

*The
Ways
of
Written
English*

Louis Inturrisi

LINE

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*This book tells some things
the following people told me:*

*Dr. Robert Allen,
Teachers College,
Columbia University*

*Dr. Caleb Gattegno,
Educational Solutions*

*Linda Ann Kunz,
Hunter College*

and my former students.

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Introduction

English, like most modern languages, has a system for writing that is different from its system for speaking. People "shift gears" between these two systems all the time because certain ways of communicating seem right in one situation but out-of-place in another. As a result, people alter the kind of English they use to fit the situation, whether it be writing a letter, giving a speech to an audience, composing an essay for college, or talking to a friend on the telephone. This book is about some of the ways of communicating that are special to Written English.

Although Written English and Spoken English do essentially the same thing, that is, convey the ideas that one person has so another person can realize them, they each have their own ways. For example, there is no signal in Spoken English that does the job that paragraphing and capital letters do in Written English. Other differences are not so easy to recognize: when people write, they use certain words and certain kinds of sentences that they would not use when they speak. However, because most people learned the ways of Spoken English before they learned to write, they sometimes transfer the customs or rules of Spoken English to their Written English. For example, in a conversation, people don't use complete sentences all the time. Conversations are usually full of unfinished sentences, fragments of ideas, and sentences that run together or begin with one train of thought and end in a completely unrelated way. These are the accepted ways of Spoken English. But all of these things violate the customs or ways of Written English.

One reason Written English and Spoken English have different ways is that writing is always visible. This fact alone has a tremendous effect on the way people react to something that is written. Most people assume that something they can see should be more controlled than something they cannot see. A speaker's careless mistakes either go unnoticed or are excused. But a writer is expected to follow the ways of Written English closely and consistently.

Besides being visible, Written English is also permanent. This means that it can be criticized and changed. A speaker tells his ideas as they come to him, often in loose, unconnected ways and without any preplanning or organization, and people excuse a speaker's mistakes because they know he doesn't have much time to think about how he is going to say something. But people assume that a writer has had an opportunity to plan, organize and edit his writing, so they expect him to follow the established ways of Written English strictly. Only a few lucky people can follow the ways of Written English the first time they put their ideas down on paper. Most of us need several tries at it. With Written English we have a chance to avoid mistakes, organize our ideas in the most economical way and cut away unnecessary words so as to make our writing accessible to anyone who might want to read it.

In this book you will come across both new words and new ways. You will also notice that this book contains a lot of questions. Some of them

you will be able to answer right away; some you will need time to think about before answering; a few have no answer at all. A lot of things in this book you will find easy; some will be challenging. But if you give this book a sporting chance and make a real effort, you will discover that the ways of Written English are neither mysterious nor impossible, and what you discover can free you from confusion and guessing for the rest of your life.

June, 1980

Louis Inturrisi

Unit One: Spoken English and Written English

First Essay

Write an essay about one of the following topics:

TELEVISION

MONEY

CLOTHES

The purpose of writing this essay before you read Unit One is to help you get an idea of what you think Written English is. At the end of this unit you will have a chance to rewrite this essay.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

While you were writing your essay on page 2, what were you thinking about?
Grammar? Meaning? Words? Handwriting?

Make a list of all the things you have to be concerned about when you write something another person is going to see. Include even the things you do without thinking:

Make a list of all the things you have to be concerned about while you are speaking to someone. Include even the things you do without thinking:

Circle any item that appears in BOTH of your lists on page 4.

The items you circled on page 4 are the things a person has to be concerned with in both Spoken and Written English if he wants to do a good job.

The items not circled in your first list on page 4 are concerns of Written English only.

Which of the items not circled in your first list on page 4 do not take care of themselves automatically for you; in other words, which items do you have to stop and think about in order to get them right? List those items below:

SOME QUESTIONS TO THINK ABOUT

When you write something, do you do the same things you do when you speak?

When you have to write something, do you try to write what you would say?

How important is it for you to "capture" your exact words on paper?

Is writing for you only an imitation of speech? Is it like talking without the noise? Or is writing something else — something more and something different?

Read the two passages about Capital Punishment on the next page.

The first passage represents the kind of English where the author has been careful to shift gears so that it has the characteristics of Written English.

The second passage is Spoken English which has been "captured" in letters, or "Written-Down-Spoken-English."

Make a list of those things that make the second passage more like Spoken English than Written English:

Make a list of those things that make the first passage more like Written English than Spoken English:

Some of the following passages sound like Written English (in particular, expository writing), and others sound more like Written-Down-Spoken-English.

Circle the number in front of those passages that sound to you like expository writing.

1. The blackout brought out many of the city's shortcomings. The utility company should have had a better recovery plan for such an emergency. With the advanced technology this country has, there is no reason why this outrage had to last for twenty-four hours. The blackout also illustrated human negligence in that this vital service was not better protected. Finally, it reflected how little control or regulation the government has over the power companies.
2. Having a part-time or full-time job while attending college is an advantage. It makes a person financially independent so that he does not have to go to his parents for everything. Students with part-time jobs don't have to get loans to pay for their tuition. They can buy their own books and other school supplies with the money they earn.
3. Buying clothes is probably my favorite way to pass the time. When I walk into a clothing store and see the new fashions, I go crazy. It's really depressing, though, when I'm short of cash, which is most of the time.
4. Watching television has more disadvantages than advantages because it consumes a person's time, isolates him from his family and friends, and influences his actions in subtle ways.
5. I like to watch television because it relaxes me after I come home from work. My favorite shows are "One Day at a Time" and "Soap." Sometimes I watch the news, too.
6. Television's impact on the American public has grown steadily in recent years. At one time television sets were only owned by a privileged few. Nowadays almost every home in America has at least one television set. As a result, television is often used as a substitute for other activities which were once a vital part of our lives.
7. Money has always been a problem of mine ever since I was a little boy. I think that now I am finally beginning to really understand what money is all about.
8. I think I'm going to write about television. I don't really have much to say about television, but I think I know more about that than the other two topics, mainly because I watch a lot of TV every day. (I wish I still had the color TV that was stolen from me.)
9. Since the beginning of time man has found various ways to cover his body. The clothes that people wear today are the descendants of the leaves and animal hides that people used long ago to protect their bodies from the elements of nature. At that time clothes had only a practical purpose.

One of the things that helps make expository writing sound different from Written-Down-Spoken-English is that it prefers to use specific nouns rather than personal pronouns, such as you, they, and I, as the subject¹ of most sentences.

You is generally replaced by a person, an individual, the public, men, people, etc., and in more formal writing, by one.

- . You can't improve yourself if you don't want to work.
A person can't improve himself if he doesn't want to work.
People can't improve themselves if they don't want to work.
- . You have the right to decide about your own body.
A woman has the right to decide about her own body.
Women have the right to decide about their own bodies.
- . You shouldn't have to live with your parents until you are 21.
Teenagers shouldn't have to live with their parents until they are 21.

They as the active subject of a sentence is preferred less often than a passive sentence²:

- . They should pass a law against smoking in public. (active)
A law should be passed against smoking in public. (passive)

This is another way to make your writing sound less like a conversation and focus your reader's attention on the topic (smoking in public) instead of on a person or the author. A passive sentence does this job well because it makes the topic the subject of the sentence and gets rid of the personal pronouns.

I is in most cases unnecessary:

~~I think~~ Capital punishment should be abolished.

This is not to say that I can never be used in expository writing. It is sometimes used as the subject of a specific example used to support a statement:

Owning a car in the city is not economical. (statement) For example, I bought a new car six months ago, and I have had to pay over \$600 already for parking, garage rent, and repairs. I could have used that money for entertainment instead.

¹If you're not sure how to find the subject of a sentence, see page 108.

²If you're not sure how to form a passive sentence, see page 157.

Rewrite

Read the essay you wrote on page 2.

Does all of it sound like expository writing?

Have you followed all the customs outlined on page 12?

If your answer to these questions is no, rewrite your essay below and make all of it sound like Written English.

Blank lined paper for writing.

Unit Two: Statements and Details

Take any coin out of your pocket.

Write something about the coin on this page for ten minutes.

How did you organize the thoughts that came to you about the coin?

Did you describe the coin?

Could you have done something else besides describe it? What?

Could you have used the coin or only a part of it as a jumping off point for something besides a description — a short story, a poem, or an essay about the evils of money?

Were there any limits as to what you could write about the coin other than the limits that you placed on yourself?

What is the job of description in expository writing?

Is it enough to describe?

Suppose the topic had been "Television," or "Capital Punishment" instead of the coin; would you describe them also?

Would that be enough for expository writing?

In expository writing, description is only one side of a two-sided coin. All of the description and all of the details have to lead up to or support something else. They aren't enough in themselves. They are there only to support a statement which tells what all the description is for. In fact, the main concern of a writer of an expository essay is not the details or the description, but the significance of all the details and description.

Look back at the passages on page 11.

Can you find a sentence in each passage that sums up the whole thing?

Look at the three passages on page 21.

They are made up of two kinds of sentences: sentences that describe or give details, and one sentence, called a topic sentence, that tells what the whole thing is about. The topic sentence sums up all the details and answers the question, "So what?"

Underline the topic sentence in each of the following passages:

1.

Television has many uses besides entertainment. It can be used to educate people in schools and at home. It can provide security in banks and at airports. And, finally, it can help business and consumers through advertisement and information.

2.

Television has both advantages and disadvantages. Its advantages are its educational uses, its industrial applications, and its entertainment value. Its disadvantages are its impersonal nature, its consumption of time, and its potential for propaganda.

3.

It happened suddenly at 9:27. Darkness overcame the entire city. The heart of the big metropolis stopped beating. At first everybody was surprised and thought it would end in a short while. But, as the time passed, people began to get panicky. The cool air of air-conditioners ceased. People trapped in elevators found themselves in desperate situations. Later, in the less-privileged areas of the city, violence broke out. The police were not able to handle the violence. It was only the daylight that brought some calmness and peace to the city. A major blackout had turned the city into a powerless and vulnerable giant.

Is the topic sentence always the first sentence?

What are the advantages of it being first? Last?

What is the relationship between the topic sentences and the details in these passages?

If you remove the topic sentence from each of these passages, what are you left with? Is that enough for expository writing?

For each of the following passages, write a topic sentence (not a title) which sums up what all of the details are about.

1. A married person will get a job, a raise, or a promotion before an unmarried person. An unmarried person has to pay higher taxes and has more trouble getting credit cards. Furthermore, an unmarried person has more difficulty getting home insurance and loans.

2. A ham may be bought in a meat store or found operating a short-wave radio. The word run may mean a score in baseball or a defect in a woman's stocking. An arm may be either a part of the body or a weapon.

3. Doctors at Baylor Medical School have come to this conclusion after experiments with 47 volunteers. The volunteers were subjected to extreme conditions of cold and dampness in chilly rooms, cold baths and drafty places. Long exposure to these conditions had no effect. Damp, cold, wet environments neither changed the frequency nor affected the severity or duration of colds. It was only when the volunteers were exposed to common cold viruses that they actually caught cold.

4. Doors that shoot open on impact, poorly secured seats, the sharp-edged rear-view mirror, pointed knobs all over the instrument panel and doors, flying window glass — all these things show how deadly this instrument can become. A sudden deceleration can turn a broken steering wheel or the sharp edge of a dashboard into a lethal weapon. Going through a windshield can chisel a person's head into fragments. Even a flying seat cushion can cause a fatal injury. The apparently harmless glove compartment door has been known to unlatch at the time of a crash and guillotine a passenger.

*From Reading as Thinking: Paragraph Comprehension. Copyright © 1970 by Rudy Gedamke and Niel Kropp. Printed by permission.

Underline the topic sentence in the first passage at the top of page 7.

Look at the first paragraph of the essay you wrote in Unit One. Does it have a topic sentence? Underline it.

Is your topic sentence clear enough? A reader shouldn't have to search around for it or have to guess which sentence it is. It should stand out noticeably.

Can your topic sentence be improved? How does it sound? Does it sound like Written English or does it sound like Written-Down-Spoken English?

If you are not completely satisfied with your topic sentence, rewrite below the first paragraph of your essay from page 2, and give it a good, strong, clear topic sentence that sounds like Written English:

Second Essay

Write a 250-350 word essay on one of the following topics:

COMPUTERS

DISCO DANCING

MOTHERS

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

EDIT WHAT YOU'VE WRITTEN:

- . Does it sound like Written English?
- . Do you have a clear topic sentence in your first paragraph?
- . Are there some details in the essay that support your topic sentence?

Look back at the passages on page 7 and answer the following questions:

How many sentences are there in the first passage on page 7?

How did you count the sentences?

Where are the separations?

Who told you this information?

How do you know where the separations are when you can't see them — when a person is speaking, for example?

Read the following passage out loud and try to catch yourself when you notice a change. What do you do with your voice to indicate the changes?

Common table salt was not always so common. In fact, before the modern age, salt used to be quite precious. The Chinese were taxing it as early as 2000 B.C. The Romans imposed a salt tax to finance the Second Punic War. What do you think the Great Khan of Cathay used instead of gold coins? He used coins of salt marked with his seal. Do you know where the word salary comes from? It is derived from the Latin word salarium because part of the Roman soldiers' salary was paid in salt.

One of the major differences between Spoken and Written English is how things are separated: Spoken English uses the intonation patterns a person makes with his voice to signal the changes; whereas Written English relies on capital letters and punctuation marks to do the job.

In addition to how things are separated, expository writing is a lot stricter than Spoken English and other kinds of Written English about what things are separated.

In Spoken English any group of words can become a sentence simply by using the right intonation pattern.

In expository writing, however, the written signals alone aren't enough to make a group of words a sentence. In other words, you can't turn any group of words into a written sentence just by putting a capital letter at the beginning of the group and a period at the end of it.

Look at the second passage on page 7.

Is every group of words in that passage that begins with a capital letter and ends with a period a sentence?

In expository writing you have to be sure that whatever is between a capital letter and a period is indeed a sentence.

How do you know you have written a sentence and not just captured a group of words between a capital and a period?

Here is one way that has helped a lot of people:

Look at the following sentences:

1. Capital Punishment should be abolished in every state.
2. Should Capital Punishment be abolished in every state?
3. Where should Capital Punishment be abolished?
4. Let's abolish Capital Punishment in every state.
5. Abolish Capital Punishment in every state!

Each of these five sentences does a different grammatical job.

What is similar about sentences two and three? How are they different?

Which sentence gives a command?

Which sentence gives a suggestion?

Which sentence is a simple statement?

How do you know these things?

Can any one of the above five sentences be turned into any of the others without adding any new words to the sentence or subtracting any of the words already there?

For example, can the suggestion sentence (number 4) be turned into the command sentence (number 5) without adding or subtracting any words? Try it.

What do you have to do to the command sentence to turn it into a suggestion and vice-versa?

Can the information question (number 3) become a yes/no question (number 2) without adding or subtracting anything?

What must you add or subtract to change these two sentences into each other?

Only the statement sentence (number 1) and the yes-no question sentence (number 2) can be turned into each other without adding or subtracting any words.

Try it. Change the following statement sentence into a question that can be answered yes or no without adding or subtracting any words:

STATEMENT: *Television is an important source of information.*

YES-NO QUESTION: _____?

A TECHNIQUE TO CHECK YOUR SENTENCES

Changing a statement into a yes-no question is one technique of checking to see if what you have written is a sentence that follows the ways of Written English and not just a group of words. This way is foolproof and better than trusting your ear.

Any statement sentence in English can be checked this way, and if it doesn't turn into a yes-no question, it isn't a statement sentence. This is one of the beauties of the English language because it works consistently — but only for sentences that are statements. It doesn't work for command or suggestion sentences. However, most of the sentences in expository writing are statements.

