard,** the seedlings were washed away.

Original The cat crawled in the window. It crawled in when the rain started.

Revision The cat crawled in the window **when the rain started.**

EXERCISE Combine each pair of sentences into a single sentence with an adverb clause. Use the bracketed words and the underlined clauses in your combined sentences.

Sample Many people like to garden. It is fascinating to watch things grow. [**since**]

Revision Many people like to garden since it is fascinating to watch things grow.

1. Gardening takes time. [**although**]

It can be very satisfying.

2. Flowers add beauty to their surroundings.

They add beauty wherever they grow.

3. Plants can easily wilt and die.

This happens when they are young.

4. Plants need the right amount of light and water.

Plants need light and water as they grow.

Revising with Style

LESSON21Continued

5. Some plants do poorly.
They get too much shade. **[if]**
6. Weeds need to be cleared away.
This needs to happen so that seedlings can spread out.
7. Mint plants grow fast. **[because]**
They can choke out other herbs.
8. Seeds send down roots.
They do this before they grow above ground.
9. Sage plants will flower.
This will happen after they have been in the ground for a year.
10. Pansies are hearty flowers. **[since]**
They grow well in cities.

Revising with Style

LESSON 22

Creating Sentence Variety

Writing that is fun to read has a pleasing rhythm. It doesn't bore you with sentences that sound exactly alike and that have the same structure—subject followed by verb, for example. One way to achieve rhythm in your writing is to vary the length of the sentences and the order of the sentence parts.

In the draft below, the sentences share the same basic structure, and the passage is rather dull. The revised passage says the same thing, but it's more interesting to read because the sentences are varied.

Draft The drizzle came first. The rain came next. The wind grew stronger. The trees swayed. They dipped up and down. They looked like dancers on a stage.

Revision First came the drizzle, and then came the rain. The trees swayed and dipped up and down in the strengthening wind, looking like dancers on a stage.

Another way to spice up your writing is to vary the beginnings of sentences. Instead of beginning every sentence with a subject, start some sentences with a prepositional phrase, such as *under the tree*, or an adverb, such as *suddenly*. Varying the position of prepositional phrases within a sentence can also add rhythm to your writing. Compare the following draft with the revision below it.

Draft The wind picked up in an instant. It was blowing in hard, fierce gusts. The old oak tree groaned. Its heavy branches pushed against the side of the house. I was fortunate to make it indoors before the hail began to fall.

Revision In an instant, the wind picked up, blowing in hard, fierce gusts. The old oak tree groaned as its heavy branches pushed against the side of the house. Fortunately, I made it indoors before the hail began to fall.

EXERCISE Revise each passage by varying sentence length and sentence beginnings. Add or delete words or change word forms as needed to achieve a pleasing rhythm. You may find it unnecessary to revise every sentence in each passage.

Sample Hurricanes can be dangerous. They can destroy homes. They can pull up trees. They can cause floods.

Revision Hurricanes can be dangerous. They can destroy homes, pull up trees, and cause floods.

1. People prepare when they hear that a severe storm is coming. They stock up on food. They stock up on water. They are careful to check that their flashlights are working.

Revising with Style

LESSON

22
Continued

2. Sometimes people are forced to stay at home during storms. They can't get to the stores. They can't buy supplies.

3. Some areas flood easily. In these areas, people are usually evacuated. They gather their clothes. They gather their valuables. They seek shelter on higher ground.

4. Heavy rains can cause rivers to overflow. The water can wash away cars, trucks, and even buildings. The wind and water can knock down utility lines. This can cause fires.

5. There was a big flood in the Midwest. It happened in 1993. It left thousands of people homeless. Many farm animals had to be rescued. Pets had to be rescued too.

6. Sometimes people try to go back to their flooded homes to rescue their pets. They take a big risk when they do this. They often end up needing to be rescued themselves.

7. Andrew, Camille, Agnes, and Gilbert are the names of a few hurricanes in past years. These are some of the worst hurricanes in history.

Revising with Style

LESSON

22
Continued

8. Hurricanes are named after both men and women. They have been named after men only since 1979. They had always had female names before that.

9. A number of atmospheric conditions need to exist. These conditions need to exist over the ocean in order for a hurricane to form.

10. Today satellites can pick up signs that a hurricane may be forming. These signs can allow weather forecasters to warn residents. These warnings can help save lives.

Revising for Parallelism

When you review a draft of your writing, check for sentences that sound awkward. You may need to revise for **parallelism**—the use of a series of words, phrases, or clauses that have similar grammatical form. The following guidelines will help you find and fix problems with parallelism in your writing.

Begin by searching for sentences that contain a series of words, phrases, or clauses that are separated by commas. Then make necessary corrections so that all parts of the series have the same (or parallel) grammatical form.

Not parallel I help **do** the laundry, **shop** for groceries, and **to bake** bread.

Parallel I help **do** the laundry, **shop** for groceries, and **bake** bread.

If an article (*a*, *an*, or *the*) or a preposition (*at*, *from*, *in*, and so on) applies to all the items in the series, make sure it either appears before the first item only or before every item. You can also apply this rule to pronouns such as *who* and *that* and to helping verbs such as *am*, *is*, *have*, *had*, *could*, and *would*.

Not parallel She washes dishes **at** dawn, noon, and **at** night.

Parallel She washes dishes **at** dawn, noon, and night.

Parallel She washes dishes **at** dawn, **at** noon, and **at** night.

Put verbals in parallel form too, pairing infinitives with infinitives, gerunds with gerunds, and participles with participles.

Not parallel Seeing is to believe.

Parallel **To** see is **to** believe. (infinitives)

Parallel **Seeing** is **believing**. (gerunds)

Not parallel The beautiful rainbow was fascinating and an inspiration.

Parallel The beautiful rainbow was **fascinating** and **inspiring**. (participles)

EXERCISE Revise each sentence to make its structure parallel. If necessary, rearrange the order of words or change their forms. If a sentence is correct, write *correct*.

Sample How often have you washed and dried dishes and put them away?

Revision How often have you *washed, dried, and put away* dishes?

1. Do you know that a dishwasher is convenient and an ease to use?

2. If so, you'll want to remember, thank, and to learn more about Josephine Garis Cochrane.

Revising with Style

LESSON

23
Continued

3. Cochrane, a socialite in Shelbyville, Illinois, in the 1880s, loved to throw large parties and mingling with guests.

4. Although her china was a valuable family heirloom, she enjoyed using it herself and to share it with others.

5. On the morning after one dinner party, she noticed that some of the china was chipped and cracking.

6. Cochrane was not used to washing dishes, cleaning up, or any housework at all.

7. She decided that she could wash the dishes more quickly, more carefully, and more efficiently than her employees.

8. However, she quickly discovered that she hated scraping off leftovers, to watch her hands shrivel up in the suds, and drying dishes with a towel.

9. One day she sat down, lost in thought, creative inspiration, and in excitement.

10. It took her only half an hour to invent a machine that would hold dishes in a rack, spray them with soapy water, and would clean them by the force of water pressure.

Revising with Style

LESSON

23
Continued

11. The rack could securely hold her plates, her bowls, and glasses.

12. Soon Cochrane was busy hammering hardware, assembling parts, and testing her design.

13. Her friends, neighbors, and her family were impressed by the first mechanical dishwasher.

14. Cochrane was an applicant for and received her first patent in December 1886.

15. In most households in those days, the women washed all the dishes and the men were earning all the money.

16. It was hard to convince those men to spend money on a dishwasher, even though it was labor-saving, innovative, and a useful device.

17. Cochrane decided to sell the machine to hotels, restaurants, and to institutions.

18. In 1887 she sold dishwashers that could wash and dried 240 dishes in two minutes to the famous Palmer House hotel in Chicago.

Revising with Style

LESSON 24

Using Transitions

To help your writing flow smoothly from one idea to the next, use transitions.

Transitions are words or phrases that make connections between sentences and provide links between paragraphs. Transitions show relationships that have to do with cause and effect, location in space and time, order of importance, and similarities and differences.

Common Transitions	
Time	after, before, finally, soon, now, suddenly, then, yesterday
Location	above, across, behind, below, beside, here, next to, under
Importance	best, finally, first, last, least, next, second
Cause and Effect	as a result, because, due to, since, so, that's why, then, therefore
Comparison	also, as, equally, in addition, just as, like, likewise, similarly
Contrast	although, but, even so, however, still, unlike, whereas, while, yet

See how the transitions below connect ideas and improve sentence flow. Notice that a transition may appear at the beginning, middle, or end of a sentence.

Without Transitions We went to see a play. My sister is starring in it. She sent us tickets to Saturday's matinee performance. We were dressed and ready to go. We thought we had plenty of time. We were wrong. My husband, Richard, misplaced his car keys. We almost missed the train. We arrived at the theater, and the usher led us to our seats.

With Transitions We went to see the play **because** my sister is starring in it. **Last week** she sent us tickets to Saturday's matinee performance. **By noon on Saturday**, we were dressed and ready to go. We thought we had plenty of time, **but** we were wrong. My husband, Richard, misplaced his car keys. We almost missed the train **as a result**. **When** we **finally** arrived at the theater, the usher led us to our seats.

EXERCISE Rewrite each set of sentences, adding transitions to clarify the relationship between them. Use the transition type indicated in parentheses. Avoid using the same transition word or phrase more than once. Combine sentences if you wish.

Sample The play was wonderful. We invited my sister out to dinner. (time)

Revision The play was wonderful. After it ended, we invited my sister out to dinner.

1. The lobby was extremely crowded. We left via the stage door. (cause and effect)

Revising with Style

LESSON

24
Continued

2. My sister led the way. The dim stairway lights flickered eerily. (location)

3. We didn't have to push through a crowd. We made a quick exit. (cause and effect)

4. We managed to flag down a taxi. We arrived at the restaurant. (time)

5. A line of people waited outside the restaurant. We walked right in. (contrast)

6. We were seated immediately. We were given one of the best tables. (comparison)

7. I put on my glasses. I took a long look at the menu. I made my choice. (importance)

8. A woman recognized my sister. She leaned over and asked for an autograph. (location)

9. Other people began to recognize her. We were surrounded by strangers. (time)

10. Richard and I disliked the interruptions. They didn't bother my sister at all. (contrast)

Building Coherent Paragraphs I

In order to make sense and flow smoothly, your paragraphs must be well organized. The way you organize your writing will depend on your purpose. **Chronological order**—presenting events in the order in which they occurred—is useful when narrating a story, explaining the steps in a process, or relating an anecdote or a historical event. To make the order clear to your readers, you sometimes need to add transitions. Read the chronologically ordered paragraph below.

First, wash and thickly slice a variety of fruits, such as apples, bananas, and strawberries. **Next**, pour a 12-ounce bag of chocolate chips and a cup of light cream into a saucepan. Stir the chocolate mixture over low heat **until** it is smooth. **Then** add a teaspoon of vanilla extract and stir **again**. **Immediately** pour the sauce into small bowls. **Finally**, dip the fruit into the chocolate sauce and enjoy!

Notice how the transitions, in bold, show relationships between the steps involved in making chocolate fondue. Also notice how transitions can link ideas either within a sentence or from one sentence to the next.

EXERCISE The sentences in the paragraph below are written in chronological order. Revise the paragraph according to the bulleted list of directions. Read all the directions before beginning to revise.

Sample (1) Amy and I had lunch. (2) We put on our bathing suits. (3) We went to the beach. (4) We watched the surfers.

- Combine sentences 1 and 2 using *after*.
- Add transitions to sentences 3 and 4 to show the order of events.

Revision Amy and I put on our bathing suits after we had lunch. Then we went to the beach. All afternoon we watched the surfers.

(1) A surfer kneels on her board and paddles out into the water. (2) She watches and waits for a long, tall wave. (3) She spots a good one. (4) She paddles toward shore, moving almost as quickly as the approaching wave. (5) The wave catches up and lifts the board, carrying it rapidly along. (6) The surfer pushes herself up to a standing position and rides down the wall of water.

- Add a transition to sentence 1 to indicate that this is how a surfer begins.
- Add transitions to sentences 2, 5, and 6 to show the order of events.
- Combine sentences 3 and 4 using *when*.

Building Coherent Paragraphs II

When writing paragraphs that describe a scene or a character, you will often need to use spatial order. **Spatial order** describes the way things appear in a physical place. To use spatial order, identify a logical starting point for your description. Use words such as *above*, *below*, and *beside* to show the placement of each object. Notice how spatial order helps you visualize the scene described in the paragraph below.

The family room is my favorite place to practice the violin. **Centered** on one wall is a large **south-facing** picture window. **To the right** of the window is an upright piano with framed family photographs **along the top**. **Across** the room, **facing** the piano, is a large, comfy sofa. **Beside** it, angled in a bit, is an overstuffed chair. A wicker basket sits **between** them.

Notice how the boldfaced terms suggest not only the position of the objects in the room but also the order in which the writer wants you to see them.

EXERCISE Number each set of sentences according to spatial order.

Sample 2 The middle school is located on Oak Street, just off the main road.

3 In front of the school is a small lawn with shady trees.

1 My violin recital will take place in the middle school auditorium.

Paragraph 1

- ___ Less noticeable are two speakers, one on either side of the stage.
- ___ When you enter the auditorium, the first thing you notice is the piano at center stage.
- ___ The speakers amplify the sound picked up from the microphones.
- ___ Directly above the piano, spotlights and microphones hang from the ceiling.

Paragraph 2

- ___ From lower Manhattan, for example, you can take the B train north to 59th Street and Columbus Circle.
- ___ The answer depends on where you are.
- ___ Walk south from the 59th Street station to 57th Street.
- ___ Another way to get there, as the old joke goes, is to practice, practice, practice.
- ___ Once on 57th Street, head east along the southern edge of Central Park to the corner of 57th Street and Seventh Avenue.
- ___ How do you get to Carnegie Hall in New York City?
- ___ The Hall will be at the corner, to your right.

Building Coherent Paragraphs III

For some forms of expository writing, such as a compare-and-contrast essay, it is helpful to organize your writing using compare-and-contrast order. **Compare-and-contrast order** shows similarities and differences between two related subjects, ideas, or events. Read the compare-and-contrast paragraph below.

My sister Miranda and I disagree about almost everything. We have **different** tastes in clothing, food, books, and even movies. **Whereas** I dress in bright colors and enjoy trying exotic foods, Miranda wears pastels and prefers bland fast food. **Unlike** Miranda, who reads romance novels, I prefer scary mysteries. **Likewise**, scary movies thrill me, **while** they keep Miranda up at night. One thing Miranda and I have **in common, however**, is music. We **both** love classical music.

Notice how transition words such as *however*, *likewise*, *whereas*, and *unlike*, present similarities and differences between the two sisters.

EXERCISE Revise the paragraph according to the bulleted list of directions. Remember that you may add or delete words as appropriate when you revise. Continue your paragraph on your own paper if you need more space to write.

Sample (1) A piano may not look like a stringed instrument, but it is. (2) A guitarist strums strings. (3) A pianist hits keys, which in turn hammer strings.
 • Combine sentences 2 and 3, using the transition *unlike*.

Revision A piano may not look like a stringed instrument, but it is. Unlike a guitarist, who strums strings, a pianist hits keys, which in turn hammer strings.

(1) The cello and the violin are stringed instruments in the violin family. (2) The violin has an hourglass shape and four strings. (3) The cello has an hourglass shape and four strings. (4) These instruments are played with a bow. (5) The violin is much smaller than the cello. (6) The violin produces a fine, high-pitched sound. (7) The cello produces a lovely low-pitched sound. (8) A cellist must sit to play the instrument. (9) A violinist may choose whether to sit or stand.

- Combine sentences 2 and 3 to highlight the similarity between the items.
- Add a transition to sentence 4 to connect the idea to the ideas presented before it.
- Add a transition to sentence 5 to show a contrast between the two instruments.
- Combine sentences 6 and 7, using the transition *whereas*.
- Combine sentences 8 and 9, using the transition *unlike*.

Building Coherent Paragraphs IV

To organize your expository writing—whether explaining a scientific discovery or examining a historical event—you will often find it helpful to use cause-and-effect order. **Cause-and-effect order** shows how one thing leads to another. It also helps readers understand the relationships between events or facts. To see cause-and-effect order in action, read the paragraph below.

The invention of the automobile brought many changes in the way people lived and traveled in the United States. **Because** the automobile was a convenient and flexible form of transportation, people no longer had to live near rail lines in cities. **As a result**, many people moved to outlying areas, called suburbs. **As** suburbs grew and automobile use increased, roadways **became** clogged. **In response to** the increased traffic, state governments passed traffic laws to keep drivers safe. **In addition**, local, state, and federal governments joined forces to build vast highway systems.

The paragraph's topic sentence, shown in italics, states the cause. The sentences that follow describe the effects. As the cause-and-effect order progresses, the effect of one event may become the cause of another. Transitions such as *because*, *as a result*, and *in response to* help identify the cause-and-effect relationships. By organizing paragraphs in this way, you can make a complex chain of events easier to understand.

EXERCISE Number each set of sentences in cause-and-effect order.

Sample

- 2 Dad swerved and slammed on his brakes, just missing the deer.
- 4 Her car slid into ours.
- 1 On the way home, a large deer leaped out in front of our car.
- 3 The driver behind us hit her brakes too, but not quickly enough.
- 5 The next driver ran into her car, and so on, until five cars were piled up on the road.

Paragraph

- ___ Under ordinary driving conditions, the pendulum hangs vertically.
- ___ A seat belt detects dangerous conditions by means of a pendulum.
- ___ A sudden stop causes the pendulum to swing forward.
- ___ As a result, the seat belt keeps your body from moving forward.
- ___ The swing of the pendulum, in turn, causes a locking lever to be released.
- ___ The lever then engages a toothed wheel that locks the seat belt.

Creating Unity in Paragraphs

A paragraph has **unity** when all the sentences are organized around a single focus, or **main idea**. A paragraph also has unity when all the sentences are clearly and logically connected to one another. A **topic sentence**, which may appear at the beginning, middle, or end of the paragraph, sometimes directly states the main idea of a paragraph.

A unified paragraph also needs **supporting details**—information that elaborates on the main idea. Supporting details might include anecdotes, examples, facts, sensory details, statistics, and reasons. In the model below, note how sensory details and examples support the topic sentence beginning the paragraph.

Valley Forge National Park is a place where history and recreation meet and mingle. Bikers, joggers, and walkers follow paths that wind past replicas of cabins occupied by General George Washington's Continental Army during the frigid winter of 1777 to 1778. Picnickers spread blankets across the same grass upon which weary soldiers trudged in threadbare overcoats and bare feet. Children climb old cannons and play hide and seek among gleaming statues of Revolutionary War heroes. Everywhere, people glimpse the determined spirit that drove those brave rebels, and they can't help but be moved by it.

Descriptive or narrative paragraphs may be unified around a single main idea, but they may not contain a topic sentence. For example, instead of saying in a narrative paragraph "Derrick was extremely angry," you might only include supporting details that *show* Derrick was angry.

EXERCISE A For each paragraph below, draw a line through any sentence that does not support the main idea.

Sample I had never spoken in front of an audience before. My hands trembled. My palms felt moist. I wanted to turn around and sneak out the back door. ~~Outside the sun was shining.~~ Instead, I took a deep breath and walked to the podium. My strong, confident voice surprised me.

1. Static electricity is particularly annoying during the dry winter months. It can make your hair stand on end when you run a plastic comb through it. It can make your clothes cling to your skin, and it can give you an unexpected shock if you touch something else that carries a charge. Some parts of the country stay humid in the winter.
2. Rebecca stomped her boots loudly on the wooden stairs as she made her way upstairs to her brother's bedroom. She pounded on his door with both fists, overpowering the sound of his stereo. On her wrist, she wore a woven bracelet. "Open up!" she demanded.

Revising with Style**LESSON****29**
Continued

3. Twenty-five years ago, roughly 30,000 cheetahs roamed the African continent. Today there are fewer than 15,000. Cheetahs are spotted and they run fast. They have fallen victim to human development, shrinking habitats, and trophy hunters.
4. Both Booker T. Washington and W.E.B. DuBois were ambitious educators and leaders. Washington left home at age fifteen. They sought full equality for African Americans during the late 1800s and early 1900s. However, they had different ideas about how to achieve this goal.
5. My Uncle Rob has an incredible ability to make me laugh and feel good about myself. He takes in stray cats when they appear on his doorstep. He is over six feet tall. And he volunteers regularly at the soup kitchen. He is a kind, funny, and compassionate man.

EXERCISE B Revise the following passages for better unity and focus by dividing them into paragraphs. Insert a paragraph symbol (¶) where each passage should be broken.