Fill in the blank spaces to summarize the information in this unit:

*In Written English a statement sentence is a group
of words that begins with a _____
_____ and ends with a _____
It can be turned into a _____
without _____ or _____
any words.*

Which of the following are groups of words and which are statement sentences?

1. Capital punishment is an added expense for the taxpayer.
2. Because it is very cruel.
3. Which is what I said in the first place.
4. Punishing and killing do not prevent crimes.
5. For example, my sister's friend.
6. capital punishment is another form of murder.
7. Better than dying.
8. It must have a moral justification.
9. Even though people have a right to expect punishment.
10. It has already been abolished in some states

Make up twenty short questions that can be answered yes or no.
Start each question with a DIFFERENT word. Do not use the word
ought or contractions like don't or wouldn't.

1. *Is this the correct address?*

Underline the first word in each question you wrote on page 34.

These twenty words are called X-WORDS. Yes-no questions always begin with one of these twenty x-words. Ought, dare, and need also used to be x-words at one time, but have pretty much died out as the first word in a yes-no question. The same thing is happening in our time to one of the twenty x-words.

Which one sounds the strangest to you as the first word in a yes-no question?

These words are called x-words because of the X that can be drawn to show the difference in the word order between a statement sentence and a yes-no question sentence:

~~Cars~~ are a considerable source of pollution.
Are cars a considerable source of pollution?

The twenty x-words are very important in English. As you have already seen, they can be used to check statement sentences to make sure they conform to the rules of written English.

X-words have other important uses. For example, make the following sentence negative:

Lower taxes would cause inflation.

Is there an x-word in your negative sentence? Where did you put the negative words not or n't?

Turn your negative sentence into a yes-no question.

What did you do with the x-word? What did you do with the negative word?

Make the following sentences negative:

*He does speak French.
It has been written.
Sit down.
She was tired.
It is being sold.
They walked home.*

In each of the above cases, what did you attach the negative word to?

One of the jobs of x-words is to make a sentence negative.

Add n't to the end of each of the x-words at the beginning of the twenty questions you wrote on page 34.

Which ones can't you add n't to?

Mark each x-word in the passage below by putting an X above it like the example in the first line. You should find fifteen x-words.

*The Alaskan Pipeline**

The oil pipeline in Alaska will ^Xseriously damage the area. The pipeline of hot oil will inhibit animal movements. The oil is sure to spill some time and cause serious damage to the vegetation. Lakes and rivers are going to become irreversibly polluted.

There will be endless miles of big roads built. All these roads could seriously disturb the balance between animals and plants. In addition, the roads might attract cars, machines, and hunters. If the roads are built, it won't be long before they'll be lined with fast-food stores.

The pipeline is a dangerous tool of industrialization. People were satisfied with their lives before the pipeline came. With the installation of the pipeline, life has been completely changed. Is the pipeline really necessary? Shouldn't Alaska be left unchanged?

*This passage was adapted with permission from *10 Steps: A Course in Controlled Composition for Beginning and Intermediate ESL Students*, Gay Brookes and Jean Withrow, Language Innovations, Inc.; New York City, 1974.

Change each of the following sentences into a yes-no question.

Each of your questions must begin with one of the twenty x-words you found on page 34.

If you have any difficulty changing a sentence into its yes-no question form, see the explanations for each on the following pages.

1. [↓]Aren't [↑]there ~~aren't~~^X any seats left?

2. Everyone must pay the correct fare.
3. It's clear that they want better employee benefits.
4. All of the exams she has taken were very difficult.
5. The lady who was once an animal trainer has opened a pet store.
6. The doctor has just arrived, and he is preparing to operate.
7. Money means power to a lot of people.
8. Anna visited her sister in the hospital.
9. The lady walked and talked for three hours.
10. She thought about her old friends.
11. Yesterday I saw Jay and welcomed him back.
12. Most students wear jeans.
13. They do their own baking.
14. He has to go now.
15. A person who can impress an interviewer usually gets the job.
16. However, the situation could have been different.
17. Although they didn't win, they tried hard.

① Arent ^t there ~~aren't~~ ^X any seats left?

② Must ^e everyone ~~must~~ ^X pay the correct fare?

③ Is ⁱ it ~~is~~ ^X clear that they want better employee benefits?

④ Were ^a all of the exams she has ^X taken ~~were~~ ^X very difficult?

Sometimes a sentence will have more than one x-word. Only one, however, will sound right as the first word in a yes-no question.

Wrong: Has all of the exams she taken were very difficult?

⑤ Has ^t the lady who was ^X once an animal trainer ~~has~~ ^X opened a pet store?

Again there are two x-words in the statement (has and was), but only has will make a yes-no question that sounds like English.

Wrong: Was the lady who once an animal trainer has opened a pet store?

⑥ Has ^t the doctor ~~has~~ ^X just arrived, and he ^{is} ~~is~~ ^X preparing to operate?

When there are two subjects (the doctor and he) and two x-words (has and is), move both x-words in front of their subjects.

⑦ Does ^m money ~~means~~ ^X power to a lot of people?

At first there doesn't seem to be an x-word in this sentence. But actually, means is a shortened form of does mean. You can see this more clearly if you make the statement negative or emphatic. Then the x-word does will clearly appear:

negative: Money ~~doesn't~~ ^X mean power to a lot of people.

emphatic: Money does ^X mean power to a lot of people.

The same x-word can not be in two places at the same time, so don't forget to take the -s ending off the verb when you move does to the front to make the yes-no question.

Wrong: Does ^X money ~~means~~ ^X power to a lot of people?

⑧ Did Anna ~~visited~~^X her sister in the hospital?
visited = did visit

⑨ Did ~~The~~^t lady ~~walked~~^X and ~~talked~~^X for three hours?
walked = did walk talked = did talk

⑩ Did ~~she~~^s ~~thought~~^{think} about her old friends?

thought = did think

See page 198 for a list of irregular past forms.

⑪ Did yesterday I ~~saw~~^{see} Jay and ~~welcomed~~^X him back?

Time words like yesterday have to be moved farther back when a statement is turned into a yes-no question. They can fit naturally in more than one place.

⑫ Do ~~most~~^m students ~~wear~~^X jeans?
wear = do wear

⑬ Do ~~they~~^t ~~do~~^X their own baking?

do = do do

negative: They ~~do~~^X 't do their own baking.

⑭ Does ~~he~~^{he} ~~has~~^{have} to go now?

In American English: has = does have

⑮ Does ~~a~~^a person who can impress an interviewer usually ~~gets~~^X the job?

gets = does get

Wrong: Can a person who impress an interviewer usually gets the job?

16. Could however, the situation ~~could~~ have been different?

Whenever an x-word is followed directly by another x-word, always use the first x-word to make the yes-no question.

Words like however have to be moved farther back when making a yes-no question and can fit in more than one place.

17. Did Although they didn't win, they ~~tried~~ hard?

When turning this sentence into a yes-no question, move everything in front of the comma to the end of the sentence.

Only the twenty words which can start a yes-no question are x-words. Of these twenty only do, does and did are sometimes invisible and have to be pulled out of a verb.

makes = does make do + love = love does + go = goes

stops = _____ did + stop = _____ does + do = _____

does + play = _____ has = _____ have = _____

did + talk = _____ did + have = _____ do + do = _____

sang = _____ do + have = _____ did + do = _____

REMEMBER:

X-words never end in -ing and are never preceded by the word to.

Change the following statement sentences into yes-no questions in your head.

If you get stuck, the numbers in parentheses after each statement refer to a point of explanation on the preceding pages that may help you change the statement into a question.

1. Because it is a source of information, television has the power to influence public opinion. (17) (14)
2. Television can be an instrument of mass education, but it can also be an instrument of propaganda. (6)
3. Most people, however, turn to television for entertainment. (12) (16)
4. In addition, television gives a standardized message and helps to narrow the differences among regions, ethnic groups and between rural and urban populations. (16) (7) (9)
5. Other types of leisure activities declined when television was introduced. (8) (4)
6. However, advocates of television point to the possibility that television may stimulate new leisure activities. (16) (12) (4)
7. Since the introduction of television, social activities such as visiting friends and relatives — even conversation — have been decreasing rapidly. (17)
8. People participate in clubs less and spend less time on sports or personal hobbies. (12) (9)
9. Particularly for rural people, isolated as they are and relatively out of touch with the rest of the nation, television can provide a source of culture and a sense of unity. (17) (4)
10. Television provides an inexpensive source of entertainment for the sick, the home-bound, and the very young. (7)
11. Television absorbs time that might be spent just "hanging around" and shortens the amount of time that might otherwise be used for getting into trouble. (7) (4) (9)
12. Some say that television keeps the family together, but others say that it divides the family because family members don't talk to each other and may get into arguments over which programs to watch. (12) (6) (4)

In your head change each of the sentences in the following essay into a yes-no question. You may have to move some of the words around when you make the statements into questions, but you must **not** add or subtract any words. Remember that **three** of the x-words (do, does, did) are sometimes invisible.

There is one group of words that can not be turned into a yes-no question without adding or subtracting some words. Underline it.

Money

Making money is a game that is played by all people everywhere. A person who has money can buy almost everything — even respect and sometimes love. Most people try to get as much money as they can, and some don't care how they get it. Most people work for their money. They get a salary, and they spend it. Thus, making money is part of an endless cycle of gaining and spending. However, money is only a piece of paper. At one time in history, a rich person could be recognized by visible signs of wealth, such as land or animals. Nowadays wealth is based on less tangible signs, such as stocks, assets, and money in banks.

Money means power and respect for a country as well as for an individual. Money has a strong influence on the relations between countries. Before the price of oil started to rise, the Arab countries were relatively unnoticed. Now that situation has changed enormously, and every nation is anxious to have good relations with the Arabs.

It is an unavoidable fact of life that people have to play some kind of money game. Especially since everybody is doing it. However, money has to be kept in its place. It should not be made into an idol. Moreover, when the game of life is over, the money game will end. Then everyone will lose his or her money.

Using the essay you wrote in Unit One, turn each group of words in your essay that begins with a capital letter and ends with a period into a yes-no question. If you find a group of words that doesn't turn into a yes-no question, rewrite it so it will.

Third Essay

Write a 250-300 word essay on one of the following topics:

DREAMS

WOMEN

CHILDREN

TAXES

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

EDIT WHAT YOU'VE WRITTEN:

- . Does it sound like Written English?
- . Do you have a clear topic sentence in your first paragraph?
- . Can you turn all of your sentences into yes-no questions?

Unit 5

Patterns and Punctuation

Page 48 is
Missing

- ③ Rewrite your T,+T. sentence from the middle of page 48 again, but this time leave out the subject of the second trunk (they):

Cars

This pattern is called TRUNK WITH TWO VERBS (T=.).

Circle the two verbs in your sentence.

Make sure there aren't any commas in your sentence because a T=. pattern never needs a comma.

- ④ Write a short trunk about cars. Then write a second short trunk which continues the idea of your first trunk but adds some additional information about cars. Begin your second trunk with however:

Cars

However

This pattern is called a TRUNK LINKER TRUNK (T.L,T.). Put a comma after the linker word however. (A list of other linker words like however and their meanings is on page 195.)

- ⑤ Combine the following two trunks into ONE sentence by adding the word because:

T1: Television is a powerful invention.

T2: It influences many people.

Television

This pattern is called TRUNK SHIFTER (TS.). The shifter is the group of words that begins with because and ends with people. (A list of other words like because which introduce shifters is on page 196.)

Take out any commas you may have in your sentence because a TS. doesn't need any commas.

- ⑥. Reverse the order of the sentence you wrote at the bottom of page 49 so that the shifter part comes first:

Because

This pattern is called SHIFTER TRUNK (S,T.).

Put a comma between where the shifter ends and the trunk begins.

- ⑦. Rewrite the two trunks from number 5 as ONE sentence by putting the information from the second trunk into the first trunk. Use the word which and drop any words from the second trunk you don't need:

Television

This pattern is called TRUNK INSERT (T,I.).

Put a comma to show where the inserted information begins and another to show where it ends.

A Summary of the Seven Basic Sentence Patterns

TRUNK

A trunk is a simple statement without any extras. It must have at least a subject and a verb and must turn into a yes-no question without adding or subtracting any words.

Turn the following trunk sentences into yes-no questions in your head:

Welfare is a waste of taxpayers' money.

Television has three advantages: entertainment, education and employment.

Poverty and crime seem to increase and decrease in relation to each other.

Which of the following are trunks?

1. *Clothes tell a lot about a person.*
 2. *Television and radio have changed the world.*
 3. *The most important problem in the world today.*
 4. *Nuclear energy is not the hope of the future.*
 5. *Because oil is running out everywhere.*
-

Write a trunk about each of the following topics:

SPACE EXPLORATION: _____

_____.

TAXES: _____

_____.

DEATH: _____

_____.

TRUNK PLUS TRUNK

Any sentence that contains more than one trunk* is called a TRUNK PLUS TRUNK.

- . Welfare is a waste of everybody's money, and it should be stopped.
- . Space exploration is expensive, but it is an indispensable program.
- . Man is basically a violent creature, so wars will continue to exist.
- . Everyone creates his own heaven, or he creates his own hell.
- . Poverty is the major problem today; it must be dealt with first.

Underline the joiners between the trunks in the above sentences. (The joiners are four different words and in one case a punctuation mark.)

Try turning the groups of words on both sides of the joiners in each sentence into yes-no questions in your head.

How many yes-no questions can you make for each sentence? _____
Circle the commas in the first four sentences. Where are they?

Finish the following so that they have a T,+T. sentence pattern:

Smoking is a bad habit _____

Religion can make a person strong _____

We can choose to continue to be prejudiced _____

Nuclear energy has some disadvantages _____

Many people think that a college degree automatically brings a high-paying job _____

* Remember: a trunk is a group of words that can be turned into a yes-no question without adding or subtracting any words.

TRUNK WITH TWO VERBS

- . Welfare is a waste of everybody's money and should be stopped.
- . Space exploration is expensive but must be pursued.
- . Everyone creates his own heaven or creates his own hell.
- . Poverty is the major problem today and must be dealt with first.
- . Prices are rising and will continue to rise.

Underline the joiners in the above examples. Try turning the groups of words on both sides of the joiners in each example into a yes-no question in your head without adding or subtracting any words.

Which group of words can not be turned into a yes-no question — the group before the joiner or the group after it?

Why? What's missing from this group? _____

Are there any commas in this pattern?

Complete the following so that they have a T=. sentence pattern:

Smoking is a bad habit and _____

Television provides information but _____

We can try to solve the world's population problem or _____

Can you tell the difference between a T,+T. and a T=.?

How many yes-no questions can a T,+T. be turned into?

How many can a T=. be turned into?

Do both patterns use joiners? Do both need commas?

In which of the two patterns can a semicolon (;) substitute for a joiner word and the comma?

TRUNK SHIFTER

- *Money is important although it can't buy everything.*
- *Computers are valuable because they free men to do other things.*
- *Jogging can be good exercise if it is done correctly.*
- *The order of words is important in English.*

Underline the shifter parts in each of the above examples.

Shifters are a word or a group of words that can be shifted from the beginning of a trunk to the end of it without changing the meaning of the sentence.

The words remaining in each example after you have underlined the shifter parts should be trunks. This means you should be able to turn them into a yes-no question. Can you?

Are there any commas in a TS. pattern? _____

Add a shifter to the following trunks:

1. _____ *smoking should be banned.*
2. *Natural resources will run out* _____.