Passage 1

When your family moves, it is important that you prepare yourself for the change. Taking the time to prepare will reduce your anxiety and ease the transition between old and new. There are two things you have to know, however: how to start preparing and how to stay prepared. Begin by having an open conversation with your family. Discuss the fact that even though moving can be exciting, it can also be hard to leave some things behind. It's important for you and your family to be honest about your feelings and to know that those feelings are normal. Once you've started to talk as a family about the move, continue to talk about it every day. Set aside a time, perhaps in the evening, when everyone is relaxed. By the time moving day arrives, you'll all be ready.

Passage 2

We had never been to Camp Folly before, and we were excited to see it. Dad was pretty sure he knew how to get there, but it turned out he was wrong. After three hours on the road with no sign of the camp, we stopped at a gas station for directions. We arrived at the entrance of Camp Folly just as the sun was beginning to set. The ranger gave us a site map and circled the campsites that were available. He told us where the bathrooms were and where we should deposit our trash and recyclables; then he sent us on our way. We spent what felt like hours trying to decide which site would be best. Ideally it would be near water. It would also be set apart from nearby sites by a thick stand of trees. It would be private and tranquil. With all these considerations, therefore, it was well into the night before we finally unpacked our gear.

Revising with Style

LESSON

30

Understanding Elaboration

If you were to tell a friend that you had a good time at summer camp, your friend would probably ask you for details. Your friend would want you to **elaborate**, or provide additional information, about your experience. Likewise, when you write for school, for business, or for pleasure, you will need to provide elaboration. You will need to support your ideas with descriptive details, examples, anecdotes, facts, or statistics.

In the first example below, the writer simply makes a claim without providing any elaboration. The revised passage is more convincing because it includes an anecdote, a brief story that supports the writer's claim.

Unelaborated Idea	Parents should limit their children's television-watching time and have their children spend more time studying. Children should study more and not watch so much television.
Elaborated Idea	Parents should limit their children's television-watching time and have their children spend more time studying. I learned the truth of this the hard way. Once, my favorite movie was televised the night I had to study for an exam. My parents let me watch the movie, even though I still had a chapter to review. By the time the movie ended, I was too tired to study it carefully. As a result, I did poorly on the exam the next day.

EXERCISE In each passage below, underline the words and phrases that elaborate. Then, on the line that follows the passage, write the type or types of elaboration provided: *descriptive details, examples, anecdotes, facts, or statistics.*

Sample I have been involved in the Civil Rights movement since I was a small child. My parents took me to weekly Civil Rights meetings at the local church each week. And every month, it seemed, we participated in a march, a sit-in, or another demonstration.

Answer I have been involved in the Civil Rights movement since I was a small child. My parents took me to weekly Civil Rights meetings at the local church each week. And every month, it seemed, we participated in a march, a sit-in, or another demonstration.

examples

1. In our search for heroes and heroines, we often lose our perspective. We applaud beauty pageant winners; we ignore the woman without arms who paints pictures with a brush in her teeth.

Erma Bombeck, "Heroes"

Revising with Style**LESSON****30**
Continued

2. When she arrived at our house she was covered by a huge black umbrella. A white gardenia hung from her left ear. My sister Cynthia and I were bewitched by the sight of her. We were a little afraid, too. She seemed like an enormous fish or a shipwrecked lady far from home. Certainly, her umbrella was useless in the rain since it was ripped in many places.

Marjorie Agosín, "A Huge Black Umbrella"

3. Today the public libraries are becoming less and less available to the people who need them most. Already shut part of the time, their hours reduced by 50 percent in the last five years, their budgets further curtailed as of July 1, and still threatened with continued cuts in staff and services, the public libraries have suffered more in the city's financial squeeze than any other major public service agency.

Bel Kaufman, "The Liberry"

4. A small grocery store is like a big beast that must be continually fed and cared for. Cans, packages, and bottles have to be put on shelves to take the place of things sold, produce like greens and celery has to be nursed along to keep it fresh as long as possible, and there are hundreds of other details that the customers never notice—unless they aren't done.

Laurence Yep, *The Lost Garden*

5. The earth's greatest riches, however, lie in tropical rain forests. In the 1980s, as funds for tropical research increased, biologists found astonishing numbers of animals there. In Panama, entomologist Terry Erwin of the Smithsonian Institution collected insects from nineteen trees of the same species. On those trees alone, he found more than 12,000 different kinds of beetles.

Laurence Pringle, from *Living Treasure*

Elaborating to Persuade

When you are writing to persuade, you will have to do more than simply give your position on a topic. You will have to provide information that supports your position—information in the form of details, facts, statistics, examples, or anecdotes. In short, you will have to **elaborate**, presenting new ideas and explaining them in fully developed paragraphs.

How to Elaborate an Idea
1. State your claim.
2. Extend your idea with a piece of information.
3. Add one or two more relevant pieces of information.
4. Include a statement that explains or furthers the idea in light of the added information.

The type of elaboration you choose will depend on your subject. Notice how the unelaborated idea below is made more persuasive with the addition of examples.

Unelaborated Idea	The concrete surface of the school playground should be replaced because it's too hard. It's really hard.
Elaborated Idea	The concrete surface of the school playground should be replaced with padded rubber, wood chips, or another surface that will better cushion children when they fall. Every day before school or during recess, kids fall from the swings and jungle gyms onto the hard pavement. Some falls result in slight injuries, such as scrapes and cuts. Other accidents are more serious. Just last week a first-grader broke his arm falling off the jungle gym.

EXERCISE Revise each idea below by writing a well-elaborated paragraph. Use facts, examples, reasons, anecdotes, or other information to support the viewpoint presented.

1. It's a good idea for parents to pay their children for the chores they do. Parents get paid for the work they do, don't they?

Revising with Style

LESSON 31
Continued

2. Our school should install vending machines for the students. Students sometimes skip breakfast, and lunch is not enough. Students should have both breakfast and lunch.
- _____
- _____
- _____
- _____
- _____
3. The principal is deciding whether to renovate the auditorium or the gymnasium. Our gymnasium receives much more wear and tear.
- _____
- _____
- _____
- _____
- _____
4. One reason our student council should meet after school and not before school is that we'll get better attendance. More people will attend meetings after school than before school.
- _____
- _____
- _____
- _____
- _____
5. Our school district should decide not to add an extra hour to our school day because the school day is already long enough. As I said, the school day is already long enough.
- _____
- _____
- _____
- _____
- _____

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Revising with Style

LESSON 32

Finding Your Voice

Like your personality, your “voice” as a writer cannot be described simply. It isn’t any *one* thing. Read the lists below to help you understand what voice is and is not.

Your voice as a writer is . . .

- the sound of your writing that is unique to you—like your speaking voice
- a reflection of your values, beliefs, and attitudes
- an honest and engaging expression of what you want to say

Your voice as a writer is not . . .

- an imitation of another writer’s sound
- the sound of your writing when you are trying to show off how well you write
- a particular style, tone, or mood of writing
- a consistent use of a particular set of words or sentence structures

Humorist Dave Barry’s strong voice can be heard in this excerpt from his essay “What Is and Ain’t Grammatical.”

Grammar is not the most important thing in the world. The Super Bowl is the most important thing in the world. But grammar is still important. For example, suppose you are being interviewed for a job as an airplane pilot, and your prospective employer asks you if you have any experience, and you answer: “Well, I ain’t never flied no actual airplanes or nothing, but I got . . . several friends who I like to talk about airplanes with.”

If you answer this way, the prospective employer will immediately realize that you have ended your sentence with a preposition. (What you should have said, of course, is “several friends with whom I like to talk about airplanes.”)

Barry has found a way to express his sense that the world is rather absurd—kind of crazy, silly, and foolish—and that the way to get the most out of life is to look for the humor in it. His way with words, his voice, goes well with his message.

It takes most writers time to find and develop their voices—to learn how to speak their minds in ways appropriate to their audiences. Doing this is part of the process of becoming a writer. It involves using your feelings as well as your mind. It involves learning the craft of writing so that your voice can be heard.

EXERCISE A Circle the best answer to each of the following questions.

1. When is your voice as a writer most likely to come through in your writing?
 - A. When you are imitating writers you admire
 - B. When you are trying to impress your readers
 - C. When you are writing like yourself

Revising with Style

LESSON

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Continued

2. Which of these statements best describes writing that has a particular voice?
- A. The writing rings true.
 - B. The writing has good grammar.
 - C. The writing uses big words.
3. Which of these statements best describes how a reader might react to writing that *doesn't* have a particular voice?
- A. The reader feels compelled to read on.
 - B. The reader becomes bored.
 - C. The reader senses a person behind the words.
4. Which of the following responses to your writing would best indicate that you have written with your own voice?
- A. "You sound just like the author we read in class last week."
 - B. "I feel as though I've seen how you view the world."
 - C. "Your sentences are long and complex—but they never run on."

EXERCISE B On a separate piece of paper, rewrite each passage below in your own voice. Change sentence structures and add, replace, or take away words and punctuation as necessary.

Sample Homeschooled students have the advantage of being more able to pursue their own interests than public school students. They have the disadvantage, however, of being less able to socialize with other people their own age.

Revision In some ways, homeschooled students are better off than public school students. In other ways, they're not. Homeschooled students may get to study what they like whenever they want, but they don't get to meet as many people their own age.

1. My parents informed me that I could attend the music concert tonight with my two best friends but that I must return by ten o'clock. I was extremely excited and I thanked them both. I made telephone calls to my friends to tell them that I could join them for the concert.
2. If there were a practical technology for people from Earth to spend a lifetime on Mars, would people from Earth live there? I am curious to know if they would ever consider Mars to be their home. Is there something that makes a blue sky more special than a red one? Is it more important for people to make Earth a more pleasant place to live or to experiment with living elsewhere in the galaxy?

Understanding Figures of Speech

Use figurative language to create strong images when you write. Figures of speech, such as similes, metaphors, and personification, draw readers in by making interesting connections between separate—and often unlike—things. To create effective figures of speech, ask yourself, “What does this remind me of?”

A **simile** is a figure of speech in which the word *like* or *as* is used to compare two seemingly unlike things.

- Dandelions covered the lawn like a bright yellow blanket.
- The dandelions spread as thick and wide as a blanket.

A **metaphor** is a figure of speech in which two seemingly unlike things are compared without using the words *like* or *as*.

- The dandelions were a bright yellow blanket over the lawn.
- The dandelions formed a bright yellow blanket over the lawn.
- A bright yellow blanket of dandelions covered the lawn.
- Bright yellow dandelions blanketed the lawn.

Personification is a figure of speech in which a human quality is given to an animal, object, or idea.

- The tough yellow weeds sprang up defiantly in the green grass.

EXERCISE A Identify the type of figurative language used in each sentence.

Sample Superman flew like a supersonic jet.

Answer simile

- _____ The late sun was a shiny penny dropping into a slot.
- _____ He smiled as broadly as an ape.
- _____ My mother’s will is iron, unbendable.
- _____ The engine in that old car refuses to give up.
- _____ She was like a teapot in a cozy in her large down coat.

EXERCISE B Complete each sentence by filling in the blank with the figure of speech—simile, metaphor, or personification—specified in parentheses.

Sample The party is as crowded *as a department store during a clearance sale*. (simile)

- I am sweltering, _____ melting on the pavement. (metaphor)
- The sound of her voice is as soft and melodic _____. (simile)

Revising with Style

LESSON

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Continued

3. Maia is _____; she flits from one thing to another. (metaphor)
4. Tiger lilies _____ along the border of the walkway.
(personification)
5. I scan the crowd _____. (simile)

EXERCISE C Rewrite each sentence below, using a figure of speech to make it more engaging. A suggestion for revising the sentence appears in parentheses.

Sample Six-year-old Liza ran fast, into the house and out again. (Use a simile to describe how fast she ran.)

Revision Six-year-old Liza ran *as fast as a cat*, into the house and out again.

1. In her right hand, Liza clutched a dishcloth. (Use personification to describe the dishcloth.)

2. First she flapped the dishcloth, trying to cool herself off. (Use a simile to describe how she flapped it.)

3. Then she wrapped it around her head and jumped up and down. (Use a simile to describe how she wrapped it.)

4. Liza is always looking for something to play with. (Use a metaphor to describe Liza.)

5. Suddenly she darted off, giving me a few moments of peace. (Use a simile or a metaphor to describe her.)

6. I lay back and looked up at the tree branches. (Use personification to describe the branches.)

7. The branches spread across the sky, softly filtering the sun. (Use a simile or a metaphor to describe the branches.)

8. I took deep breaths, letting the sun's warm rays soothe me. (Use a simile to describe how they soothed.)

Punctuating Dialogue

When you revise dialogue, be sure to punctuate it correctly so that your readers can see who is talking and where a line of dialogue begins or ends. The rules for using quotation marks, commas, and end marks of punctuation are listed below.

- Use quotation marks before and after a character's exact words. Place a period inside closing quotation marks.
"Peter and Esteban are joining us."
- Use a comma to set off the speaker's tag (*he said*) from the beginning of a quotation. Place the comma inside closing quotation marks when the speaker's tag follows the quotation.
Harry said, "Come on, Ray. It'll be fun."
"Let's go," Gilda said.
- Use quotation marks around each part of a divided quotation. Remember to set off the speaker's tag with commas.
"I'm not sure," said Ray, "that I feel like it."
- Place a question mark or an exclamation point inside the quotation marks when it is part of the quotation.
"When will we be back?" Ray asked.
"Hooray!" said Debbi.
- Place a question mark or an exclamation point outside the quotation marks when it is not part of the quotation.
Did I hear Ray say, "Okay"?
I can't believe he said, "Okay"!
- Start a new paragraph when you move from one speaker to another.
"How long a hike is it?" Ray asked breathlessly. "I don't know whether I have the energy to continue much longer."
"I think," said Iris, "that it's about seven miles to the top."

EXERCISE Revise each sentence below, adding quotation marks and other punctuation where necessary.

Sample The view from up here is absolutely amazing Iris exclaimed.

Revision "The view from up here is absolutely amazing," Iris exclaimed.

1. Now you know why I couldn't wait to get here said Esteban.

Revising with Style

LESSON

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Continued

2. Wouldn't it be wonderful to stay and watch the sunset Peter asked.

3. I'd love to do that said Gilda but we forgot to bring flashlights to guide us back down.

4. Maybe you forgot to bring a flashlight said Carol. I never go hiking without one.

5. Hooray cheered Gilda. Does that mean we can stay?

6. Maybe we should ask Harry said Ray. He's the one who has to carry two backpacks.

7. Oh, right said Harry. You know as well as I do that the race was a tie.

8. Did someone say It was a tie?

9. Ray, how can you say that? You were a mile behind me!

10. Tan said I'm starving Let's eat first and argue later, okay?

Revising Dialogue I

When revising dialogue, help readers follow along by including **speaker's tags**—such as “he asked” and “I whispered”—that reveal not only *who* is talking but also *how* the person is talking. In the examples below, the characters deliver the same line. Notice that the descriptive words in the speakers' tags reveal information about the characters and about the context in which they are speaking.

- “Are you ready?” Carol asked impatiently, slinging her backpack over her shoulder.
- “Are you ready?” Tan whispered nervously, peeking through the crack in the stage curtain.

EXERCISE B Identify the speaker of each sentence and add descriptive words or phrases that tell how he or she is speaking. You may invent names for the characters.

Sample “These annoying mosquitoes won’t leave me alone,” _____.

Revision “These annoying mosquitoes won’t leave me alone,” *Debbi whined loudly*.

1. “I have some insect repellent if you’d like to use it,” _____.
2. “Ahhhhh,” _____, stopping to rub some on.
“This will be a big help.”
3. “Hey! Slow down, you guys!” _____. “Wait for us!”
4. “Look over there,” _____, holding up his hand to hush us.
“A rabbit.”
5. “Oh! It’s so cute!” _____. “Wouldn’t you just love to take it home?”
6. “It is home,” _____. “Wild rabbits belong in the wild.”
7. “That was just an expression, Carol,” _____.
8. “Sorry,” _____. “I’m in a grumpy mood today.”
9. “Come on!” _____. “We need to keep moving!”
10. “You’re unstoppable, Esteban,” _____. “Don’t we ever get a break?”

Revising Dialogue II

When you revise a short story or other narrative, evaluate how well you've depicted your characters and the relationships between them. You may be able to add or improve the **dialogue**—direct quotations of spoken words or conversation—to move the action along and to make the people in your writing come to life.

Your characters, real or fictional, depend on you to portray them accurately. Therefore, you must choose words that sound natural, given the characters' ages, backgrounds, and personalities. In the first example below, Harry's words sound stilted and formal. Notice what a difference revision makes! The use of contractions helps make the dialogue sound natural.

Unnatural "If we do not move more quickly, we will be late," Harry called to his friends.

Natural "If we don't hurry, we'll be late," Harry called to his friends.

To make your dialogue sound realistic and to bring your characters to life, remember that you may sometimes use sentence fragments as well as slang words and idioms. **Slang words**, such as *cool* and *dis*, and **idioms**, such as *give me a break* and *on easy street*, are words or phrases that have special meanings that are different from their standard or dictionary meanings.

EXERCISE Each sentence below is from a conversation among teenagers on a hike in Yosemite National Park. Revise each sentence so that it sounds more natural and fitting for these characters.

Sample "I will carry your backpack if its weight becomes too burdensome for you," Harry teased.

Revision "I'll carry your *backpack* if it *gets too heavy* for you," Harry teased.

1. "Are you suggesting that my muscles are not as fully developed as yours?" Ray asked.

2. "I would never do that," replied Harry. "I am simply making an effort to assist a friend."

3. "Is that so?" asked Ray. "I have an idea. We will compete to see who reaches the top first."

Revising with Style

LESSON

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Continued

4. "I accept your offer. The loser will then bear the burden of both packs down the mountain."

5. Ray smirked. "I hope you had a sufficient amount of sleep last night."

6. "Do not be too smug," Harry crowed. "You are the one who will soon need a rest!"

7. "Okay, you two boys," said Carol. "Put an end to your foolishness."

8. "Let us begin our journey," yelled Esteban, hoisting on his pack and taking the lead.

9. "I thoroughly enjoy the feel of this fresh air," Gilda exclaimed.

10. "I am in agreement with you," Ray said. "I feel a tremendous surge of energy already!"

Proofreading I

If your final draft includes errors, you'll distract your readers from your meaning.

Proofread your writing line by line, word by word, looking for mistakes in grammar, usage, and mechanics. It is often useful to review your writing more than once, looking for a specific kind of error with each pass.

Some of the rules of **capitalization** are listed below; refer to them when you proofread your work for errors in capitalization.

- Capitalize the first word of every sentence and the pronoun *I*.
 My class wants to have a year-end dance. **S**o do **I**.
- Capitalize the first word of a direct quotation that is a complete sentence. Do not capitalize the word that begins the second part of a quoted sentence that is interrupted by explanatory words.
 "Let's have the dance in the school gym," Kay suggested.
 "That's a great idea," said Ty, **"b**ut how can we raise the money we need?"
- Capitalize all proper nouns—the names of particular people, places, and things—as well as proper adjectives that are formed from proper nouns.
 - Place names:
 Pine **H**ill **C**ommunity **C**enter, **N**orth **D**akota, **I**taly, **O**hio **R**iver, **H**ope **S**treet
 - Proper adjectives formed from names of nationalities:
 Italian artist, **B**elgian waffles
 - Titles of books, magazines, newspapers, short stories, poems, and so on:
 Chicago **T**ribune, **"B**roken **C**hain," **O**n the **W**ay **H**ome
 - Days of the week, months of the year, and holidays, but not seasons:
 Tuesday, **J**uly, **I**ndependence **D**ay, summer
- Capitalize the names of people and the initials that stand for their names.
 Henry **G.** **B**lake
- Capitalize a title when it comes before a person's name, but do not capitalize a title that follows a person's name or is used as a common noun.
 I know **M**ayor **D**aley. **M**r. **D**aley, the **m**ayor, lives next door.
- Capitalize words that show family relationships only when the words are used as titles or as substitutes for a person's name.
 Aunt **B**arbara works as an auctioneer. Susan's **a**unt is friends with **M**om.

EXERCISE Draw three (≡) lines under each letter that should be capitalized. Draw a slash (/) through each letter that should be lowercase.

Sample We set up the bake sale table on monday morning in the school ~~G~~ym.

1. our first customer was ricardo. he bought three Muffins.