SHIFTER TRUNK

- *Yesterday the weather was rotten.*
- *In English the order of words is important.*
- *Since guns were invented, wars have increased.*
- *Because an embryo is not a person, abortion is not murder.*
- *If people don't stop wasting natural resources, there will be shortages.*
- *Although teenagers who commit crimes are underage, they should be prosecuted as adults.*
- *Wherever there is unemployment, crime is likely to increase.*

Underline the shifter parts in each of the examples above.

Do all the examples have commas? _____

Do all the shifters include a verb or an x-word? _____

Circle any verbs or x-words that are part of any shifters above.

What do the shifters that end with a comma include? _____

TRUNK INSERT

- . Television, which influences everyone, has advantages and disadvantages.
- . Marijuana, believe it or not, is not addictive.
- . Once a wealthy movie star, Mary Ryan now lives in poverty.
- . He learned to read backwards, which is an extraordinary accomplishment.

The group of words underlined in each example above is an insert.

Inserts add extra information or a comment to a trunk.

Inserts can come at the beginning (I,T.), middle (T,I,.) or end (T,I.) of a trunk as you can see from the examples above. (The trunk part of each example is the part that is not underlined.)

In every case, if an insert is removed from a sentence, the remaining words must make a trunk; that is, they must turn into a yes-no question without adding or subtracting any more words.

Circle the commas in the above examples.

Where are they?

When does an insert need two commas? When does it need only one?

The commas that set off inserts can sometimes be replaced by dashes or parentheses:

Marijuana -- believe it or not -- is not addictive.

Mary Ryan (the former wealthy movie star) now lives in poverty.

Write a T,I. about money:

Write an I,T. about miniskirts:

Write a T,I,. about a member of your family:

TRUNK LINKER TRUNK

- . Guns are dangerous. Unfortunately, a lot of people own them.
- . Cigarette smoke can harm nonsmokers. Therefore, smoking should be banned in public.
- . College costs are rising. Nevertheless, many people are enrolling in colleges.
- . Space exploration is expensive. However, it can not be avoided.
- . Racism is not dead. In fact, it is still very much alive.

Underline the linkers in the above examples. (A list of linkers is on page 195.)

How many capital letters and how many periods are there in each separate example?

Circle the commas in the above examples. Where are they?

Finish the following so that it is a T.L,T. pattern:

The president is doing a good job.

Write a T.L,T. pattern (two sentences) about movies:

Identify the sentence pattern of the following statements. Use the labels: T,+T. T. T,I. S,T. T=. T.L,T. TS.

1. _____ Capital punishment should be abolished in every state because it is little more than official murder.
2. _____ Television can be an instrument of mass education, or it can be used to brainwash the public.
3. _____ Although the government has spent billions of dollars on the space program, some people think it is a waste of money.
4. _____ Working part-time has both advantages and disadvantages.
5. _____ During a blackout people tend to act differently.
6. _____ Abortion is not murder if it is performed early.
7. _____ Taxes are rising and may go higher.
8. _____ Almost everyone is on some kind of diet these days.
9. _____ Television is boring, totally commercial and too passive.
10. _____ Smoking, which can cause cancer, is a reckless habit.
11. _____ Most people, however, turn to television for entertainment and for news.
12. _____ Divorce and remarriage are common occurrences today.
13. _____ A blizzard can paralyze traffic and endanger those who are hospitalized.
14. _____ Prisons don't do anything to rehabilitate criminals, so they become worse than before.
15. _____ Capital punishment is too severe. On the other hand, society has a right to expect punishment for laws that are broken.

Depending on how the following sentences are completed, a different sentence pattern can be made each time.

Identify the sentence pattern in each case.

1. Prices are rising rapidly. T.
2. Prices are rising, and nobody can do anything about it. _____
3. Prices are rising and will not stop. _____
4. Prices are rising because materials are becoming scarce. _____
5. Prices are rising. Nevertheless, salaries are not rising. _____
6. Prices are rising, especially the price of beef. _____
7. In spite of what the President said, prices are rising. _____

Using running (a form of physical exercise) as your subject, write below one example of each of the seven basic sentence patterns.

Identify each pattern with its proper label.

1. Running is good exercise. T.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.

Combine each pair of trunks below into a T,+T. pattern using the joiners: and, but, or, so, or a semicolon.

1. *Adoption is a long difficult process.*
It is worth the time and effort.

2. *Abortion ends a human life.*
It is murder.

3. *The rate of unemployment increases.*
The crime rate increases, also.

4. *Most individuals are trying to conserve energy.*
A few people continue to waste it.

5. *Nobody knows exactly when a human life begins.*
Abortion within the first months of pregnancy isn't murder.

6. *Guns may be outlawed.*
Crimes will increase anyway.

TRUNK WITH TWO VERBS: Whenever the subjects of both trunks in a sentence are the same, it is possible to change a T,+T. pattern into a T=. pattern simply by dropping the comma and the subject of the second trunk:

Adoption is a long difficult process~~x~~ but ~~x~~ is worth the time and effort.

CHANGE THE SENTENCES YOU WROTE ABOVE FROM T,+T. TO T=. WHENEVER POSSIBLE BY CROSSING OUT THE COMMA AND THE SUBJECT OF THE SECOND TRUNK.

Use the pairs of trunks from page 59 and those given below and combine each pair into ONE sentence that is a S,T. or TS. pattern.

1. *Although adoption is a long, difficult process,
it is worth the time and effort.*

2.

3.

4.

5.

6.

7. We can criticize other governments.
We must make sure our own is without fault.

8. The prices of some products keep rising.
People shouldn't buy them.

9. Stop child abuse!
Neighbors must report parents who beat their children.

Combine each pair of sentences below into ONE sentence according to the patterns shown. DO EACH PAIR THREE DIFFERENT WAYS.

- A. Adoption is a long, difficult process.
It is worth the time and effort.

1. TS. _____

2. T,+T. _____

3. T.L,T. _____

- B. Some people have lost faith in legal marriages.
Legal marriages are being replaced by looser arrangements.

1. S,T. _____

2. T,I. _____

3. T.L,T. _____

- C. Most big cities in the world today are polluted.
Some big cities are more polluted than others.

1. T,+T. _____

2. T.L,T. _____

3. S,T. _____

Shifters and Inserts

- Shifters can shift from before a trunk to after it without changing the meaning of the sentence:

Although he was tired,

HE KEPT ON TRYING*

although he was tired.

- Shifters provide some kind of background information for a trunk: the time, the place, the reasons, the conditions, etc:

Two weeks ago THE LIGHTS WENT OUT
On all of Oak St. " " " "

Due to a power failure " " " "

Because the power failed, " " " "

- It is not necessary to put a comma between a trunk and an end shifter. There may be a comma between a front shifter and a trunk, especially when the shifter contains a verb or an x-word, or is a long introductory phrase.

THE DOOR OPENS when the wind blows.

Yesterday THE WEATHER WAS FINE.

Although he likes wine, HE CAN'T AFFORD IT.

- Inserts can NOT shift around a trunk without sounding strange:

Once a famous star,

SHE LEFT THE MOVIES,

once a famous star.

- Inserts provide extra information or make a comment on a particular part of a trunk. They can be removed without changing the meaning of the trunk:

COFFEE, which contains caffeine, IS ADDICTIVE.

JACK LOVES CAKE, especially the frosting.

- There is always some kind of punctuation on both sides of an insert:

JIM, whose book you read, LIVES OVER THERE.

ENGINEERING, not an easy job, IS MY GOAL.

THEY FOUND DIAMONDS (about \$50,000 worth) IN HER BAG.

JIM LOVES PIE, especially the crust.

Circle the label at the right which describes each sentence pattern:

- | | | | |
|---|----|----|----|
| 1. Crime is increasing in the inner city. | ST | TS | TI |
| 2. Many people are moving out of big cities, especially the middle class. | ST | TS | TI |
| 3. Years ago living together before marriage was unheard of. | ST | TS | TI |
| 4. In spite of the risks involved, many people take drugs. | ST | TS | TI |
| 5. Many people drink out of habit, not for the taste. | ST | TS | TI |
| 6. Compared to other countries, America has a lot. | ST | TS | TI |
| 7. Urban crime, having a lot to do with poverty, is a complex issue. | ST | TS | TI |

* The groups of capitalized words in these examples are trunks.

The same word in English can be a linker or an insert depending upon which position it fills in a sentence.
The linker position is always at the beginning of a second trunk — never in the middle of a trunk.
Inserts, however, can be found at the beginning, end and middle of a trunk.

Add however to the following examples:

1. The cost of education keeps rising. _____,
many people are enrolling in colleges.
2. The cost of education keeps rising; _____,
many people are enrolling in colleges.
3. The cost of education keeps rising. Many people, _____,
are enrolling in colleges.

In which sentence did you add "however" to the middle of a trunk?

In this example, however is an insert since it fills a position in the middle of a trunk.

In the other two examples, however is a linker since it fills a position at the beginning of the second trunk of a sentence.

Combine each pair of sentences below into ONE sentence according to the patterns shown.

Racism in America is decreasing.
There are still many forms of discrimination.

1. T;L,T. _____

2. T.L,T. _____

3. T, I,. _____

Drugs destroy a person's body and mind.
Drugs can cause drug-related crimes.

1. T;L,T. _____

2. T,I,. _____

1. Write a T,+T. about television: _____

2. Write a T=. about pollution: _____

3. Write a T:. about this city. End it with a list that includes at least three items.*

4. Write a S,T. about marriage: _____

5. Write a T;L,T. about guns: _____

6. Write a T,I. about teenagers and sex: _____

7. Write a TS. about astrology: _____

8. Write a T;T. about disco dancing: _____

9. Write a T,L,I. about running: _____

10. Write a T=. about politics: _____

11. Write a T,I. about marijuana. Use parentheses: _____

12. Write a T,I. about divorce. Use a dash: _____

*Use a colon (:) when you want to end a trunk with an explanation or a list of at least three items. In either case, the group of words in front of the colon must be a trunk: it must turn into a yes-no question.

Inserts and Commas

Inserts give interesting but not essential information about a part of the trunk:

Mrs. Brown, who is my neighbor, knows how to fix cars.

Or an insert inside a trunk can make a comment about the trunk:

Street gangs, believe it or not, are on the rise again.

In both examples above, the sentences make sense with or without the inserts. Inserts, then, are something extra added to a trunk.

Sometimes, however, a group of words may look like an insert but is in fact not an insert because the information given by the group of words is necessary to fully identify the subject:

Teenagers who commit crimes should be treated as adults.

Read the above sentence without the underlined words. Has the meaning changed? Are there any commas in the above example?

Decide whether the underlined words in the following examples are inserts or groups of words necessary to identify the subjects of each sentence. Put commas before and after those that are inserts.

1. People who talk too much annoy him.
2. A person who is walking in the park alone at night is in danger.
3. Abortion which many people support is a controversial issue.
4. The Blackout which hit the city last year could have been avoided.
5. A lot of people on the other hand support nuclear energy.

Finish the following so that they add information necessary to identify the subjects more completely:

1. Criminals who _____ should receive capital punishment.
2. Drugs which _____ may drive a person to commit crimes.
3. Discos where _____ can damage a person's hearing.

Finish the following so that they add extra information or a comment which can be removed without destroying the sense of each sentence:

1. Criminals, who _____, should receive capital punishment.
2. Drugs, which _____, may drive a person to commit crimes.

All of the commas have been removed from the following passage. Fill in all the necessary commas. Don't rely on pauses from spoken English and don't guess.

Above every comma you add, write one of the following six rules:

T+T

ST

TI

LT

LIST

"Q"

Beards

Men grow beards for specific reasons. Some men say that a beard makes them feel more virile but others admit that it may have something to do with insecurity. A woman who has been married to three different men with beards says "Sometimes they want to show something; sometimes however they want to hide something."

Men usually grow beards when they go through changes. "They could be good or bad changes" says one man who grew a beard when he wasn't getting along with his wife. As soon as things change these men usually abandon their beards.

Another reason men grow beards is because their hair is thinning and they want to make up for it. Furthermore a beard gives them something to play around with instead of styling their hair.

Most men will deny any underlying reason for having or growing a beard. On the contrary they will attribute it to hating to shave or being on vacation or forgetting their razors.

Making a decision to grow a beard is easy but the process is not. In order to grow a beard a man has to suffer through at least eight days of discomfort from itchiness and unsightly stubble while the new beard takes shape. However there are a few ways to ease the discomfort. First rub moisturizer into the beard to soften the skin. Next dust with talcum powder to prevent itching. Finally consult a good barber for advice. In about eight days there will be little or no itching and a man can look forward to a beard that he can be proud of.

Just as the letters of the alphabet are combined to make words, or the numbers from zero to nine are combined in math, so it is possible to combine the seven basic sentence patterns into complex sentence patterns such as S,T,+TS. or T,I,L,T=. and so forth.

Identify the complex sentence patterns of each of the following examples. The punctuation and the joiners should give you some clues.

- _____ 1. *The President made his decision, and the Cabinet acted when he announced it to the public.*
- _____ 2. *When the decision was made, the account was closed, but a few people still questioned the action, according to the newspaper reports.*
- _____ 3. *The salesmen and their clients are conferring and will then deliver their answer, so we must wait for their reply.*
- _____ 4. *Later that same day, when he returned from his office, after he had read his mail, Mr. Clark locked his door because he wanted to be alone.*
- _____ 5. *The calculation of a surrender value is admittedly a complex affair and involves the skills of professionals, whoever they may be, with a high degree of expertise.*
- _____ 6. *The computation has already been completed, so if you read your policy, you will find that it includes some tables of cash reserves, e.g., the one on the bottom of page 156.*
- _____ 7. *The right to have an abortion — which every woman possesses — is a right that can never be taken away; unfortunately, some groups are attempting to make the exercise of this right difficult and want to prevent all abortions because they want their special beliefs to dominate.*

When you read something, are you ever aware of sentence patterns?

When you write something, do you ever think about sentence patterns, or do you only think about what you want to say? Can you do both?

Are you aware of the fact that the way you have written a sentence isn't the only way that sentence can be written? There are choices. Do you ever take advantage of the choices Written English has?

One of the big differences between writing and speaking is that writers usually have more time to choose the kinds of sentence patterns they use. Furthermore, in good writing a reader expects to see evidence that a writer has made some selection from among alternatives. The alternatives are the seven basic sentence patterns and how they are combined.

The passage below needs a lot of editing because the sentences don't show much variety: almost all of them are trunks. Rewrite the passage on a separate piece of paper and combine the sentences in the ways suggested by the pattern labels in the instructions at the bottom of the page. You can drop any words you like as long as you keep the same basic information. You may also have to add some small words such as by, and, which, etc.

Computers

¹Electronic circuit technology has been developed to a high degree. ²There have recently appeared many new complex and powerful machines. ³These machines are changing people's lives in a quiet and unsuspected manner. ⁴The machines with electronic brains are undoubtedly the most extraordinary. ⁵They are called computers. ⁶They will revolutionize our lives. ⁷They will relieve us of monotonous and repetitive work. ⁸They will increase our leisure time. ⁹The first computers were developed during the early forties. ¹⁰They were built to solve scientific problems. ¹¹They quickly demonstrated their other capabilities. ¹²They were not expected to be so successful. ¹³They have proven to be the invention of the century. ¹⁴Computers have many advantages. ¹⁵Their speed is especially an advantage. ¹⁶In less than a second they can solve complex problems. ¹⁷These same problems would take human beings hours, weeks, or even months to solve. ¹⁸We can not compete with these electronic geniuses. ¹⁹We can only use them wisely. ²⁰We can do something in addition. ²¹We can reject their potential for control by pulling their plugs.