Revising with Style**LESSON****37**
Continued

2. "these Lemon Poppyseed Muffins," he said, "Are the best i have ever tasted."
3. "i didn't make them," said Tasha. "aunt kitty did."
4. Tasha's Aunt loves to bake; she works at cellato's pastry shop in Exton.
5. It's located on the corner of james street and route 10, just over the bridge.
6. she made three dozen Lemon Poppyseed muffins and five dozen Heart-Shaped Cookies.
7. students also contributed baked goods, such as Brownies, Cupcakes, and Pies.
8. Everyone thought valentine's day was a great day for a Bake Sale.
9. one student bought a Heart-Shaped cookie for his Mom.
10. the photographer for our school Newspaper, the *weekly journal*, took a picture of us.
11. She said it would appear on the Front page of friday's edition.
12. Our Geography teacher said that my brownies were the best on this side of the mississippi river.
13. I found a great recipe in the Winter issue of *brownie lover's magazine*.
14. Miss Orr's favorite treats were Rafael's mexican butter cookies.
15. mr. r. w. waugh, our Principal, had a weakness for the blueberry Coffee Cake.
16. Our biggest surprise came when mayor brown stopped by and bought a pie.
17. He had a meeting with the school Superintendent and heard about our Bake Sale.
18. Jade and i worked all morning and sold almost everything on the table.
19. We had passes from ms. hennelly, excusing us from morning classes.
20. i said, "this was the best bake sale of the Fall! we may have enough money for the School Dance."

Proofreading II

Commas make sentences easier to understand by signaling a pause or separation between parts of a sentence. When you proofread, refer to the rules for correct comma usage, some of which are listed below.

- Use commas to separate three or more words, phrases, or clauses in a series.

You can raise money with a bake sale, car wash, or candy sale.

- Use a comma after two or more introductory prepositional phrases, after an introductory participial phrase, and after an introductory adverb clause.

In the middle of winter, we began planning. (two introductory prepositional phrases)

Putting our heads together, we came up with three fundraising ideas.
(introductory participial phrase)

Since we needed to raise a lot of money, we weighed our options carefully.
(introductory adverb clause)

- Use commas to set off words, phrases, and clauses that are not essential to the meaning of a sentence.

Mr. Baker, our favorite teacher, offered to help.

- Use a comma to set off a name used in direct address and to show a pause after an introductory word.

Mr. Baker, should we begin with the bake sale?
Yes, that would be the best choice.

- Use a comma before a conjunction (*and*, *or*, or *but*) when it joins two main clauses.

I would offer to make something, **but** I don't know how to cook.

- Use commas before and after the year when it is used with both the month and the day. Do not use a comma if only the month and the year are given.

On February 3, 2001, the meeting will begin at noon. We'll hold other meetings in March 2001.

- Use a comma to set off the speaker's tag in direct quotations.

"That," Kym said, "is perfect timing." (direct quotation)

EXERCISE Use the proofreading symbol (↗) to add commas as needed in the sentences below. Use the delete symbol (↘) to cross out commas used incorrectly. If the sentence is correct, write *C* in the blank.

Sample _____ Lester ↗ Sam ↗ and I will attend the meeting In March ↘ 2001.

1. _____ By the time spring rolls around, people are eager to have the winter salt and dirt washed from their cars.

Revising with Style**LESSON****38**
Continued

2. — Kym Mary, and I suggested having a fundraising car wash in April, 2001.
3. — Adam protested at first but then he agreed that it was a good idea.
4. — “On what day” Mr. Baker asked “would you like to schedule it?”
5. — “I think that Saturday, or Sunday would be best,” said Kym.
6. — I asked Adam, whether he thought Saturday or Sunday would be better.
7. — Thinking that people would want clean, cars for the weekend we decided on Saturday.
8. — The date we chose was April 14 2001 at ten in the morning.
9. — We made a list of things we would need: soap sponges towels and buckets.
10. — On the day of the car wash, we had more than sixty customers during our first two hours.
11. — Fifteen students four parents and two uncles helped wash cars.
12. — Five teachers, I’m told also lent a hand.
13. — Mrs. Kim, my neighbor, told all her friends to stop by.
14. — Driving a different car each time Mr. Sims stopped by three times.
15. — “Mr. Sims would you mind if I took a quick, spin in your convertible?”
16. — Mr. Sims laughed, but he gave us a really big tip.
17. — Well by the end of the day we had almost all the money, we needed to pay for the dance.
18. — After washing more than two hundred cars we were completely exhausted.
19. — Someone, I’m not sure who, suggested that we all go out for pizza.
20. — Mr. Levine our math teacher said that it would be his treat.

Proofreading III

An **apostrophe** can function several different ways in a sentence. It can show possession. It can stand for missing letters in a contraction. And it can form the plurals of letters, numbers, or words. When you proofread, refer to the rules for apostrophes, some of which are listed below.

- Use an apostrophe and an -s to form the possessive of a singular noun, even one that ends in -s. Use an apostrophe alone to form the possessive of a plural noun that ends in -s. Use an apostrophe and an -s to form the possessive of a plural noun that does not end in -s.

Chris's oatmeal cookies are as good as my mom's.

The cookies' ingredients are a mystery.

The recipe was not printed in the children's cookbook that we created last year.

- Use an apostrophe and an -s to form the possessive of an indefinite pronoun such as *anyone*, *everyone*, *everybody*, *no one*, *nobody*, *someone*, and *somebody*. Do not use an apostrophe in a possessive pronoun, such as *its*, *yours*, *his*, *hers*, *ours*, or *theirs*.

Whether he will make oatmeal cookies for the bake sale is anyone's guess.

This cookie, with **its** plump raisins, is incredibly good.

- Use an apostrophe to replace letters that have been omitted in a contraction.
We'll have to make posters advertising the event. (*contraction of we and will*)
- Use an apostrophe and -s to form the plural of letters, figures, and words that represent themselves. Italicize (or underline) the letter, numeral, symbol, or word but not the apostrophe and the -s.
four *a's* six *4's* no *if's*, *and's*, or *but's*

EXERCISE Use the proofreading symbol (∩) to add apostrophes as needed in the sentences below. Use the delete symbol (✂) to cross out apostrophes used incorrectly.

Sample Ann's idea is to have a year-end strawberry festival.

1. Shed been to one at another school last year, and she had really enjoyed it.
2. We knew wed need to get as many kid's involved as possible for the festival to be successful.
3. "Rickys mom runs a farm stand," Krista said. "Maybe shell donate some strawberries."
4. "Ill organize the games," Sandy offered. "Im good at that."
5. Levi suggested having a tug-of-war between the boy's and the girl's.

Revising with Style**LESSON****39**
Continued

6. Everyones favorite idea was the dunking booth.
7. Do you spell the word *strawberry* with two *rs* or one?
8. We needed folding tables, so I asked my mom if we could use some of her's.
9. James said his dads band would play at the festival for free.
10. Theyre considered one of this states' best blues bands.
11. During the festival, I stood by my table and my friends stood by their's.
12. I found someones wallet on the ground beside the strawberry crates.
13. There was no drivers license, just three 5s, two 10s, and three 20s.
14. "Is this your's?" I asked Mr. Murphy, since he had helped me stack the crates.
15. "Yes, its mine," he said. "Im lucky you found it."
16. "It looks as though everyones having a good time," I commented.
17. I laughed at the expression on Karens face as she fell into the dunking booth.
18. Youd never get me in one of those things.
19. Id say, of all our fundraiser's, the festival was the most fun.
20. Long before the day was over, we knew wed earned more than we expected.

Proofreading IV

End marks of punctuation help readers to distinguish between statements, exclamations, and questions. When you proofread, be sure to use a **period**, an **exclamation point**, or a **question mark** to signal the end of each sentence.

- Use a period at the end of declarative and imperative sentences.
Kahlil will buy the supplies. (declarative sentence)
Don't forget the markers. (imperative sentence)
- Use a question mark at the end of an interrogative sentence.
Is anyone going to the store with you?
- Use an exclamation point at the end of exclamatory sentences and interjections.
I'm so excited! (exclamatory sentence)
Wow! (interjection)

EXERCISE Write *C* in the blank next to each sentence that has correct end punctuation. In the other sentences, replace the incorrect end mark with a correct one.

Sample ____ We had reserved the community center for mid-June?~~o~~

1. ____ The day before the dance, the committee had one final meeting!
2. ____ What time can we begin decorating tomorrow.
3. ____ Excellent!
4. ____ I can't wait?
5. ____ We'll have plenty of time to make things look nice!
6. ____ Are we allowed to use streamers?
7. ____ Please tell me how to get there!
8. ____ There will be four chaperones at the dance at all times?
9. ____ Who's in charge of the music.
10. ____ We can serve soda and snacks during the dance.
11. ____ The community center requires that we clean up after the dance!
12. ____ Don't forget to have fun.
13. ____ Did you invite anyone to go with you!
14. ____ What a wonderful time we're going to have?
15. ____ How many tickets did we sell?

Lesson 1 Revising with Precision

Answers will vary. Examples follow.

- | | |
|--------------|-----------------|
| 1. waved | 9. black suit |
| 2. decaying | 10. biography |
| 3. miserable | 11. exceptional |
| 4. grapes | 12. gurgle |
| 5. sparkling | 13. charming |
| 6. country | 14. refreshed |
| 7. raced | 15. friendly |
| 8. sofa | |

Lesson 2 Omitting Needless Words

Answers may vary slightly. Samples follow.

- I do not enjoy whale watching, however, because I get seasick.
- The rest of my family enjoys the boat ride, but it's not an experience that I would like to repeat.
- We usually stay in a small waterfront hotel because it is sufficiently cooled by the ocean breeze.
- The last time we stayed there we had a surprise; our neighbors from home were staying in the same hotel.
- Although we like each other a lot, we got together only once because we were all so busy.
- I made a mistake taking a nap on the beach because I was unaware that the sun could still burn me.
- That night we went to my favorite restaurant in Provincetown.
- If you want a fun-filled vacation, try Cape Cod, Massachusetts.

Lesson 3 Correcting Commonly Misused Terms I

Exercise A

- | | |
|-----------------|------------------|
| 1. altogether | 9. except |
| 2. already | 10. accept |
| 3. much | 11. much |
| 4. except | 12. all together |
| 5. many | 13. except |
| 6. all together | 14. all ready |
| 7. accept | 15. all together |
| 8. all ready | |

Exercise B

- | | |
|---------------|------------------|
| 1. many | 9. already |
| 2. Except | 10. C |
| 3. C | 11. altogether |
| 4. accept | 12. all ready |
| 5. altogether | 13. C |
| 6. C | 14. except |
| 7. accept | 15. all together |
| 8. many | |

Lesson 4 Correcting Commonly Misused Terms II

Exercise A

- | | |
|------------|-------------|
| 1. choose | 9. beside |
| 2. between | 10. between |
| 3. beside | 11. among |
| 4. Among | 12. besides |
| 5. bring | 13. bring |
| 6. chose | 14. take |
| 7. beside | 15. chose |
| 8. among | |

Exercise B

- | | |
|------------|-------------|
| 1. choose | 9. C |
| 2. beside | 10. besides |
| 3. C | 11. take |
| 4. chose | 12. choose |
| 5. C | 13. among |
| 6. between | 14. Besides |
| 7. bring | 15. beside |
| 8. take | |

Lesson 5 Correcting Commonly Misused Terms III

Exercise A

- | | |
|----------|-----------|
| 1. into | 9. lay |
| 2. its | 10. into |
| 3. teach | 11. learn |
| 4. it's | 12. teach |
| 5. in | 13. into |
| 6. learn | 14. it's |
| 7. It's | 15. teach |
| 8. lie | |

Exercise B

- | | |
|----------|-----------|
| 1. in | 9. C |
| 2. C | 10. C |
| 3. into | 11. its |
| 4. its | 12. C |
| 5. in | 13. lie |
| 6. its | 14. lay |
| 7. C | 15. teach |
| 8. teach | |

Lesson 6 Correcting Commonly Misused Terms IV

Exercise A

- | | |
|----------|-----------|
| 1. lose | 9. leave |
| 2. leave | 10. lose |
| 3. sit | 11. raise |
| 4. set | 12. rise |
| 5. loose | 13. let |
| 6. leave | 14. rise |
| 7. sit | 15. raise |
| 8. let | |

Exercise B

- | | |
|----------|-----------|
| 1. C | 9. C |
| 2. C | 10. lose |
| 3. lose | 11. leave |
| 4. set | 12. C |
| 5. loose | 13. raise |
| 6. C | 14. C |
| 7. let | 15. rise |
| 8. sit | |

Lesson 7 Correcting Commonly Misused Terms V

Exercise A

- | | |
|------------|-----------|
| 1. they're | 9. their |
| 2. their | 10. Who's |
| 3. who's | 11. than |
| 4. then | 12. their |
| 5. than | 13. then |
| 6. their | 14. whose |
| 7. than | 15. their |
| 8. they're | |

Exercise B

- | | |
|------------|-----------|
| 1. They're | 9. whose |
| 2. than | 10. C |
| 3. C | 11. than |
| 4. C | 12. C |
| 5. Who's | 13. Then |
| 6. whose | 14. C |
| 7. C | 15. their |
| 8. they're | |

Lesson 8 Using Pronouns Correctly

- | | |
|---------------|-----------------|
| 1. I | 9. correct |
| 2. him and me | 10. her |
| 3. She | 11. he |
| 4. Tom and me | 12. I |
| 5. her | 13. Yoshi and I |
| 6. she | 14. he |
| 7. correct | 15. correct |
| 8. he | |

Lesson 9 Using Adjectives Correctly

- | | |
|---------------------|-------------------|
| 1. most flexible | 9. strongest |
| 2. more able | 10. best |
| 3. better | 11. most popular |
| 4. most exciting | 12. more creative |
| 5. correct | 13. more fun |
| 6. more competitive | 14. correct |
| 7. biggest | 15. louder |
| 8. most talented | |

Lesson 10 Using Only

Students should indicate with an arrow the correct position of only. Corrected sentences follow.

- My group is reading only *Hatchet* by Gary Paulsen.
- Brian, the main character, is the only passenger on a small propeller plane.
- The pilot has a heart attack, and Brian is the only one left to fly the plane.
- When the plane crashes in the wilderness, Brian is stranded with only a hatchet for protection.
- I have read only the first chapter.
- Only I have read the first chapter.
- Payat has only one chapter left to read.
- Only Payat has one chapter left to read.
- Only Flora wants to read other books that Paulsen wrote.
- Flora wants to read only books that Paulsen wrote.
- She has been a member of only this group for the past week.
- She has been a member of this group for only the past week.
- Jake has read only the sequel to this book.
- Only Jake has read the sequel to this book.
- Jake has only skimmed the sequel to this book.

Lesson 11 Correcting Double Negatives

Answers will vary. Sample answers follow.

- My brother doesn't take any short bike rides. *or* My brother doesn't take short bike rides.
- Once he gets going, there is nothing that can stop him. *or* Once he gets going, nothing can stop him.
- I've tried to go with him, but I can hardly keep up. *or* I've tried to go with him, but I can't keep up.
- He can ride up that steep hill, but I have never been able to do that. *or* He can ride up that steep hill, but I haven't been able to do that.
- correct

6. My sister rode with him once, and she didn't have any trouble keeping up. *or* My sister rode with him once, and she didn't have trouble keeping up.
7. She said it took hardly any effort at all. *or* She said it took no effort at all.
8. *correct*
9. My brother insisted that she could ride no better than he could. *or* My brother insisted that she couldn't ride any better than he could.
10. Still, he hasn't ever asked her to ride with him since then. *or* Still, he has never asked her to ride with him since then.
11. Once, during a long ride, his tire popped and he hadn't brought a spare. *or* Once, during a long ride, his tire popped and he had brought no spare.
12. He was out in the country and didn't see a phone anywhere. *or* He was out in the country and didn't see a phone.
13. He had to walk fifteen miles because he couldn't get home any other way. *or* He had to walk fifteen miles, because he could get home no other way.
14. Nobody had ever seen him so upset.
15. He barely walks anywhere; he just bikes. *or* He walks nowhere; he just bikes.

Lesson 12 Using Active and Passive Voice

Exercise A

- | | |
|------------|------------|
| 1. passive | 6. passive |
| 2. active | 7. passive |
| 3. passive | 8. active |
| 4. passive | 9. passive |
| 5. active | 10. active |

Exercise B

1. Native American culture and traditions inspired *Spirit*.
2. active
3. *Spirit* features songs, chants, and Native American dances.
4. Buffet originally created the production for a PBS special.
5. Buffet also composed some of the music in the movie *Dances with Wolves*.
6. active
7. Filmmakers recorded the PBS special during *Spirit*'s premiere performance in Wisconsin.
8. A cast of incredible dancers and musicians brought the performance to life.

Lesson 13 Understanding Subject-Verb Agreement I

1. game begin; begins
2. girls comes; come
3. players is sitting; are sitting
4. rate have been; has been
5. sight make; makes
6. ankles is feeling; are feeling
7. Jesse is; correct
8. hours influences; influence
9. seconds is; are left
10. girls maintains; maintain

Lesson 14 Understanding Subject-Verb Agreement II

1. Everyone; singular; expect; Everyone expects a suspenseful game when we play the Warriors.
2. No one; singular; dare; No one in the bleachers dares to predict the outcome.
3. Each; singular; have; Each of our players has a unique style on the court.
4. Some; plural (refers to *moves*); are
5. One; singular; call; One of the coaches calls for a timeout.
6. Most; singular (refers to *quarter*); seem; Most of the second quarter seems like a blur of action.
7. All; plural (refers to *players*); is playing; All of our girls are playing harder than ever.
8. Few; plural; seems; Surprisingly, few of them seem tired.
9. Many; plural; appears; Many of the Warriors, however, appear to be faltering.
10. Nobody; singular; deserves

Lesson 15 Understanding Sentence Fragments

Exercise A

- | | |
|--------------|-------------|
| 1. subject | 6. subject |
| 2. predicate | 7. subject |
| 3. sentence | 8. sentence |
| 4. predicate | 9. sentence |
| 5. sentence | 10. subject |

Exercise B

Revised sentences may vary. Sample answers follow.

1. sentence
2. It has long canine teeth.
3. The average tiger lives about eleven years.
4. sentence
5. Some tigers can eat up to forty pounds of meat in one feeding.
6. The prey will last the tiger for several meals.
7. A Bengal tiger's night vision is excellent.
8. sentence
9. Bengal tigers are found in India, Bangladesh, Nepal, Bhutan, and Burma.
10. sentence

Lesson 16 Creating Simple and Compound Sentences

Exercise A

- | | |
|------|-------|
| 1. R | 6. S |
| 2. S | 7. C |
| 3. R | 8. R |
| 4. S | 9. C |
| 5. C | 10. S |

Exercise B

1. C
2. R; The doglike barks of a howler monkey resound in the rain forest; they can be heard for miles. *or* The doglike barks of a howler monkey resound in the rain forest, **and** they can be heard for miles. *or* The doglike barks of a howler monkey resound in the rain forest. **They** can be heard for miles.
3. R; Primates communicate in other ways, too; monkeys smack their lips as a friendly invitation. *or* Primates communicate in other ways, too. **Monkeys** smack their lips as a friendly invitation.
4. R; Chimpanzees regularly fight and make up; most disputes are resolved quickly. *or* Chimpanzees regularly fight and make up, **but** most disputes are resolved quickly. *or* Chimpanzees regularly fight and make up. **Most** disputes are resolved quickly.
5. S
6. R; Young members like to play and tease; it's fun and helps them learn the rules of the group. *or* Young members like to play and tease, **for** it's fun and helps them learn the rules of the group. *or* Young members like to play and tease. **It's** fun and helps them learn the rules of the group.

7. R; Some monkeys aren't just funny; they're funny-looking. *or* Some monkeys aren't just funny. **They're** funny-looking.

8. R; The proboscis monkey is named after its most prominent feature; the males have a huge, droopy nose. *or* The proboscis monkey is named after its most prominent feature. **The** males have a huge, droopy nose.

9. S

10. C

Lesson 17 Combining Sentences I

Answers may vary. Examples follow.

1. The story "Names/Nombres" is by Julia Alvarez, **and** it tells of her experiences after immigrating to the United States.
2. Alvarez's family was originally from the Dominican Republic, **but** they moved to New York City in the 1950s.
3. Julia Alvarez was known by many different names, **but** this bothered her only at first.
4. She was called Judy, Judith, or Jude, **for** no one could pronounce her Spanish name.
5. Her parents didn't want her to speak with an accent **or** stand out from her classmates.
6. Alvarez **and** her sisters often felt embarrassed by their relatives.
7. Did Alvarez's friends criticize her accent **or** style of dress?
8. In time, the girls became proud of their background, **so** they no longer minded being different.
9. Alvarez found that she liked to write stories **and** poems.
10. Julia Alvarez writes many stories about her native culture, **and** she is now a well-known author.

Lesson 18 Combining Sentences II

Answers will vary. Sample answers follow.

1. Developing pictures from one's own negatives can be satisfying.
2. Loading film onto a reel can be tricky.
3. During the developing process, light can spoil film.
4. After the developing stage, negatives need to be hung up to dry.
5. In the darkroom, the prints are made from the negatives.
6. Place the negatives carefully on a tray under the enlarger light.

7. Above the lens, there are various settings for the amount of light.
8. More light through the lens results in darker pictures.
9. There is a switch behind the enlarger that controls the light.
10. With careful attention to your camera's settings, you can take pictures that turn out well.