1. Combine sentences 1, 2, 3 into a S,T,I.
2. Combine sentences 4, 5, 6 into a T,I,+T.
3. Combine sentences 7 and 8 into a T=.
4. Combine sentences 9, 10, 11 into a I,T,+T.
5. Combine sentences 12 and 13 into a T;L,T.
6. Combine sentences 14 and 15 into a T,I.
7. Combine sentences 16 and 17 into a STI.
8. Combine sentences 18 and 19 into a T,+T.
9. Combine sentences 20 and 21 into a L,TS.

Edit the following essay by combining the sentences whenever possible so that there is a greater variety of the seven basic sentence patterns.

Mothers

A child is taught everything by his or her mother. In every child's life the mother plays the most important role. Most things that a child does reflect back on the mother. She has a heavy burden to bear in society. Yesterday's mothers are not the same as today's. Mothers today do not give their children individual attention.

Mothers in the past were more patient and understanding. They didn't work. They stayed at home with their children. They had more things to do around the home. They also found time to teach their children right from wrong. They showed more love and affection for their children. They tried to keep them safe and secure.

A lot of mothers today are working. They don't have time for their children. They don't care what happens to them. They don't pay any attention to their problems. Their children are forming bad habits. Some of them are dropping out of school. Some of them are getting in trouble with the law. Their problems have to do with sex, drugs, and stealing.

A lot of crimes are being committed today by children. These crimes used to be committed only by adults. This is happening because of a lack of discipline in the home. This is happening because mothers today do not know what their first responsibility is. It is to take care of the children they have given life to.

Rewrite

Look back at the first two paragraphs of one of the essays you wrote on pages 15, 24, or 44. Identify (by labeling them) the patterns of each of the sentences in the first two paragraphs of one of these essays. Look critically at the kinds of sentences you've chosen.

Can any of them be improved by changing the sentence patterns?

Can any of them be combined?

Rewrite the first two paragraphs of the essay you chose. Try to have at least one example of each of the seven basic sentence patterns as part of your two paragraphs. Identify the sentence patterns you use.

EDIT WHAT YOU'VE WRITTEN:

- . Check every comma in what you've written above.
- . Above each comma write one of these six comma rules:

T+T LT ST TI LIST "Q"

- . If you cannot justify a comma with one of the above rules, remove it.

Unit Six: Fragments and Run-ons

Which does a person do more of — SPEAK or WRITE?

The fact that most people speak a great deal more than they write has a tremendous influence on how a lot of people write. Very often the habits that a person has from spoken English are so much a part of him that the habits transfer to his writing.

As was pointed out in Unit 5, spoken sentences and written sentences can be very different. Our conversations are full of unfinished ideas, fragments of sentences and sentences that run together. In expository writing, however, we are expected to write complete sentences all the time. Take the following example:

We should go there because they have a good band.

If you were saying this sentence, where might you pause?

If you were writing this sentence, would you put a period after there and begin a new sentence with because?

We should go there. Because they have a good band.

Is there any way to check these sentences to see if they work as written sentences, other than saying them to see if they sound all right?

Turn the first group of words, beginning with we, into a yes-no question:

?

Turn the second group of words, beginning with because, into a yes-no question without adding or subtracting any words:

?

Could you turn both groups of words into yes-no questions without adding or subtracting any words?

The group that you could turn into a yes-no question is a trunk; the group you could not is a FRAGMENT. A fragment may be a spoken sentence; in fact, it often is, but, as yet, it has not received wide acceptance in our culture as a written sentence, especially in expository writing, which is always much stricter than Spoken English.

Why is turning your words into a yes-no question a much surer way of spotting a fragment than reading over what you've written and saying the words to yourself?

Which of the following are sentences (which can be turned into yes-no questions) and which are fragments? Underline the fragments.

1. *Buying a lot of clothes.*
2. *Because of the increase in crimes.*
3. *In order to prevent disease.*
4. *For example, the prices of beef and coffee.*
5. *Selling weapons to other countries will endanger world peace.*

You can correct a fragment in two ways:

1. Add to it so it does turn into a yes-no question.

Fragment: *Running around the park.*

Correction: *Running around the park is good exercise.*

Check: turn it into a yes-no question.

Is running around the park good exercise?

2. Attach it to a trunk (something that will turn into a yes-no question):

Fragment: *Running around the park.*

Correction: *Running around the park, he was very happy.*

Yes-no question: *Was he very happy running around the park?*

In this case, what has the fragment become? _____

Correct the four fragments in the exercise at the top of this page:

1. _____
2. _____
3. _____
4. _____

Can you turn each of your sentences into a yes-no question? Try it.

Besides using fragments, another habit from Spoken English that can interfere with Written English is the habit speakers have of running their sentences together. We can't see the boundaries between sentences in speech, so nobody much cares about them. But in writing, the boundaries between sentences have to be clearly indicated.

If you find you have written a group of words that can be turned into more than one yes-no question, and there is only a comma or nothing between the trunks (the groups that will turn into the yes-no questions), you can tell that you have written a RUN-ON sentence:

It was raining, she decided to return home.

Make as many yes-no questions as you can from the above example:

If you can make more than one yes-no question out of the above example, then you must have a joiner word (and, but, so, or/nor) or a semicolon between the two groups that can be turned into yes-no questions. Without this joiner between the two trunks you will not have written a sentence that follows the ways of Written English.

Which of the following are T,+T. and which are run-ons? Underline the run-ons.

1. *Racism is not really decreasing, it is only changing.*
2. *Single parent adoption is permitted in some states, so many bachelors are becoming fathers.*
3. *A lot of people take drugs, they think the drugs will help them solve their problems.*
4. *Factories have to do something about air pollution, or cities will become death traps.*
5. *Felicia wants to learn Chinese, she really enjoys foreign languages.*

You can correct a run-on in five different ways:

1. Add a comma and a joiner word (and, but, or, so) between the two trunks:

Run-on: *It was raining she decided to return home.*

Correction: *It was raining, so she decided to return home.*

2. Substitute a semicolon for the comma and the joiner:

It was raining; she decided to return home.

3. Put a period at the end of the first trunk and start the second trunk with a capital letter:

It was raining. She decided to return home.

4. Change one of the trunks to a shifter:

Since it was raining, she decided to return home. (S,T.)

OR:

She decided to return home because it was raining. (TS.)

5. Put a period at the end of the first trunk and add a linker to the beginning of the second trunk:

It was raining. Therefore, she decided to return home.

Correct each of the following run-ons in two different ways:

1. Racism is not really decreasing, it is only changing.

a. _____

b. _____

2. A lot of people take drugs, they think they will help them.

a. _____

b. _____

3. Felicia wants to learn Spanish, she really enjoys foreign languages.

a. _____

b. _____

4. Taxes are too high nobody can pay them anymore.

a. _____

b. _____

All of the following examples are about living in the city versus living in the country. None of them is an acceptable Written English sentence because all of them are run-ons.

Correct each of them according to the sentence pattern suggested.

1. Country people are more trusting than city people, they know one another better than city people do.

TS.

2. They are not so independent, they will help a person when he needs it.

T.T.

3. Life is slower in the country, there are many opportunities for forming lasting friendships.

T,+T.

4. No one is ever abandoned, someone will always see how a person is getting along.

T;T.

5. This can be very comforting, it can also be annoying.

T,+T.

6. Everyone knows everyone else's business in the country, therefore, a person can not have any privacy.

T;L,T.

7. Strange or uncommon behavior has to be avoided, a person's neighbors might talk about him.

T,+T.

8. City life, on the other hand, is completely different, a person could easily be forgotten in a big city.

T,I,i;T.

[illegible]

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

EDIT WHAT YOU'VE WRITTEN:

- . Does it sound like expository writing?
- . Did you make a clear statement about the topic in the first paragraph?
- . Start with the last sentence of your essay and read the essay backwards, sentence by sentence.
 - . Does every sentence turn into a yes-no question? Correct any fragments.
 - . Does every sentence that you can turn into more than one yes-no question have a comma and a joiner between the trunks? Correct any run-ons.
- . Is there a variety of sentence patterns?
- . Can any of your sentences be improved by changing the sentence patterns?
- . Can any of your sentences be combined?

Unit Seven: Margins and Manners

*Abortion: An Intelligent Solution to the
Problems of Overpopulation and Despair*

1 Abortion, the termination of an unwanted pregnancy, should be made
2 legal in every country because of the following reasons: 1) a woman has the
3 right to make a decision concerning her own body and her own life; 2) an
4 unwanted baby may not receive proper care and affection; 3) abortion is an
5 intelligent method of birth control in an increasingly overpopulated world.

6 Many people approve of abortion under certain circumstances. Some
7 approve of abortion if a woman's life or health is endangered by her preg-
8 nancy; others recommend it when there is danger that the child will be born
9 with a serious mental or physical defect. They also approve of abortion
10 when pregnancy has resulted from rape. A woman has the right not to bear a
11 child in these situations. Making abortion legal on demand will reduce the
12 number of illegal abortions which can cause serious illness or even death
13 because they are often performed by unskilled persons.

14 Moreover, an unwanted baby may not receive as much good care and love
15 from its mother as a baby that is wanted by both parents. The result may be
16 an unhappy childhood which can leave the child with permanent psychological
17 damage. In addition, an abortion may be necessary when a family is not eco-
18 nomically able to care properly for another child. The cost of raising
19 and educating a child has to be taken into consideration, as well as the
20 emotional satisfaction that may come from having a baby.

21 Finally, abortion is a humane and intelligent method of birth control.
22 When an abortion is performed before two or three months of pregnancy has
23 passed, the fetus, which is totally dependent on its mother, can not be
24 equated with a complete human being with the same feelings and awareness.
25 Therefore, it is not entitled to the same rights normally given to humans.
26 The present world population is expected to reach 10 billion by the year
27 2000. Feeding these people properly without running out of the natural
28 resources we have is a moral issue that calls for some kind of birth control.

29 In conclusion, it is easy to confuse abortion with murder because of
30 the emotion involved in a situation concerning a child. A person can get
31 stuck too easily on this part of the problem and lose sight of the other
32 important issues involved, namely, a woman's right to her body, the plight
33 of an unloved person and the horror of starvation. In the long run these
34 are the issues which, if overlooked, will lead to greater despair.

Because written language is always visible, customs have evolved in all cultures governing the way words are put down on a piece of paper. In some cultures this means proceeding from top to bottom and in others from left to right. There are also customs for margins, paragraphing, hyphenation, etc., that are followed by most educated people in this culture, especially in expository writing. These are the good manners of Written English. Page 86 illustrates some of the good manners of Written English.

Look first at the amount of white space on page 86. The white space that frames the printed matter is divided into four margins.

Which is the widest of the four margins? Left? Right? Top? Bottom?

Approximately how wide are the other three margins?

Look at the left margin. Ignoring the numbers, do all of the printed lines start from the same point?

Skipping the title, write five words below which start at a different point from all the other words on the page:

How many spaces from the left margin do these words begin?

This is called indentation: the first word of the first line in each paragraph has to be indented an equal number of spaces from the left margin.

What does indentation accomplish?

How many spaces are there between sentences?

How many empty lines are there between the lines in a paragraph?

How many empty lines are there between paragraphs?

Look at the title.

Are any of the words in the title underlined?

Are there any quotation marks around the title?

Is there a period at the end of the title?

Are all of the words in the title capitalized?

Which is the first word in the title that is not capitalized?

This is a preposition. The first letter of a preposition in a title is not capitalized unless the preposition is the first or the last word in a title. Some long prepositions like between and underneath are usually capitalized.

What is the next word in the title that is not capitalized?

This is an article. There are only three articles: a, an, and the. Articles are never capitalized unless they are the first word in the title or the first word after a colon, as is the case with the second word in the title on page 86.

What is the last word in the title on page 86 that is not capitalized?

This word is a joiner. The other joiners are but, so and or/nor. Joiners are never capitalized unless they are the first word in a title.

All the other words in any title are supposed to begin with a capital.

Which two numbers from the fourth paragraph are written in letters?

What number from the same paragraph is written in numerals?

What number from the same paragraph is a combination of a numeral and a word?

In formal writing the numbers one through ten are written out as words: "three," "five," etc. All other numbers are usually written as numerals: "29," "486," "1980." Some exceptions are: dates (April 1) addresses (4 Williams St.); pages and chapters of a book (Chapter 1, page 23); avenues (Fifth Avenue); titles (The Fifteenth Century); units of measurement (3 feet, 42 years); time and money (4:30, \$5.50).

Write the abbreviation of the United States of America: _____

Unless you are using a word or phrase that is always abbreviated, such as Mr., Dr., a.m. or e.g. (for example) or i.e. (that is), you should avoid using abbreviations in expository writing.

Look at the right margin on page 86.

What happens to words like pregnancy (line 7) and economically (line 17) which are too long to stop at the 3/4-inch margin on the right?

The mark used to separate these long words and words like them is called a hyphen.

How is the hyphenation of long words decided? Does it follow any rule or is it random?

Hyphens always separate long words between syllables. If you don't know the syllable-breaks in a word, where can you look for help?

Are there any hyphens in the left margin?

Can every word in English be hyphenated? Can you hyphenate words like one, but, lives, the, bought, etc.?

Why aren't the names of people or places hyphenated?

In expository writing an essay is usually 250-300 words. Joiners and articles are not usually counted as part of the total number of words in an essay.

Write the following words with hyphens correctly placed between syllables:

- | | |
|----------------------------------|-----------------------|
| 1. education <u>e-du-ca-tion</u> | 5. civilization _____ |
| 2. particularly _____ | 6. indefinitely _____ |
| 3. straight _____ | 7. beginning _____ |
| 4. interesting _____ | 8. placed _____ |

If the following numbers were needed in an essay, how would you write them — as numerals or as words? Write out only those that must be written as words in expository writing.

- | | |
|--------------------|---------------------------|
| 1. 13 _____ | 5. 25 _____ |
| 2. 116 _____ | 6. 100 _____ |
| 3. \$30.00 _____ | 7. the 19th Century _____ |
| 4. 1,000,000 _____ | 8. 5th Ave. _____ |

The following are all titles of essays. Circle any parts which do not follow the ways of Written English:

1. How to Grow House Plants
2. The Art of Fencing.
3. "A short History Of Spain"
4. Shakespeare and his Effect on Science.
5. Kinesics: a new Science
6. What Is In The Future For China?

Copy below the title and the first two paragraphs of the essay about abortion on page 86. Be careful to observe all the good manners of Written English concerning margins, hyphenation, spacing, indentation, etc.

Notice how the numbers in the following passage* are treated:

Pioneer Probes Venus

With a 30-second blast of its retro rocket, Pioneer Venus 1 went into orbit around Venus to begin an eight-month study of that planet's dense atmosphere and cloud-covered surface.

The drum-shaped Pioneer, equipped with a dozen scientific instruments, will circle the planet once every 24 hours and return data by which scientists hope to understand why Venus is so hot and dry.

Flight controllers at the Ames Research Center here reported that Pioneer Venus 1 was traveling on a wide, looping orbital path that takes it as close to the surface as 250 miles and as far out as 40,000 miles.

Pioneer 1 is only the first of four missions exploring Venus. A companion craft, Pioneer Venus 2, has already split into five separate probes that are investigating the Venusian atmosphere.

Two Soviet spacecraft, Venera 11 and 12, are also attempting soft landings, repeating the accomplishments of Venera 9 and 10 in 1975. Scientists of the two nations plan to exchange data from their separate missions.

The Pioneer Venus missions were seven years in the planning and cost \$225 million. Pioneer Venus 1, launched from Cape Canaveral on May 20, arrived after a trouble-free journey of 300 million miles. To reach Venus, it first traveled outside the Earth's orbit for three months and then swung back in the direction of the sun.