Lesson 19 Combining Sentences III

Answers will vary. Sample answers follow.

1. Claude Monet, a French painter, was a founder of Impressionism.
2. Boudin, a marine painter, encouraged Monet to paint outdoors.
3. Living in Paris, Monet was able to meet other experimental painters.
4. He was friends with Renoir and Pissarro, painters with new ideas about light and color.
5. Influenced by his friends, Monet concentrated on his lifelong objective, showing variations in light.
6. Monet rejected traditional approaches to painting, paying more attention to light than to structure.
7. His pictures of haystacks, painted at various times of day, show the effects of light on color.
8. The first Impressionist art show, a month-long exhibition in Paris in 1874, included twelve works by Monet.
9. Monet retired from Paris to Giverny in the 1880s, a favorable time for Impressionism.
10. Monet painted his last works, a series of canvases of water lilies, when he was nearly blind.

Lesson 20 Combining Sentences IV

Answers will vary. Sample answers follow.

1. Scott Joplin, who achieved wide popularity, wrote ragtime music for piano.
2. Charles Bolden was a pianist who played ragtime with improvisation.
3. Improvisation, which is music invented on the spur of the moment, led to the development of jazz.
4. The first jazz bands used interesting harmonies that they borrowed from ragtime.
5. Swing music, which often used solo improvisation, developed in the 1920s.
6. Louis Armstrong was a musician whose playing became influential.

7. Duke Ellington, who was one of the most important swing musicians, wrote in the New Orleans style.
8. Bebop is a style of jazz that evolved from swing and became popular in the 1950s.
9. The alto saxophonist Charlie Parker, whom some call the father of bebop, was an important musician of this time.
10. Bebop, which used complex rhythms and chords, brought a new intensity to jazz music.

Lesson 21 Combining Sentences V

Answers will vary. Sample answers follow.

1. Although gardening takes time, it can be very satisfying.
2. Flowers add beauty to their surroundings wherever they grow.
3. Plants can easily wilt and die when they are young.
4. Plants need the right amount of light and water as they grow.
5. Some plants do poorly if they get too much shade.
6. Weeds need to be cleared away so that seedlings can spread out.
7. Because mint plants grow fast, they can choke out other herbs.
8. Seeds send down roots before they grow above ground.
9. Sage plants will flower after they have been in the ground for a year.
10. Since pansies are hearty flowers, they grow well in cities.

Lesson 22 Creating Sentence Variety

Answers will vary. Sample answers follow.

1. When people hear that a severe storm is coming, they stock up on food and water. Carefully, they check that their flashlights are working.
2. Sometimes people are forced to stay at home during storms. They can't get to the stores to buy supplies.
3. In areas that flood easily, people are usually evacuated. They gather their clothes and valuables and seek shelter on higher ground.
4. Heavy rains can cause rivers to overflow, washing away cars, trucks, and even buildings. The wind and water can knock down utility lines, causing fires.
5. In 1993 a big flood in the Midwest left thousands of people homeless. Many farm animals and pets had to be rescued.

6. When people try to go back to their flooded homes to rescue their pets, they take a big risk. They often end up needing to be rescued themselves.
7. Andrew, Camille, Agnes, and Gilbert are the names of some of the worst hurricanes in history.
8. Although hurricanes are named after both men and women, they have been named after men only since 1979. Before that, they had always had female names.
9. In order for a hurricane to form, a number of atmospheric conditions need to exist over the ocean.
10. Today satellites can pick up signs that a hurricane may be forming, allowing weather forecasters to warn residents and help save lives.

Lesson 23 Revising for Parallelism

Answers will vary. Sample answers follow.

1. Do you know that a dishwasher is convenient and easy to use?
2. If so, you'll want to remember, thank, and learn more about Josephine Garis Cochrane.
3. Cochrane, a socialite in Shelbyville, Illinois, in the 1880s, loved throwing large parties and mingling with guests.
4. Although her china was a valuable family heirloom, she enjoyed using it herself and sharing it with others.
5. On the morning after one dinner party, she noticed that some of the china was chipped and cracked.
6. Cochrane was not used to washing dishes, cleaning up, or doing any housework at all.
7. *correct*
8. However, she quickly discovered that she hated scraping off leftovers, watching her hands shrivel up in the suds, and drying dishes with a towel.
9. One day she sat down, lost in thought, creative inspiration, and excitement.
10. It took her only half an hour to invent a machine that would hold dishes in a rack, spray them with soapy water, and clean them by the force of water pressure.
11. The rack could securely hold her plates, bowls, and glasses.
12. *correct*
13. Her friends, neighbors, and family were impressed by the first mechanical dishwasher.
14. Cochrane applied for and received her first patent in December 1886.

15. In most households in those days, the women washed all the dishes and the men earned all the money.
16. It was hard to convince those men to spend money on a dishwasher, even though it was a labor-saving, innovative, and useful device.
17. Cochrane decided to sell the machine to hotels, restaurants, and institutions.
18. In 1887 she sold dishwashers that could wash and dry 240 dishes in two minutes to the famous Palmer House hotel in Chicago.

Lesson 24 Using Transitions

Answers will vary. Sample answers follow.

1. The lobby was extremely crowded, **so** we left via the stage door.
2. My sister led the way. **Above us**, the dim stairway lights flickered eerily.
3. **Because** we didn't have to push through a crowd, we made a quick exit.
4. We managed to flag down a taxi, and **after ten minutes**, we arrived at the restaurant.
5. A line of people waited outside the restaurant. **However**, we walked right in.
6. We were seated immediately. **In addition**, we were given one of the best tables.
7. **First** I put on my glasses. **Next** I took a long look at the menu. **Finally** I made my choice.
8. **At the table next to ours**, a woman recognized my sister. She leaned over and asked for an autograph.
9. **Then** other people began to recognize her. **Suddenly** we were surrounded by strangers.
10. Richard and I disliked the interruptions, **but** they didn't bother my sister at all.

Lesson 25 Building Coherent Paragraphs I

Paragraphs may vary. A sample answer follows.

To begin, a surfer lies or kneels on her board and paddles out into the water. **Then** she watches and waits for a long, tall wave. **When** she spots a good one, she paddles toward shore, moving almost as quickly as the approaching wave. **Soon** the wave catches up and lifts the board, carrying it rapidly along. The surfer **then** pushes herself up to a standing position and rides down the wall of water.

Lesson 26 Building Coherent Paragraphs II

Paragraph 1

3. Less noticeable are two speakers, one on either side of the stage.

- 1 When you enter the auditorium, the first thing you notice is the piano at center stage.
- 4 The speakers amplify the sound picked up from the microphones.
- 2 Directly above the piano, spotlights and microphones hang from the ceiling.

Paragraph 2

- 3 From lower Manhattan, for example, you can take the B train north to 59th Street and Columbus Circle.
- 2 The answer depends on where you are.
- 4 Walk south from the 59th Street station to 57th Street.
- 7 Another way to get there, as the old joke goes, is to practice, practice, practice.
- 5 Once on 57th Street, head east along the southern edge of Central Park to the corner of 57th Street and Seventh Avenue.
- 1 How do you get to Carnegie Hall in New York City?
- 6 The Hall will be at the corner, to your right.

Lesson 27 Building Coherent Paragraphs III

Revisions may vary. A sample follows.

The cello and the violin are stringed instruments in the violin family. **Both** the violin and the cello have an hourglass shape and four strings. **Similarly**, both of these instruments are played with a bow.

However, the violin is much smaller than the cello.

Whereas the violin produces a fine, high-pitched sound, the cello produces a lovely low-pitched sound.

Unlike a cellist, who must sit to play the instrument, a violinist may choose whether to sit or stand.

Lesson 28 Building Coherent Paragraphs IV

- 2 Under ordinary driving conditions, the pendulum hangs vertically.
- 1 A seat belt detects dangerous conditions by means of a pendulum.
- 3 A sudden stop causes the pendulum to swing forward.
- 6 As a result, the seat belt keeps your body from moving forward.
- 4 The swing of the pendulum, in turn, causes a locking lever to be released.
- 5 The lever then engages a toothed wheel that locks the seat belt.

Lesson 29 Creating Unity in Paragraphs

The following sentences should be marked for deletion.

Exercise A

1. Some parts of the country stay humid in the winter.
2. On her wrist, she wore a woven bracelet.
3. Cheetahs are spotted and they run fast.
4. Washington left home at age fifteen.
5. He is over six feet tall.

Exercise B

Passage 1

A paragraph symbol should be inserted at the start of the fourth sentence (beginning “Begin by having an open conversation”) and seventh sentence (beginning “Once you’ve started to talk as a family”).

Passage 2

A paragraph symbol should be inserted at the start of the fourth sentence (beginning “We arrived at the entrance”) and seventh sentence (beginning “We spent what felt like hours”).

Lesson 30 Understanding Elaboration

Answers may vary slightly.

1. Examples; students might underline the second sentence.
2. Descriptive details; students might underline such words and phrases as “she was covered by a huge black umbrella,” “A white gardenia hung from her left ear,” “like an enormous fish or a shipwrecked lady,” “umbrella was useless,” “ripped in many places.”
3. Facts, statistics; students might underline “Already shut part of the time,” “hours reduced by 50 percent in the last five years,” “budgets further curtailed,” “threatened with continued cuts in staff and services,” “libraries have suffered more . . . than any other public service agency.”
4. Examples; students might underline “Cans, packages, and bottles have to be put on shelves,” “produce . . . has to be nursed along,” “hundreds of other details that the customers never notice—unless they aren’t done.”
5. Anecdote, statistics; students might underline “In Panama, entomologist Terry Erwin . . . collected insects . . .,” “he found more than 12,000 different kinds of beetles.”

Lesson 31 Elaborating to Persuade

Answers will vary. Sample answers follow.