At 10:51 A.M. Eastern Standard Time, Pioneer passed behind Venus and out of radio contact with Earth. Stored in the spacecraft's computer were the commands, transmitted during the night, for the automatic firing of the rocket seven minutes later, at 10:58.

Edit the following essay so that the manners of Written English are properly observed. (The only mistakes are in manuscript form, not in grammar or spelling.)

Outer space: the new World.

Most scientists today assume that life is not unique to the planet Earth. They believe that there must be planets among the countless stars in the universe where civilizations have evolved, some of which could be more advanced than our own. Accordingly, a small but inspired effort has been undertaken for the past 8 years to locate these extraterrestrials and to let them know someone is here.

The latest attempt to make contact with other beings in the universe is a recorded message called "Earth Sounds" which is on board the 2 Voyager spacecrafts which were launched into outer orbits in nineteen hundred and seventy-eight.

Unlike other spacecraft which have been restricted to probes with-in the solar system, Voyagers One and Two are to visit the outer planets and then make their way into the galaxy where no earthly creation has ever ventured before. Therefore, on the off chance that some other life system may intercept one of the Voyagers, Dr. Carl Sagan of Cornell University got the idea of enclosing a message from Earth like "a bottle cast into a cosmic ocean." The message is designed to enable extraterrestrial beings 1000's or millions of years hence to put together some picture of 20th Century life on earth: its inhabitants, its culture, and its technology.

Rewrite

Rewrite one of your essays from this book making sure that the ways of Written English are strictly followed:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Blank lined area for writing.

Unit Eight: Pros and Cons

When you give your opinion, what do you give?

Is it enough to simply make a statement for or against something?

What do people want to know?

Look at the opinion essay on page 86.

Is the writer for or against abortion? How do you know?

Underline the part where the author makes this clear to you.

What does the rest of that paragraph consist of?

What is the relationship between the first paragraph and the next three?

What kind of words do the third, fourth and fifth paragraphs begin with?

What do these words do? How are they helpful?

What is the purpose of the last paragraph?

How is it different from the first paragraph?

The ideas in the second paragraph are organized around a theme, namely, how abortion affects women.

What is the organizing theme of the third paragraph?

What is the organizing theme of the fourth paragraph?

Is there any order to the themes? Has the author planned them in a particular way?

Here is the skeleton or outline for another opinion essay:

Statement: *Drug addiction has destructive effects.*

Theme Number 1: *effects on the individual*

Theme Number 2: *effects on the family*

Theme Number 3: *effects on _____*

Conclusion:

What do you think would be a good third theme around which to organize the fourth paragraph in the above outline? Why?

The three middle paragraphs of an opinion essay should each have an organizing theme which explains a reason you have for holding the opinion you stated in the first paragraph.

Some possible organizing themes for the three middle paragraphs are:

- | | | | |
|------------|------------------|--------------|-----------------|
| 1. past | 1. historical | 1. childhood | 1. political |
| 2. present | 2. biological | 2. adulthood | 2. economic |
| 3. future | 3. psychological | 3. old age | 3. sociological |

Whenever possible, the themes of the three middle paragraphs should be organized in a way that shows a progression from the largest to the smallest (or the smallest to the largest), the broadest to the narrowest or the most important to the least important points.

For each statement write three general themes around which the second, third and fourth paragraphs of an opinion essay could be organized.

1. Statement: Space exploration is not a waste of money.
Theme Number 1: in the past
Theme Number 2: in the present
Theme Number 3: for the future
2. Statement: Mothers have the most influence on a person's life.
Theme Number 1: _____
Theme Number 2: _____
Theme Number 3: _____
3. Statement: The price of oil influences many areas of our lives.
Theme Number 1: _____
Theme Number 2: _____
Theme Number 3: _____
4. Statement: Welfare is a waste.
Theme Number 1: _____
Theme Number 2: _____
Theme Number 3: _____
5. Statement: All people are not equal.
Theme Number 1: _____
Theme Number 2: _____
Theme Number 3: _____

All of the following examples could be used as topic sentences for opinion essays. However, all of them are the same uninteresting sentence pattern: a simple trunk.

Change each of the following trunk sentences into a more developed sentence pattern, i.e., a S,T or a T,I,.,, etc.

Example: *Welfare is not a waste.* (trunk)

Rewrite: *Although there have been many abuses in the past and the system still has many imperfections, welfare is not a waste.* (S,T.)

Example: *Gasohol could be the fuel of the future.* (trunk)

Rewrite: *Gasohol, which is cheaper to produce than gasoline, could be the fuel of the future.* (T,I.)

1. *Policemen should/not be allowed to strike.*
2. *Teenagers who commit violent crimes should/not be treated as adults.*
3. *Minorities should/not be given special consideration when applying for jobs.*
4. *Grades should/not be eliminated.*
5. *Sex education should/not be taught in elementary school.*
6. *All people should/not be forced to retire at the age of 65.*
7. *Marijuana should/not be legalized.*

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

EDIT WHAT YOU'VE WRITTEN:

- . Does it sound like expository writing?
- . Did you make a clear statement about the topic in the first paragraph?
- . In the next three paragraphs are there some points that support the opinion you expressed in the first paragraph?
- . Are the three points directly related to the topic?
- . Start with the last sentence of your essay and read the essay backwards:
Does every sentence turn into a yes-no question? Correct any fragments.

Does every sentence that you can turn into more than one yes-no question have a comma and a joiner (or a semicolon) between the trunks — not just a comma? Correct any run-ons.
- . Is there a variety of sentence patterns?
- . Can any of your sentences be improved by changing the sentence patterns?
- . Can any of your sentences be combined?
- . Is every paragraph indented from the left margin, and are all of the other good manners of Written English followed?

Unit Nine: Agreements and Disagreements

Subject - Verb Agreement

A trunk, which contains at least one subject and one verb, can always turn into a yes-no question. If it does not, it is a fragment. In addition, in English, the subject and the verb of every trunk are so closely involved with each other that a change in one causes a change in the other. Therefore, a person writing in English has to be constantly aware of agreements and disagreements between subjects and verbs. This is true even when there is more than one trunk in a sentence. For example:

A parent is responsible for his child only up to a certain age, and after that he isn't responsible any longer.

Put a box around the subjects of the two trunks in the above T,+T. sentence.

Next, underline the verbs that follow each subject.

Change the words a parent to parents.

How does this change affect the verbs that follow the subjects?

Does this change affect any of the other words in the sentence?

The words his and he in the example are pronouns. Pronouns change when the subject changes because they are also closely involved with the subject.

This unit, then, deals with the close relationship between SUBJECTS, VERBS, and PRONOUNS.

One of the major ways to change the meaning and/or function of a word in English is by adding an -s to the end of it:

- a job plus -s becomes two jobs
- add an -s on to as and you have a very different word
- take the -s off of caress and change the meaning entirely
- put an -'s onto many words, and they have a new function

Circle every -s at the end of a word in the following passage:

Abortion should not be legalized because it ends the life of a human being without good reasons. Life, without any doubt, begins at the moment of conception. Every baby that is conceived has the right to live. Even an unborn baby is alive, and its heart is beating. It's murder to stop a baby from continuing to live inside its mother's womb. Furthermore, abortion is wrong because it overlooks the husbands' right to have those babies which belong to them.

You should have a total of fifteen circled -s's.

How many different kinds of final -s's are there in the above paragraph? List them in groups below, according to the different jobs they do:

When are these final -s's most noticeable — in Written or Spoken English?

Which of the underlined final -s's in the following sentence would you have a hard time hearing clearly if the sentence were spoken by someone at a normal rhythm without stopping after any of the words? Read it aloud:

On some days the sun comes shining through the windows.

If you do not clearly pronounce the final -s on comes in the above sentence, would anyone notice the mistake? Try it.

If you wrote this sentence, however, and left off the final -s on comes, you would be breaking an important rule or convention of Written English, which is much stricter about final -s's than Spoken English.

Because Spoken English is less strict about this matter, you may have to do something besides saying your written sentences to yourself in order to check the final -s's on words.

Do you often omit final -s's, especially at the end of verbs?

How do you check to make sure you've included all the -s endings, like the -s on comes, in all of your sentences when you write something?

Do you read over what you've written and say the words to yourself as if you were talking to someone?

Do you catch all of your mistakes this way?

Is Spoken English a reliable check in this matter?

Here is another way which doesn't rely so much on Spoken English to check -s endings on verbs:

How many of the twenty x-words from page 34 can you use after the following subject? List them.

One television *is*

How many of the twenty x-words can you use after this subject?

Many televisions *are*

Cross out any x-word that appears in both lists on page 104.

Since it's possible to use these eleven x-words that you've crossed out with both one television and many televisions, you never have to worry about making these eleven x-words agree with their subjects.

Which four x-words are you left with in the first list on page 104?

These four x-words are always SINGULAR.

They can be used with singular subjects, that is, with the subjects he, she, it or with words that can be replaced by he, she, it (e.g., a man, a nurse, an iron, a dog, etc.). They can also be used with uncountable subjects such as water, bread, pollution, etc. (See Unit Ten: "Countables and Uncountables.")

Which of the four singular x-words above can be the invisible part of hundreds of verbs?

What letter of the alphabet do all four singular x-words end in?

Which four x-words were you left with in the second list on page 104?

These four x-words are always PLURAL.

They can be used with plural subjects, that is, with the subject they or words that can be replaced by they (e.g., cars, children, women, etc.) but they can never be used with an uncountable subject such as water, bread, etc.

Which of the four can be the invisible part of many verbs?

Do any of the plural x-words end in -s?

Write S above a singular x-word and P above a plural x-word in the following sentences:

-
1. Street gangs ^P are becoming popular again.
 2. Pollution is a problem in most big cities.
 3. A person have to be responsible for his actions.
-

Write S, P, or UNC (uncountable) above the subject of each sentence above. (The subjects are the underlined words.)

Check the marks you've made in each example.

- . an S x-word must match up with an S or UNC subject;
 - . a P x-word must match up with a P subject only
- Any other combination of marks is a mistake.

Circle the number in front of any sentence in which the subject and the verb are not correctly matched.

Write S, P, or UNC above the subject of each example. Then write S or P above the x-word or verb of each example.*

Check the marks you've made for subject-verb agreement.

Circle the number in front of any sentence in which the subject and the verb are not correctly matched.

- P P
1. The oil prices were influencing other prices.
 2. Engaged couples do not need to live together before marriage.
 3. Computers provide a lot of information quickly. (See p. 39, #12.)
 4. Cigarette smoke does a lot of damage to non-smokers.
 5. This problem come from a lack of communication.
 6. Water causes a lot of problems every year. (See p. 38, #7.)
 7. The government have to do something about taxes.
 8. Society need to have capital punishment available.
 9. Being a parent is a talent that not everyone has.
 10. Information are available from computers and libraries.
 11. Public property belongs to everybody.
 12. Many of the robberies in big cities are related to drug abuse.
 13. Many people in America were against the Vietnam war.
 14. The people in this country has too much leisure time.
 15. Nuclear weapons keep a country safe from attack.
 16. Poverty was an important cause of the crime that hit the cities.
 17. Television movies contains too much violence.

* See the list of uncountables on p. 201.

Look at example number 5 on page 106.

If you turn this example into a yes-no question, which x-word would you have to use to start off the question?

Does this problem come from a lack of communication?

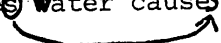
OR

Do this problem come from a lack of communication?

If you choose does (which ends in an -s), then the verb come in the statement must also end in an -s: does come = comes.

When you are not sure if the subject and the verb in one of your sentences agree, it often helps to turn that sentence into a yes-no question. If you have to start the question with does, then you need an -s ending on the verb in the statement. If you have to start the question with do, then you do not need an -s ending on the verb in the statement.

Change the following yes-no questions into statements. Make sure the x-word does from any question reappears as an -s or -es ending on the verb when you make it into a statement.

1. ~~Does~~ Water causes a lot of problems every year~~?~~.

2. Do computers provide a lot of information in a short time?
3. Does society need capital punishment?
4. Does smoking in public do a lot of damage to non-smokers?
5. Do a lot of people take drugs in order to escape from reality?
6. Does a person always have to do his best?
7. Do some people prefer to live in the suburbs?
8. Does a person often show his worst manners while driving?
9. Do a great many people think marijuana should be legalized?
10. Does the government try to regulate people's lives too much?

People make subject-verb agreement mistakes because they confuse Spoken English with Written English; or they aren't sure whether a particular subject is singular, plural, or uncountable; or they don't know what the subject of a sentence is.

Do you know what the subject of a sentence is?

How do you find one? Do you guess?

Do you have a clear idea? Does it work all of the time?

Draw a box around the subject in each of the following sentences:

1. *Computers are becoming an important part of our lives.*
2. *The computer in that company does what other computers can not.*
3. *The computer with the memory scan unit that retrieves any item in less than thirty seconds costs the most.*

How did you go about finding the subjects of these sentences?

Did you ask yourself what the sentences were about?

Were you always sure of your answer?

If you weren't sure of your answer, here is something else you can do:

Put an X over the x-word in this sentence:

Computers are becoming an important part of our lives.

Put another X to show the place where the x-word would move to if you changed this sentence into a yes-no question.

The subject of the sentence is all of the words between the two X marks.

Look at the second example above about computers. Choose which of the two x-words in this sentence you can use to make it a yes-no question and mark that x-word with an X. Put another X to show where the x-word you marked would move to if you changed this sentence into a yes-no question.

The box you drew around the subject should enclose all of the words between the two X marks.

Look at the third example about computers above. Mark the x-word with an X. (Remember the invisible x-words.) Put another X where the x-word you marked would move to if you changed this sentence into a yes-no question.

The box you drew around the subject of this sentence should enclose all of the words between the two X-words.

If you use X-words, you can always find the complete subject of any sentence without guessing.

Mark the x-word that can be used to make each of the following sentences into a yes-no question. Put another X where the x-word you marked would move to if you changed the sentence into a yes-no question. Draw a box around the complete subject of the sentence, i.e., all of the words between the two X-words.

1. ^X A person ^S must be willing to accept the responsibilities of life. ^X
2. The importance of television is that it can influence many people.
3. To educate people and to help them become aware of what is going on in the world are two important uses of television.
4. Money does not always bring happiness, especially when a person thinks it can.
5. Some good things and some bad things come out of watching television. (See page 39, #12.)
6. There are many people today who do not know how to read.
7. Selling guns to other countries is suicide.
8. The ability to fully understand another person's point of view is linked to the ability to listen carefully and not make judgments.
9. To ask someone to act responsibly is to respect his intelligence.
10. Most of the people in the world today want peace. (See page 39, #12.)

Make the subject and the verbs in each of the following sentences agree. Then combine the sentences in each group into ONE sentence according to the pattern indicated.

1. The government makes/~~make~~ the laws.
The people pay/~~paye~~ the taxes.

T,+T. *The government makes the laws, and the people pay the taxes.*

2. The computer provide/provides a valuable service.
It store/stores a lot of information conveniently.

TS. _____

3. Some food additives is/are dangerous.
These additives cause/causes cancer in animals.

T,I. _____

4. Some religious cults control/controls their members' minds.
All religion is/are not destructive.

S,T. _____

5. The police have/has arrested two people.
The people was/were seen at the place of the crime.

T,I. _____

6. We was/were late.
The information we had was/were wrong.

TS. _____

7. The news is/are all bad.
The news doesn't/don't get any better.

T=. _____

Draw a box around the subject of the following sentence:

Cars are a convenience but costs too much to maintain.

Is the subject singular or plural? _____

Mark the two verbs S (singular) or P (plural).

Do both of the verbs agree with the subject?

Correct the example.

Finish the following sentences so that they are TRUNKS WITH TWO VERBS. Make sure BOTH verbs agree with the subject in each example.

1. Space exploration costs money but *must be continued.*
2. Television is entertaining and
3. Most people drink after work or
4. Some people have a lot of clothes but
5. A lot of people live in the suburbs and
6. Some products cost more than others but
7. Engaged couples should live together or
8. College doesn't prepare a person for jobs in today's world and
9. The teachers don't want a holiday today nor
10. Most people work a lot and

Pronoun Agreement

A computer can correct its mistakes itself,
and it doesn't need anyone to help it.

The underlined words above are pronouns.

What is their grammatical job?
Why are they helpful?

Rewrite the above sentence changing the word computer to man:

Rewrite the above sentence changing the word man to woman:

Rewrite the above sentence changing the words a woman to computers:

What changes would you make in the above sentence if the first word were men (or women) instead of computers?

Complete the following with pronouns. Don't use any apostrophes.

I regard this park as mine.

The police regard this park as _____.

The mayor regards this park as _____.

The dogs regard this park as _____.

The park department regards this park as own!

The old lady regards this park as _____.

The clean-up men regard this park as _____.

We regard this park as _____.

The metermaids regard this park as _____.

You regard this park as _____.

Nouns name things, whereas pronouns refer to things already named.

Because pronouns do not name things directly and because they substitute for more specific words, they can cause confusion, especially in Written English where the author isn't present to point out the specific words the pronouns are substituting for.

Take the following example. What specific word(s) do the underlined pronouns substitute for? Is it always clear?

A committee is supposed to work together, but they often don't.
Every member has their own ideas about how they should be conducted.
Members should not expect to always have his ideas accepted. The debates at some meetings are so bad that a person should think twice before they sign up for one. What should a freshman do if they are elected president of a committee and they don't listen to them? Everyone working on a committee has to be very diplomatic because if they aren't, nobody will like them.

What is a writer expected to do to avoid these mistakes? Why can't a speaker do the same?

The following sentences are all correct. Under each example write the specific word (or words) that the underlined pronoun is substituting for.

1. The leaders said that if any member were unhappy he could quit.
2. Every new member on the committee must learn how to conduct himself.
3. The new committee will hold its first meeting on Thursday.
4. The new committee members will hold their first meeting on Thursday.
5. Every person on the committee must make his views known to the other members.

In the passage* below circle the correct pronoun from the choices given in parentheses and underline the word(s) each pronoun refers back to.

Donald Thornton is a 52-year old black man, a widower, a janitor and something of a feminist. He has six daughters. And he had a dream for (they, them). He wished that someday, (they, them) would all become doctors. Things did not work out exactly according to Mr. Thornton's dream, but (they, it) came close enough to realizing (it, them) so that today he is a happy man.

Mr. Thornton says he doesn't know a whole lot about Women's Lib, but even as a young boy he sensed that "girls were taken advantage of by boys" and that (they, she) should be "put in a place where (they, them) don't have to take no junk from boys." So when Donald and his wife began raising (they, their) girls, they vowed to "make (they, them) so strong that nobody could hurt (them, they)." It was Mr. Thornton's idea to make (his, him) daughters doctors, but he worried about how to put (they, them) through college on a janitor's salary. One day the answer came in the bottom of a Cracker Jack box. (They, it) was a tiny plastic saxophone. Donnalee, the youngest of Mr. Thornton's daughters, fell in love with (him, it), even though (it, she) was no bigger than (she's, her) hand.

That Christmas Donnalee was given a real saxophone. Then Jeannette, the second child, had to have a guitar. Then came Betty who wasn't musical, so (she, her) got a tambourine. Yvonne was next. She played the alto sax. Then Linda took up the drums. Rita, the last girl, learned the piano. Soon all six girls began to play together as a group. They called (themselves, themselves) "The Thornton Sisters." The group soon managed to get (itself, themselves) into show business. As a result of (their, its) success, the Thorntons were able to save enough money to finance (their, they) children's education.

So far there are three "Drs. Thornton." All three have promised (they, their) father to use their maiden name professionally. The other three daughters are now in medical school pursuing (her, their) studies.

Special Cases of Agreement

①.

The shirt is dirty.

Mark the x-word in the above sentence S (singular) or P (plural).

Draw a box around the subject of the sentence. Mark the subject S, P, or UNC (uncountable).

Rewrite the sentence adding the words on the table between the subject and the x-word:

Did the addition of the new words affect the subject-verb agreement?

Which of the following groups of words will change the subject-verb agreement when added between the subject and the verb in the above sentence about the shirt?

*in the closet
on top of the boxes
which you sold me
, as I told you,
(not the skirt)
of many colors
, as well as my trousers,*

Add a final -s onto shirt in the sentence at the top of the page. Does this addition change the subject-verb agreement?

Draw a line through the words between the commas or parentheses in the following examples and then continue each example with either a singular x-word (is, was, does, has) or a plural x-word (are, were, do, have):

1. Television, ~~which influences everyone~~, *is*
2. Marijuana, believe it or not,
3. Mary Ryan, the famous movie star,
4. Unemployment, as well as rising prices,
5. The United States, together with the Philippines,
6. Inflation (not rising prices)
7. Television, having both advantages and disadvantages,
8. That company, Simon and Schuster,
9. My brothers, along with their wives,

Draw a line through any group of words that begins with a preposition and is used to describe the subject. Then continue each example with either a singular or a plural x-word:

1. The attitudes ~~of most people~~ *are*
2. The country with the most money
3. Abortions in that country
4. The committee for the legal rights of minorities
5. The taxes on most products
6. The money markets of Europe

The following sentences are correct. Study them to see what rules can be formed regarding x-words and subjects.

- ② Neither the teachers nor the student ^Xis responsible.

Does the x-word in the above sentence agree with teachers or student or both?

Either the teacher or the students ^Xare responsible.

Does the x-word in the above sentence agree with teacher or students or both?

Not only the teachers but also the student ^Xis responsible.

Does the x-word in the above sentence agree with teachers or student or both?

The teacher and the student ^Xare responsible.

Does the x-word in the above sentence agree with teacher or student or both?

In which cases does the x-word agree with only the word directly in front of it?

In which case does the x-word agree with more than the word directly in front of it?

Continue the following with either a singular or a plural x-word:

1. Either the city or the state
2. Neither the cities nor the states
3. Either the cities or the government
4. Not only the state but the government
5. The city and the state

3.

There ^Xis a law to protect children.

There ^Xare laws to protect children.

In the above example what causes the x-word to change — the word in front of the x-word or the word(s) after it?

Complete the following with either a singular or a plural x-word:

1. There _____ many reasons for the rise in prices.
2. Here _____ one of the many causes of cancer.
3. Where _____ the old street gangs nowadays?
4. There _____ a large increase in taxes last year.

4. Only three of the following subjects can be followed by a singular x-word. Circle the three.

Both _____ finished.
A few _____ finished.
Each _____ finished.
Many _____ finished.
None _____ finished.
Neither _____ finished.

If you add a group of words like of the students after the first word in the above examples, will the x-words change? Do the underlined words below agree with singular or plural x-words?

^X
All of the students are finished.
Enough of the students were finished.
A lot of the students have finished.
More of the students are finished.
Most of the students have finished.

If you change of the students to of the wine in the first example above, will you have to change the x-word which follows? What can you do with the word students that you can not do with the word wine?

Are the underlined words below followed by singular or plural x-words?

^X <u>Nobody/one</u> is here.	<u>Nothing</u> is missing.
<u>Everybody/one</u> was here.	<u>Everything</u> is missing.
<u>Somebody/one</u> has been here.	<u>Something</u> is missing.

If you add a group of words like from the classrooms after the underlined words in each group, will any of the x-words change?

board

Complete each of the following with either a singular or a plural x-word:

1. *Each of the doctors*
2. *Everyone*
3. *Both of the students*
4. *One of the reasons*
5. *A lot of water*
6. *Something*
7. *A few of the candidates*
8. *Somebody from the media*
9. *None of the women*
10. *Each*
11. *All of the workers*
12. *All of the work*
13. *Nobody*
14. *Most of the snow*
15. *Neither of the candidates*

⑤

X

"The news has been brought to you tonight by Toyota."
"The news is on next."
The news was all bad.
The news doesn't include the weather.

Is the word news followed by a singular or a plural x-word?

⑥

The police _____ a part of every society.
The sick
The rich
The poor
The young/elderly

Can the underlined words above be followed by singular or plural x-words?

What word does each example begin with? _____

7.

^X
The people are the government.
The people were uninformed.
Do people want to change the law?
People have different tastes.

Is the word people in the above examples followed by a singular or plural x-word?

How about this example: The word people ^Xis always plural.

What word does the x-word agree with?

8.

^X
The number of people was very large.
A number of people were absent.

In the first example above does the x-word agree with number or people? (Were the people large or was the number large?)

In the second example does the x-word agree with number or people? (Were the people absent or was the number absent?)

9.

^X
Mathematics is a difficult subject.
Physics wasn't easy.
Economics has its benefits.
Statistics does a lot for you.

What do the underlined words above have in common?
Are they followed by singular or plural x-words?

10.

^X <u>Two dollars</u> isn't enough.	^X <u>A crate</u> of oranges has arrived.
<u>Three years</u> was too long	<u>A pair</u> of scissors was found.
<u>Five ounces</u> doesn't cost much.	<u>A carton</u> of milk is enough.
<u>Two weeks</u> has been plenty	<u>A pack</u> of cards doesn't float.

All of the underlined words above are counting units. The ones on the left are plural; the ones on the right are singular.

Are they followed by singular or plural x-words?

11.

^X
The New York Times has all the news.
Love Story was a best seller.
Romeo and Juliet is Shakespeare's most famous play.
Star Wars was a big hit.

What do the underlined words above have in common?
Are they all singular or plural?
Are they followed by singular or plural x-words?

Continue the following examples with either a singular or plural x-word. If you get stuck, the numbers in parentheses after each example refer to the explanations on the preceding pages.

1. The use of drugs (1)
2. One of the most important cases (1)
3. Where _____ the children? (3)
4. The President, as well as his two sisters, (1)
5. The President and his two sisters (2)
6. Not only the President but also his two sisters (2)
7. Neither the President nor his two sisters (2)
8. People (7)
9. The reasons for my decision (1)
10. Everyone in the world (4)
11. A good pair of shoes (10)
12. Each of us (4)
13. The most interesting characteristic of these plants (1)
14. Each of the streets (4)
15. A dozen oranges (10)
16. "Jaws" (11)
17. The majority of workers _____ happy. (8)
18. Either (4)
19. Everyone in the cities (4)
20. The President, together with his two sisters, (1)
21. Thermodynamics (9)
22. The President or his two sisters (2)
23. That bunch of grapes (10)
24. Every child (4)
25. Both of the cars (4)
26. The news (5)

Handwriting practice lines consisting of 20 horizontal lines. A single dot is present on the second line from the top, and another dot is present on the second line from the bottom.

EDIT WHAT YOU'VE WRITTEN:

- . Does it sound like expository writing?
- . Did you make a clear statement in the first paragraph?
- . Are there details to support the statement you made?
- . Are there any fragments or run-ons? Start with the last sentence and read your essay backwards, considering each sentence separately.
- . Is there a variety of sentence patterns?
- . Can any of your sentences be combined?
- . Do all the subjects, verbs, and pronouns agree?
Check every verb to see if it does or does not need a final -s.

Unit Ten: Countables and Uncountables

✓ FUN ✓ MONEY ✓ VIOLENCE ADVANTAGE ✓ POLLUTION
MOUSE CHILD ✓ HONESTY ✓ RESEARCH UMBRELLA
BOX FOOT ✓ EQUIPMENT ✓ HAPPINESS HAMBURGER

Make a list of all the words from the above box which can be used as the first word in the following sentence:

Happiness is the subject of this report.

Make a list of all the words from the above box which can fit as the second word in the following sentence:

Two mice are enough.

The eight words in the first list you made are UNCOUNTABLE NOUNS. Uncountable nouns never appear with numbers or with counting words like many, a, another, etc.

Do uncountable nouns usually have plural forms, for example, "happinesses"?

The seven words in the second list you made are COUNTABLE NOUNS.

Can they appear after numbers? Are they always singular? Are they always plural?

In most cases what letter of the alphabet do you add to the end of countable nouns to make them plural?

Which of the following countable nouns are made plural by adding an -s (only) to the end of the word?

<i>time</i>	<i>country</i>	<i>peach</i>	<i>child</i>	<i>coke</i>
<i>watch</i>	<i>man</i>	<i>people</i>	<i>life</i>	<i>tooth</i>
<i>clothes</i>	<i>realization</i>	<i>news</i>	<i>cattle</i>	<i>disadvantage</i>

Which two need one more letter in addition to -s? Write their plural forms:

Which two need to change a letter before adding -s or -es? Write their plural forms:

Which three need other letters (not -s or -es) to show they are plural? Write their plural forms:

Which three are always plural without adding anything?

In most cases what letter of the alphabet does English use in front of a countable noun to show that it is singular?

Put a in front of the following countable nouns whenever possible:

<i>man</i>	<i>abortion</i>	<i>crime</i>	<i>umbrella</i>	<i>advantage</i>
------------	-----------------	--------------	-----------------	------------------

Which three words need more than an a?

What do they need? Why?

What three-letter word can come in front of all of the nouns in the following list?

<i>water</i>	<i>children</i>	<i>media</i>	<i>sick</i>	<i>pollution</i>
<i>man</i>	<i>people</i>	<i>watches</i>	<i>mice</i>	<i>hamburgers</i>

Are the nouns in the above list singular, plural, or uncountable?

Can the be used with all three kinds of nouns? Can a/an be used with all three?

Which group of nouns (countables or uncountables) can never be made plural and never needs a or an? Give an example:

Which group of nouns (countables or uncountables) is always either singular or plural? Give an example:

The following list is a mixture of countable and uncountable nouns. Decide whether each is countable or uncountable, and add -s or -es to the ones you think are countable.

artist\$	wristwatch	machinery
recreation	vocabulary	traffic
flour	garbage	jewelry
hospital	scenery	spaghetti
complaint	fraction	spectator
pollution	furniture	calculation
information	luggage	ice
tennis	merchandise	reservation
homework	curtain	flower
advice	research	politician

Think of one uncountable noun that represents each group of countables.

suitcases, bags, trunks, etc. luggage

coins, bills, checks, etc. _____

postcards, letters, packages, etc. _____

sofas, lamps, chairs, tables, etc. _____

pennies, nickels, dimes, etc. change

slips, bras, panties, shorts, etc. _____

movies, plays, concerts, etc. _____

mountains, rivers, trees, plants, etc. _____

words, expressions, idioms, etc. _____

bats, rackets, bases, gloves, etc. _____

Complete the following sentences using only x-words.

1. The book _____ on the desk now.
2. The book _____ on the desk yesterday.
3. The books _____ on the desk now.
4. The books _____ on the desk yesterday.
5. The books _____ not been covered yet.
6. The book _____ not been covered yet.
7. This book _____ not interest me anymore.
8. These books _____ not interest me now.
9. The coffee _____ hot now.
10. The food _____ eaten yesterday.
11. The furniture _____ been delivered.
12. Salt _____ not cost much now.

Which four x-words did you use with the singular countable nouns above?

Which four x-words did you use with the plural countable nouns above?

Which four x-words did you use with the uncountable nouns above?

Some nouns have one meaning which is countable and another different meaning which is uncountable:

Paper (the material) *is getting very expensive.* (uncountable)

I have two papers (essays) *to write for homework.* (countable)

Write two sentences with each noun below. First use each noun so that it has an uncountable meaning. Then use the same noun so it has a countable meaning.