1. It's a good idea for parents to pay their children for the chores they do. One reason is that the children get to learn what working for pay is like. In my own family, I get paid only for the chores I do. If I don't do them one week without a good excuse, for example, my parents simply don't pay me. I've learned that if I don't do the work one week, I won't have any money to spend for fun the next week. When my parents tell me that they have to balance their time and budget in much the same way, I feel as if I'm learning how to be more adult.
2. Our school should install vending machines for the students. When students skip breakfast—and they sometimes do—they lack energy during the day and can't concentrate in class. Lunch helps, of course, but not everybody has the same lunch period. Those with later lunch periods are unable to concentrate in a greater number of classes, and that's not fair. If students could buy healthful snacks from a vending machine, they could get the energy they need to function better during the day.
3. While the principal is deciding whether to renovate the auditorium or the gymnasium, she should keep in mind that our gymnasium receives much more wear and tear. Think of the floors. The stage of an auditorium and the court of a gymnasium both have floors made of wood, but are people dribbling basketballs, jumping, and running at full speed every period of the school day as well as weekends on the stage? No, of course they aren't. At most, they walk on it a bit to receive an award or to say their lines in a school play, or else they sit or stand in one place to sing or play an instrument. Finally, not only are people gentler with auditoriums, but they also use them less often.
4. One reason our student council should meet after school and not before school is that we'll get better attendance. When I was in the student council last year, we met before school. I can remember one time when only half of the council showed up. Most of the members who didn't show up weren't sick or on vacation or anything like that. They were just late. I know because I saw many of them later in the day. When I asked where they'd been that morning, some of them said they'd overslept, and others said they'd simply forgotten. If the council had met after

school, members would have been awake and around for other council members to remind them to go.

5. Our school district should decide not to add an extra hour of classes to our school day because our school day is already long enough. In addition to four core classes, which meet for fifty minutes every day, we have to take three additional classes and a gym class. Now, gym class might not have homework, but the three additional classes often do. Along with the homework we already do for the core classes, this all adds up to long nights of study. For some students, especially those who have after-school activities, there is just no time—either for the extra class or for the homework students would be expected to do.

Lesson 32 Finding Your Voice

Exercise A

1. C
2. A
3. B
4. B

Exercise B

Answers will vary. Sample answers follow.

1. When Mom and Dad told me I could go to the concert tonight with my best friends, Jay and Eva, I almost cried. I had to be home by ten, but still, I was so psyched! Just as soon as I gave Mom and Dad a hug to thank them, I got on the phone to tell Jay and Eva I'd be coming along.
2. If people on Earth could live on Mars, would they? I wonder. Would they ever call Mars home? Would they ever get used to seeing skies that are red, not blue? Instead of going off to every new place they can think of, maybe people here on Earth should first worry about cleaning up this planet and making it safe to live in.

Lesson 33 Understanding Figures of Speech

Exercise A

1. metaphor
2. simile
3. metaphor
4. personification
5. simile

Exercise B

Answers will vary. Sample answers follow.

1. I am sweltering, **a hundred pounds of butter** melting on the pavement.
2. The sound of her voice is as soft and melodic **as an old-fashioned love song**.
3. Maia is **a butterfly**; she flits from one thing to another.
4. Tiger lilies **dance happily** along the border of the walkway.
5. I scan the crowd **like a searchlight over the sea**.

Exercise C

Answers will vary. Sample answers follow.

1. In her right hand, she clutched a **tired** dishcloth.
2. First she flapped the dishcloth **like a fan**, trying to cool herself off.
3. Then she wrapped it around her head **like a bonnet** and jumped up and down.
4. Liza is **a restless kitten**, always looking for something to play with.
5. Suddenly, **as changeable as the wind**, she darted off, giving me a few moments of peace.
6. I lay back and looked up at the tree branches **stretching their arms to the sunny sky above**.
7. The branches spread **like lace** across the sky, softly filtering the sun.
8. I took deep breaths, letting the sun's warm rays soothe me **like a warm bath**.

Lesson 34 Punctuating Dialogue

Some answers may vary. Samples follow.

1. "Now you know why I couldn't wait to get here," said Esteban.
2. "Wouldn't it be wonderful to stay and watch the sunset?" Peter asked.
3. "I'd love to do that," said Gilda, "but we forgot to bring flashlights to guide us back down."
4. "Maybe you forgot to bring a flashlight," said Carol. "I never go hiking without one."
5. "Hooray!" cheered Gilda. "Does that mean we can stay?"
6. "Maybe we should ask Harry," said Ray. "He's the one who has to carry two backpacks."
7. "Oh, right," said Harry. "You know as well as I do that the race was a tie."
8. Did someone say, "It was a tie"?
9. "Ray, how can you say that? You were a mile behind me!"

10. Tan said, "I'm starving! Let's eat first and argue later, okay?"

Lesson 35 Revising Dialogue I

Answers will vary. Samples follow.

1. "I have some insect repellent if you'd like to use it," Iris offered helpfully.
2. "Ahhhhh," Debbi sighed, stopping to rub some on. "This will be a big help."
3. "Hey! Slow down, you guys!" the girls cried breathlessly. "Wait for us!"
4. "Look over there," Ray whispered, holding up his hand to hush us. "A rabbit."
5. "Oh! It's so cute!" Rachel cooed. "Wouldn't you just love to take it home?"
6. "It is home," Carol said sarcastically. "Wild rabbits belong in the wild."
7. "That was just an expression, Carol," Rachel replied defiantly.
8. "Sorry," Carol said apologetically. "I'm in a grumpy mood today."
9. "Come on!" Esteban barked. "We need to keep moving."
10. "You're unstoppable, Esteban," Debbi moaned. "Don't we ever get a break?"

Lesson 36 Revising Dialogue II

Answers will vary. Samples follow.

1. "Are you saying that I'm not as strong as you are?" Ray asked.
2. "I'd never say that," replied Harry. "I'm only trying to help a friend."
3. "Really?" asked Ray. "Tell you what. I'll race you to the top."
4. "It's a deal. Loser carries both packs back down the mountain."
5. Ray smirked. "I hope you're feeling rested."
6. "Don't be too smug," Harry crowed. "You're the one who's going to need a rest!"
7. "Okay, you guys," said Carol. "Knock it off."
8. "Let's go," yelled Esteban, hoisting on his pack and taking the lead.
9. "This fresh air feels great," Gilda exclaimed.
10. "I agree," Ray said. "I feel energized already!"

Lesson 37 Proofreading I

1. Our first customer was **Ricardo**. **He** bought three **muffins**.
2. "These **lemon poppyseed muffins**," he said, "**are** the best **I** have ever tasted."

3. "I didn't make them," said Tasha. "Aunt **Kitty** did."
4. Tasha's **aunt** loves to bake; she works at **Cellato's Pastry Shop** in **Exton**.
5. It's located on the corner of **James Street** and **Route 10**, just over the bridge.
6. She made three dozen **lemon poppyseed** muffins and five dozen **heart-shaped cookies**.
7. Students also contributed baked goods, such as **brownies, cupcakes, and pies**.
8. Everyone thought **Valentine's Day** was a great day for a **bake sale**.
9. One student bought a **heart-shaped cookie** for his **mom**.
10. The photographer for our school **newspaper**, the **Weekly Journal**, took a picture of us.
11. She said it would be featured on the **front** page of **Friday's** edition.
12. Our **geography** teacher said that my brownies were the best on this side of the **Mississippi River**.
13. I found a great recipe in the **winter** issue of **Brownie Lover's Magazine**.
14. Miss Orr's favorite treats were **Rafael's Mexican butter cookies**.
15. **Mr. R. W. Waugh**, our **principal**, had a weakness for the **blueberry coffee cake**.
16. Our biggest surprise came when **Mayor Brown** stopped by and bought a pie.
17. He had a meeting with the school **superintendent** and heard about our **bake sale**.
18. Jade and **I** worked all morning and sold almost everything on the table.
19. We had passes from **Ms. Hennelly**, excusing us from morning classes.
20. **I** said, "This was the best bake sale of the **fall**! **We** may have enough money for the **school dance**!"

Lesson 38 Proofreading II

1. C
2. **Kym**, Mary, and I suggested having a fundraising car wash in **April 2001**.
3. Adam protested at **first**, but then he agreed that it was a good idea.
4. "On what **day**," Mr. Baker **asked**, "would you like to schedule it?"
5. "I think that **Saturday or** Sunday would be best," said Kym.
6. I asked **Adam whether** he thought Saturday or Sunday would be better.
7. Thinking that people would want **clean cars** for the **weekend**, we decided on Saturday.

8. The date we chose was **April 14, 2001**, at ten in the morning.
9. We made a list of things we would need **soap, sponges, towels**, and buckets.
10. C
11. Fifteen **students**, four **parents**, and two uncles helped wash cars.
12. Five teachers, I'm **told**, also lent a hand.
13. C
14. Driving a different car each **time**, Mr. Sims stopped by three times.
15. "Mr. Sims, would you mind if I took a **quick spin** in your convertible?"
16. C
17. **Well**, by the end of the **day**, we had almost all the **money we** needed to pay for the dance.
18. After washing more than two hundred **cars**, we were completely exhausted.
19. C
20. Mr. **Levine**, our math **teacher**, said that it would be his treat.

Lesson 39 Proofreading III

1. **She'd** been to one at another school last year, and she had really enjoyed it.
2. We knew **we'd** need to get as many **kids** involved as possible for the festival to be successful.
3. "**Ricky's** mom runs a farm stand," Krista said. "Maybe **she'll** donate some strawberries."
4. "**I'll** organize the games," Sandy offered. "**I'm** good at that."
5. Levi suggested having a tug-of-war between the **boys** and the **girls**.
6. **Everyone's** favorite idea was the dunking booth.
7. Do you spell the word *strawberry* with two **r's** or one?
8. We needed folding tables, so I asked my mom if we could use some of **hers**.
9. James said his **dad's** band would play at the festival for free.
10. **They're** considered one of this **state's** best blues bands.
11. During the festival, I stood by my table and my friends stood by **theirs**.
12. I found **someone's** wallet on the ground beside the strawberry crates.
13. There was no **driver's** license, just three **5's**, two **10's**, and three **20's**.
14. "Is this **yours**?" I asked Mr. Murphy, since he had helped me stack the crates.

15. "Yes, **it's** mine," he said. "**I'm** lucky you found it."
16. "It looks as though **everyone's** having a good time," I commented.
17. I laughed at the expression on **Karen's** face as she fell into the dunking booth.
18. **You'd** never get me in one of those things.
19. **I'd** say, of all our **fundraisers**, the festival was the most fun.
20. Long before the day was over, we knew **we'd** earned more than we expected.

Lesson 40 Proofreading IV

Answers may vary slightly. Samples are shown.

1. The day before the dance, the committee had one final meeting.
2. What time can we begin decorating tomorrow?
3. C
4. I can't wait!
5. We'll have plenty of time to make things look nice.
6. C
7. Please tell me how to get there.
8. There will be four chaperones at the dance at all times.
9. Who's in charge of the music?
10. C
11. The community center requires that we clean up after the dance.
12. C
13. Did you invite anyone to go with you?
14. What a wonderful time we're going to have.
15. C