1. glass: *Glass is easily broken. (uncountable)*
glasses: *They had too many glasses of wine. (countable)*
2. wood:
woods:
3. land:
lands:
4. film:
films:
5. change:
changes:
6. light:
lights:
7. work:
works:
8. honor:
honors:
9. nature:
natures:
10. iron:
irons:

Noun Signals

Noun signals are words that signal that a noun is coming up in a sentence.

Decide whether each of the following noun signals can be followed by:

- 1) a singular (S) noun like book, or umbrella,
 - 2) a plural (P) noun like books, or
 - 3) an uncountable (UNC) noun like advice, or time;
- and write S, P, or UNC after it.

a S	any
the S, P, UNC	little
an S	a little
another S	more
other P, UNC	(the) most
the other all	less
each S	the least
every S	a large amount of
enough P, UNC	a few
a lot of	all
a couple of P	a great many
one of the	a number of
many P	a great deal of
much UNC	none of the

Which four noun signals are followed by uncountable nouns only?

Which three signals can be followed by all three kinds of nouns?

Which seven signals are followed only by plural countable nouns?

Which five signals can only be followed by singular countable nouns?

Write the plural forms of the following countable nouns:

AN ALLEY	A FLY	A RADIO
AN ALLY	A FOOT	A ROOF
AN ANALYSIS	A HALF	A SECRETARY
AN APOLOGY	A HERO	A SELF
AN ARCH	A HYPOTHESIS	A SERIES
AN ATTORNEY	A KNIFE	A SHEEP
A BABY	A LADY	A SKY
A BELIEF	A LEAF	A SPECIES
A BUS	A LIFE	A STIMULUS
A CALF	A LOAF	A STORY
A CHIEF	A MEMORANDUM	A STUDIO
A CHILD	A MONKEY	A SUPPLY
A CHURCH	A MOUSE	A THIEF
A COUNTRY	A PARENTHESIS	A THESIS
A CRISIS	A PERSON	A TOOTH
A CRITERION	A PHENOMENON	A TORCH
A DEER	A PHOBIA	A TOY
A DOZEN	A PHOTO	A VALLEY
AN ECHO	A PIANO	A VARIETY
AN EMPHASIS	A POLICEMAN	A VOLCANO
A FALLACY	A POTATO	A WIFE
A FAMILY	A QUANTITY	A WOMAN
A FISH	A QUIZ	A ZERO

Rewrite

Rewrite one of your essays in this book. Edit it first in pencil.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

EDIT WHAT YOU'VE WRITTEN:

- . Does it sound like expository writing?
- . Did you make a clear statement in the first paragraph?
- . Are there enough details to support the statement?
- . Are there any fragments or run-ons?
- . Is there a variety of sentence patterns?
- . Can any of the sentences be combined?
- . Do all the subjects, verbs, and pronouns agree?
- . Does every countable noun have either a noun signal in front of it or a plural ending?
- . Does every uncountable noun appear without an -s ending?

Do you see any evidence of order in the essay on the preceding page? Name some things that you see which show evidence that this writing is more than a transcript of the author's random thoughts on the issue.

How many paragraphs are there?

What is the general job of each paragraph?

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

Underline the topic sentence.

What sentence pattern is the topic sentence?

What does the second paragraph do?

What is the job of the first sentence?

What is the relationship between the first sentence and the rest of the second paragraph?

Where does the author put what he considers to be television's strongest disadvantage?

Underline on page 136 any linkers in the second paragraph. Why are they there? What do they help do?

How is the third paragraph organized? What is the job of the first sentence?

What is the relationship between the first sentence and the rest of the third paragraph?

Why has the author stated the disadvantages of television first and then what he considers to be the advantages last?

What does the last paragraph do? What does it begin with?

Where does the author give the reader advice?

How is this essay different from the opinion essay on page 86?

Balances

In the essay on page 136 does the author give more advantages or more disadvantages of television?

How many of each are there?

Find one word that represents each advantage and list them here:

1. _____ 2. _____ 3. _____

What part of speech is each?

Is each singular or plural?

In the second sentence of the third paragraph, what word is repeated with each advantage? What does this repetition help do?

Which of the following list sentences show the same kind of balance and satisfaction as the sentence that lists the advantages of television? Which sentences are unbalanced?

1. The advantages of living in an ethnic community are social, psychological, and educational.
2. The advantages of jogging are good exercise, meeting new friends, and it doesn't cost anything.
3. The advantages of having a part-time job are as follows: it can keep a person out of trouble, it can provide extra money, and it can help a person mature.
4. The disadvantages of owning a car are the following: it is difficult to park, it is expensive to maintain, and there are some dangerous drivers.
5. Convenience, economy and speed are some of the advantages of public transportation.

Edit the unbalanced examples above so that the items in their lists are properly balanced.

Edit the following sentences so that the items in the lists balance.

1. His hobbies are tennis, baseball and to swim.
2. I like eating ice cream, playing tennis and television.
3. She likes to have parties, play cards and movies.
4. The advantages of watching some television programs are educational, recreational and you can save money.
5. The disadvantages of owning a car are it wastes money, it hurts people and the air gets polluted.
6. Joanna hopes to get a job, continue her education, and lots of traveling.
7. The role of the policeman in society is changing from one of being an authoritarian figure to one of a person interested in helping society.
8. The reasons for her failure were her lateness and her being absent a lot.
9. What I like, what I want and what is necessary for me are not always compatible.
10. Pollution poisons our lungs, destroys our cities and is killing our wildlife.

Complete the following sentences so that the words that follow both of the underlined words balance grammatically.

1. Adoption is either too difficult or *too expensive.*
2. Disco dancing is both good exercise and
3. The President doesn't know whether to raise taxes or
4. Hard drugs not only ruin a person's body but also
5. Left-handedness is neither a disease nor
6. Pollution is both poisoning our rivers and
7. Racism is a thing which divides a country and which
8. The new gangs said that they would observe the laws and that
9. Welfare is either helping society or
10. A mature person is one who enjoys a challenge and who
11. Capital punishment is neither helping criminals nor
12. This city would be better if there were better transportation and if
13. The death penalty is both _____ and _____
14. Parenthood requires that _____
and that _____
15. Neither _____ nor _____
can prevent some people from breaking the law.

Seventh Essay

Write a 250-300 word essay on one of the following topics:

1. Being a man/woman has disadvantages as well as advantages.
2. Having a part-time job while attending college has both advantages and disadvantages.
3. There are advantages as well as disadvantages to not getting married.
4. Owning a car has advantages and disadvantages.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

EDIT WHAT YOU'VE WRITTEN:

- . Does it sound like expository writing?
 - . Did you make a clear topic sentence in the first paragraph?
 - . Are there any fragments or run-ons?
 - . Is there a variety of sentence patterns?
 - . Do all the subjects, verbs, and pronouns agree?
 - . Are the items in the sentences that list the advantages and disadvantages balanced grammatically?
-

Unit Twelve: Articles and Apostrophes

-The, A, An-

1. The first computer ever built had advantages and disadvantages.
2. A computer has both advantages and disadvantages.
3. The early computers had a lot of shortcomings.
4. Computers have both advantages and disadvantages.
5. The computers which are built in Japan have advantages and disadvantages.
6. The computer we bought last year has been replaced.
7. The computer has revolutionized every industry.

Which two sentences above are about one specific computer?

Which two sentences are about many specific computers?

Which three sentences make a general statement about computers which can be applied to *all* computers everywhere?

Which one of the articles (the, a, or an) is used in the above sentences when the subject has a specific meaning?

Which articles are used when the subject has a general meaning?

When the is used with a specific subject, can the subject be both singular and plural?

When the is used with a general subject, can the subject be both singular and plural?

When no article is used with the subject in the sentences above, is the meaning of the subject general or specific?

When no article is used, is the subject singular or plural?

Write a sentence about a single specific car. Don't use any brand names such as "Ford," etc.

Write a sentence about several specific cars. Don't use brand names.

Write a sentence that makes a statement that is generally true of any car anywhere:

Make a statement which is true of all cars in general:

Write the in the blank spaces in front of the nouns in the following sentences only when the nouns are specific or unique.

1. The clothes of the Eskimos are warm.
2. Most people wear _____ clothes.
3. _____ food is necessary for _____ life.
4. _____ food in that cafeteria is bad.
5. _____ food I ate last night was awful.
6. _____ money doesn't bring happiness.
7. _____ money I had last week is gone.
8. _____ poetry he writes is interesting.
9. _____ poetry is hard to write.
10. _____ homework we did last night was easy.
11. Some students avoid _____ homework.
12. Do you like _____ sports?
13. I love to listen to _____ music.
14. _____ music of Mozart is my favorite.
15. English people drink _____ tea.
16. _____ tea on the table over there is hot.
17. _____ weather is warm today.
18. _____ news I heard last night was all bad.
19. _____ progress he has made in this course is amazing.
20. _____ progress is not always easy.
21. Does _____ money on the table belong to you?
22. _____ economics is an interesting subject.
23. _____ economics of Japan is an interesting subject.
24. _____ advice you gave me was very good.
25. I'm confused. I need _____ advice.
26. Please pay me in _____ cash.
27. Pay me _____ cash I need.
28. _____ sun is a huge star.
29. _____ sugar is sweet.
30. Please pass me _____ sugar.
31. _____ lightning can be dangerous.
32. _____ tigers are dangerous.
33. _____ tigers in the zoo are dying.
34. _____ pollution is a big problem.
35. _____ pollution in this city is a big problem.

Most* countable nouns in English must have one of the three articles in front of them:

A cigarette is burning
The bus is late.
An oilcan tipped over.

OR

a plural marker attached to the end of them:

Cigarettes are expensive.

OR

both an article in front and a plural marker at the end:

The children are late.

BUT

they can never have both of these positions empty:

_____ car _____ is expensive. +

An uncountable noun can, however, be used with both these positions empty, that is, without an article in front of it and without a plural marker on the end of it:

_____ Water _____ is a necessity.

BUT

it can never be preceded by a or an:

A pollution is a problem. +
An advice is welcomed. +

AND

it can never have a plural marker attached to the end of it:

Pollutions are a problem. +

It may sometimes be preceded by the but only when you want the uncountable noun to have a specific limited meaning:

The pollution here (not anywhere else) is a problem.

Fill in the blanks below with an article or an -s ending. Then supply an x-word for each and complete the sentences.

1. A or The computer ^X *is a wonderful invention.*
2. Computer _____
3. _____ computer _____
4. _____ television
5. Television _____
6. Television _____
7. _____ television _____
8. _____ handsome well-educated man

* See Appendix: p. 201

+ Incorrect English

Edit the following essay for mistakes concerning only the article the. Cross out any unnecessary the's and add them wherever they are needed. Do not make any other corrections or additions.

~~The~~ computers play a very important role in ~~the~~ human civilization. They are certainly one of the greatest inventions of ^{the} century.

Computers can do the jobs faster and more accurately than the human beings. Sanger, a Nobel Prize winner, spent fifteen years finding correct sequence of amino acids in the insulin of cows. A computer could have found sequence of amino acids in only a few minutes. Before computer was invented, the scientists had to take many years to discover size and shape of a simple molecule. Nowadays most information about the sizes, shapes and structures of molecules can be obtained from the X-rays and fed into the highly specialized computers.

In addition to above uses, there are many social, military and economic uses of the computers and the computerized equipment. Computers can control the busy traffic. Government uses the computers to identify fingerprints. Schools use computers to mark the examination papers. With help of computers, we can send rockets into the outer space. Some computerized robots in the large companies can handle and even fix the dangerous electric cables. Computers can also do all kinds of calculations in the banks.

No one would deny the efficiency or advantages of these incredible machines. The life is better in many ways because of them, and the people can have the more leisure time for their own interests.

Apostrophes

Look carefully at the apostrophes in the following sentences and then decide how many people and how many rooms are being talked about in each sentence. In the blank space after each sentence, write one or several.

	HOW MANY PEOPLE?	HOW MANY ROOMS?
1. My son's room is blue.	_____	_____
2. My sons' room is blue.	_____	_____
3. My sons' rooms are blue.	_____	_____
4. My son's rooms are blue.	_____	_____
5. My child's room is blue.	_____	_____
6. My children's room is blue.	_____	_____
7. My children's rooms are blue.	_____	_____
8. My child's rooms are blue.	_____	_____
9. My parents' rooms are blue.	_____	_____
10. The men's rooms are blue.	_____	_____

When do you have to add an apostrophe and an -s to a noun to make it a possessive word? When do you have to add only an apostrophe?

The following possessive words never need an apostrophe:

A

That is my pen
 That is your pen.
 That is his pen.
 That is her pen.
 Those are our pens.
 Those are your pens.
 Those are their pens.

B

That is mine.
 That is yours.
 That is his.
 That is hers.
 Those are ours.
 Those are yours.
 Those are theirs.

In Group A which two possessive words are spelled the same?

How do you know which of these is singular or plural?

In Group B which two are the same word?

In Group A how many end in -s?

In Group B which one does not end in -s?

Which one is the same in both groups?

Which are the only two in both groups that distinguish between men and women?

In which group are the possessives followed by a noun?

In which group are the possessives always last?

Are the words mines or her's part of either list?

Where should the apostrophe go in the following sentences? Circle the correct choice in each.

1. This (*country's/countries'*) foreign policy has changed.
2. There will be a sudden drop in the (*nation's/nations'*) unemployment rate.
3. The growth rate of the (*world's/worlds'*) population has diminished.
4. Drugs can change (*people's/peoples'*) personalities.
5. Hundreds of (*children's/childrens'*) lunches are thrown away.
6. A (*husband's/husbands'*) responsibility to his family should be equal to his (*wife's/wives'*).
7. The New York (*Giant's/Giants'*) players are all professionals.
8. (*Doctor's/doctors'*) reports from all over the globe condemn smoking.

Rewrite each group of words as a possessive with an apostrophe:

1. the gloves of the woman *the woman's gloves*
2. the bones of the dogs
3. the books of Susan Roberts
4. the home of his mother-in-law
5. the walls of the library
6. the walls of the libraries
7. the decision of the judges
8. the wings of the fly
9. the dresses of the little girls
10. the contribution of the Americans

Eighth Essay

Write a 250-300 word essay on one of the following topics:

1. Living together before marriage has both advantages and disadvantages.
2. Working for the same company all of a person's life has advantages as well as disadvantages.
3. Grades should/not be eliminated in colleges.

[illegible]

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be from a notebook or a standard ruled sheet of paper. There is no handwriting or other markings on the page.

EDIT WHAT YOU'VE WRITTEN:

- . Does it sound like expository writing?
- . Did you write a clear topic sentence in the first paragraph?
- . Are there any fragments or run-ons?
- . Is there a variety of sentence patterns?
- . Do all the subjects, verbs and pronouns agree?
- . Are the items in the sentences that list the advantages and disadvantages balanced grammatically?
- . Does every countable noun have either an article in front of it, or a plural ending, or both?
- . Does every uncountable noun appear without a plural ending?
- . Are there any misplaced apostrophes or unheard of possessives?

Unit Thirteen: X-words and Verb Forms

Write five one-word commands:

Stop! _____

These words are all VERBS. Every verb in English has different forms which correspond to the different grammatical jobs verbs can do.

The verb form you wrote above is called the BASE FORM because it is used to make all the other forms. The base form is easy to recall if you think of it as the same as a command.

One way you can recognize a verb is that verbs, unlike nouns, are not usually preceded by words such as the, a, an, big, pretty, or by any numbers. However, verbs are often preceded by x-words and by the word to.

Write to in front of the five commands you wrote above.

Adding to in front of a base verb form gives you the INFINITIVE FORM.

The base form and the infinitive form of any verb are timeless: just their form alone doesn't tell you anything about whether the action is taking place now, in the past sometime, or in the future.

In order to make the time of a sentence clear, it is necessary to add an x-word between the subject of the sentence and the base form of the verb:

^X
I will sleep. (later)
She did sleep. (past)
They couldn't sleep. (past)

In each example above, it is the x-words, not the base form of the verb sleep, that tells a reader the time of the action. Indicating the time of a sentence is another important job of x-words.

Not all of the twenty x-words, however, can be combined with a base verb.

Only twelve of the twenty x-words you listed on page 34 can be used with a base form of the verb such as sleep.

List them below:

(x-word?) will sleep

Write the base forms of any two verbs: _____

Add an -s or -es to the end of the two verbs you wrote above.

This verb form is called the S FORM. (The base form +-s.)

Can this form ever be preceded by an x-word?

She/he (x-word?) sleeps.

Because the -s form is very closely associated with the subject, it can never, unlike the base form, be separated from its subject by an x-word.

The following passage contains some mistakes resulting from the ways x-words and verb forms are combined. Every time you see one of the twelve x-words you wrote at the bottom of page 154, underline it. Then make sure each x-word is followed by a base verb form, and if any are not, change them so that they are.

Engaged couples should live together before getting married. Living together will give both of them a more complete idea of what married life will brings. Moreover, many divorces can be prevented this way because many people do not has a clear idea of what living with another person may require. Some people might not be mature enough for marriage, or maybe the person just doesn't has the right personality to get married. Engaged couples should knows these things about each other before getting married. A person might turns out to be completely different after marriage than before. Since most people would like to avoid divorce, engaged couples should have a trial period to find out if they can gets along.

Write the base forms of any two verbs and add -ing to the end of each:

This verb form is called the ING FORM. (The base form +-ing.)

Which five of the twenty x-words from page 34 can come before an ING FORM?

(x-word?) sleeping

Combine the following x-words and base verb forms into single words:

did + talk = _____ did + sleep = _____

This verb form is called the PAST FORM. The past form is usually formed by adding -d or -ed to the end of the base form.

However, some verbs like sleep have irregular ways of spelling the past form: did + sleep = slept (not slepped).

There is a list of these irregular past forms on page 198.

Another verb form that sometimes looks exactly like the past form is the D-T-N FORM. The difference is that the D-T-N form always appears with an x-word when it is used as a verb:

past form: talked D-T-N form: ^Xhave talked

Some verbs, however, have irregular D-T-N forms which are easily distinguishable from their past forms:

past form: wrote D-T-N form: ^Xhave written

Why is this form called the D-T-N form? Look at the list of irregular verbs on page 198. Look closely at how most of the D-T-N forms are spelled.

A D-T-N form can be preceded by only three x-words in the active voice:

^X
has written
have written
had written

Can the past form be directly preceded by any of the 21 x-words?

(x-word?) wrote

The following passage contains some mistakes resulting from the ways x-words and verb forms are combined. Underline each occurrence of have, has, or had in the following paragraph. Then make sure each is followed by a D-T-N form. Correct any mistakes you find.

Rapid social change has ~~shook~~^{shaken} the institution of marriage. Although most people have not abandon marriage completely, some have found alternative arrangements. Many people have chose living together without legal papers. Some others have tried temporary marriages, but divorce has always made these arrangements difficult. The courts have not yet approve homosexual marriage although homosexuals have become more visible in society. Some people have also began to explore the possibilities of group and communal marriages. This alternative has not got off the ground and has not develop beyond a few isolated cases. The fact is, however, that long before anybody had showed any interest in any of these alternatives, traditional marriage arrangements had been failing. *

*Adapted with permission from 26 Steps: Controlled Composition for Intermediate and Advanced ESL Students, Revised Edition, Linda Ann Kunz, Language Innovations, Inc., New York, 1980.

In addition to the x-words have, has, and had, the D-T-N form of most verbs in English can be combined with five other x-words. List them:

(x-word?) told

What other verb form that has already been mentioned can be combined with the x-words above?

Besides a difference in time, how are these two sentences different?

1. Jack is writing the last report.
2. The last report was written by Jack.

What is the subject of the first sentence? Is the subject doing the action (writing)?

Whenever the subject of a sentence is performing the action stated by the verb, the sentence is ACTIVE.

What combination of x-words and verb form do active sentences have?

Find the subject of the second sentence using the x-word. (See p. 108.)

Is the subject in the second sentence doing anything?

Whenever the subject of a sentence is not performing the action of the verb, the sentence is PASSIVE.

What combination of x-words and verb form do passive sentences have?

Passive sentences have one other easily recognizable characteristic: you can usually add a phrase beginning with by to the end of a passive sentence although the by phrase is often omitted:

The man was arrested (by the police).

There is one other possible combination of x-words and a verb form. List the five x-words that can be combined with an infinitive verb form:

(x-word?) to go

THE ENGLISH VERB SYSTEM

	<u>REGULAR VERBS</u>	<u>IRREGULAR VERBS</u>	<u>MATCHING X-WORDS</u>
BASE FORM	start	write	do, does, did, will, would, shall, should, can, could, may, must, might
INFINITIVE FORM	<u>to start</u>	<u>to write</u>	am, is, are, was, were
S FORM	starts <u></u>	writes <u></u>	
PAST FORM	started <u></u>	wrote	
D-T-N FORM	started <u></u>	<u>written</u>	ACTIVE: have, has, had PASSIVE: am, is, are, was, were
ING FORM	starting <u></u>	writing <u></u>	am, is, are, was, were

Complete the following sentences:

- Pollution _____ harm the earth's environment.
(an x-word)
- Abortion should _____ a legal choice for everybody.
(a base form)
- Folk dancing _____ very popular.
(an x-word) (an -ing verb form)
- The electric light bulb _____ by Thomas Edison.
(an x-word) (a D-T-N form)
- America _____ a lot since 1776.
(an x-word) (a D-T-N form)
- Street gangs _____ not _____ a problem recently.
(an x-word) (a D-T-N form)
- By the early 1970's the U.S. space program _____ caught up with the Russian program.
(an x-word)

Write a sentence about taxes. Use an x-word and a D-T-N verb form:

Write a sentence about television using an x-word + ING verb form:

Write a passive sentence about wars. Use an x-word + D-T-N verb form:

Middle Verbs

In addition to combinations of x-words and verb forms, English also has five middle verbs. Middle verbs come between an x-word and a D-T-N or ING verb form:

X MV D-T-N
New sources of energy have been discovered.

X MV ING
The inflation rate might be declining soon.

x mv mv D-T-N
Polluted rivers could have been avoided.

Underline the verb phrase (x-word, middle verb, D-T-N or ING verb form) in each example. Then identify each part of the verb phrase as in the examples above.

Severe unemployment might have been prevented.

Guns should have been outlawed a long time ago.

Pollution can be prevented.

Prices have been rising steadily.

Welfare is being investigated.

Which five x-words can come in front of being + a D-T-N verb form?

(x-word) being invited (passive)

Which three x-words can come in front of been + an ING or D-T-N form?

(x-word) been writing (active)
 been written (passive)

Which eight x-words can come in front of have been + an ING or D-T-N form?

(x-word) have been writing (active)
 have been written (passive)

Which nine x-words can come in front of be + an ING or D-T-N form?

(x-word) be writing (active)
 be written (passive)

Which eight x-words can come in front of have + a D-T-N verb form?

(x-word) have written (active)

Which three x-words are never followed by a middle verb?

Correct any verb phrase in the following examples that is wrong:

He may write it.

We did ask.

They have saw it.

He could have wrote it.

I was using it.

We aren't threaten.

She will writes it.

It has been got.

It has being done.

It should be written.

It has been exclude.

They have already began.

They do write them.

It can removed.

It has been learn.

He is complain.

It might been seen.

She doesn't has any.

Complete the following topic sentences:

1. American society _____ being challenged today.
(an x-word)
2. Hijackers should _____ sentenced to death.
(a middle verb)
3. The death penalty should _____ abolished a long time ago.
(two middle verbs)
4. Welfare should be _____
(a D-T-N verb form)
5. If the space program _____ discontinued, the
(an x-word) (a middle verb)
moon landing might _____ made by another country.
(two middle verbs)
6. Indians _____ living on the land a long
(an x-word) (a middle verb)
time before the early settlers claimed it.
7. History is _____ made nowadays in some developing lands.
(a middle verb)

The following sentences are correct except for mistakes in the combinations of x-words, middle verbs and verb forms. Check that every combination is correctly matched and correct any mismatches.

1. Before paper money, shells were use as a means of exchange in many parts of the world.
2. A U.S. dollar can be exchange for four and a half Hong Kong dollars.
3. With money we could bought many things.
4. When a person is expected some money, he feels happy.
5. Television is suppose to be a form of entertainment.
6. Our lives are too involve with television.
7. Many people are too influence by the changes in fashions.
8. Some television shows should not be showed to children.
9. I seen a good television show.
10. Nobody knows what has happen to fashions such as miniskirts.
11. Mankind has not appreciate the value of television completely.
12. Some countries might have been beat by other countries if they hadn't have a lot of money.
13. A person's resolution to save money can be broke by the influence of new fashions.
14. The president was surprise not to have any mail.
15. A lot of essays about money have been wrote.

-
1. Write a sentence about drugs. Use an x-word + being + a D-T-N verb form:

 2. Write a sentence about guns. Use an x-word + have been + a D-T-N form:
-

Make up as many sentences as you can using the words in the columns below. You do not have to use a word from every column in every sentence, and you may use any word more than once. See the example.

<u>SUBJECTS</u>	<u>X-WORDS</u>	<u>MIDDLE VERBS</u>	<u>VERB FORMS</u>	<u>COMPLEMENT</u>
I	do	be	begin	<u>at 8:00</u>
He	does	being	began	
She	did	been	<u>begun</u>	
They	will	<u>have</u>	begins	
It	would		begin	
We	shall		to begin	
<u>You</u>	<u>should</u>			
	can			
	could			
	may			
	must			
	might			
	am			
	is			
	are			
	was			
	were			
	have			
	has			
	had			

1. *You should have begun at 8:00.*

Ninth Essay

Write a 250-300 word opinion essay on one of the following topics:

1. Sex education should/not be taught in elementary schools.
2. All people should/not be forced to retire at the age of 65.
3. Being able to speak a foreign language has disadvantages as well as advantages.
4. Governments should/not negotiate with terrorists.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Unit Fourteen: Verbs and Verbals

I asked to go.

The above sentence can be broken down into three parts:

the subject: _____

a past verb form: _____

an infinitive verb form: _____

Likewise, the sentence She considered going. is made up of three parts:

a subject: _____

a past verb form: _____

an ING verb form: _____

In both cases the part of the sentence after the subject is composed of a timeful verb (a verb form that states a clear time orientation — in this case the past) and a timeless verb form (or "verbal") which by itself gives no clear indication of time.

Circle the two timeful verbs in the above examples.

Draw a square around the two timeless verbs.

In both cases is the timeful verb always first? Second?

The timeless verb forms in English are the infinitive form, the ING form, the D-T-N form, and the base form.

Some timeful verb forms in English can be followed by both an infinitive verb form and an ING verb form. For example, you can say:

We started to go. (infinitive)

We started going. (ING form)

However, some verbs can be followed only by an infinitive verb form:

I asked to go.

NEVER:

I asked going.

Some other verbs can be followed only by an ING verb form:

I considered going.

NEVER:

I considered to go.

Complete each sentence below with either learning English or to learn English. When both are possible, write the word both. If you have trouble deciding, try substituting a different verb instead of learn, for example, go or say.

I appreciated learning English.

I asked to learn English.

I began learning English (or) to learn English.

I admitted	I forgot	I preferred
I agreed	I gave up	I pretended
I arranged	I had	I proceeded
I attempted	I had trouble	I promised
I avoided	I happened	I quit
I chose	I hated	I recalled
I considered	I hesitated	I recommended
I continued	I hoped	I refused
I couldn't help	I intended	I regretted
I couldn't stand	I insisted	I remembered
I decided	I kept	I reported
I denied	I liked	I resented
I deserved	I loved	I resisted
I discussed	I meant	I resumed
I didn't mind	I minded	I seemed
I disliked	I missed	I started
I endeavored	I needed	I stopped
I enjoyed	I neglected	I studied
I escaped	I offered	I suggested
I expected	I planned	I tried
I failed	I planned on	I wanted
I felt like	I postponed	I wished
I finished	I practiced	I would like

* All of the timeful verbs in this exercise are past, but they could be other tenses as well, i.e., *I will ask, I am asking, I have asked*, etc.

* All of the subjects above are I, but they could be *he, she, we, they*, etc., as well.

I saw him go.

Whenever there is an object word (him) between the timeful verb form and the timeless verb form, it is possible for the timeless verb form to be a basic verb form (go) as well as an ING or infinitive verb form.

Complete each of the following with learning English, to learn English, or learn English. If more than one is possible, write all the possibilities.

I advised him <i>to learn English</i> .	I listened to him
I allowed him	I made him
I asked him	I met him
I caught him <i>learning English</i> .	I observed him
I caused him	I ordered him
I chose him	I needed him
I convinced him	I persuaded him
I discovered him	I permitted him
I encouraged him	I promised him
I expected him	I reminded him
I forced him	I remembered him
I found him	I started him
I got him	I studied him
I heard him	I saw him
I helped him <i>to learn/learn English</i> .	I stopped him
I had him	I told him
I imagined him	I taught him
I instructed him	I urged him
I invited him	I wanted him
I kept him	I warned him
I left him	I watched him
I let him	I would like him

Which two verbs in the exercise above are always followed by a base verb form ONLY?

The object in all of these examples is him, but it could also be you, her, it, the book, somebody, etc.

<i>saw</i>	<i>watched</i>	<i>heard</i>
<i>found</i>	<i>told</i>	<i>asked</i>
<i>imagined</i>	<i>permitted</i>	<i>caught</i>
<i>left</i>	<i>wanted</i>	<i>encouraged</i>
<i>would like</i>	<i>persuaded</i>	<i>forced</i>
<i>reminded</i>	<i>taught</i>	<i>made</i>
<i>let</i>	<i>helped</i>	<i>remembered</i>

Make a list of all the verbs from the box above that will fit into this sentence frame:

I *saw* her crossing the street.
(ING form)

Make a list of all the verbs from the box that will fit into this sentence frame:

I *saw* her cross the street.
(base form)

Make a list of all the verbs from the box that will fit into this sentence frame:

I *helped* her to cross the street.
(infinitive)

Complete the following paragraph using either a base form, an ING form or an infinitive verb form. When more than one form is possible, write all the possibilities.

Two days ago my son was born. I saw him, for the first time

sleeping in his mother's arms. I watched him _____
(SLEEP) (TRY)

to open his eyes. I imagined him _____ ten years from now.
(LIVE)

It made me _____ very old. I heard him _____ the
(FEEL) (MAKE)

little sounds babies always make and imagined him _____
(TRY)

to tell us something. I observed him _____ his tiny
(MOVE)

arms and legs — so small yet so complete. If he could talk, I'd ask him

_____ us what it means to be alive. I'd like him
(TELL)

_____ himself. I saw him _____ that first day,
(BE) (LAUGH)

too. We didn't force him _____, but he did. It made us
(SMILE)

_____, too. I guess he likes us. His mother felt him
(SMILE)

_____ in her arms and couldn't persuade herself _____
(BREATHE)

_____ that we are parents. We watched him _____
(BELIEVE) (FALL)

asleep, and I left him _____ in his mother's arms.
(SMILE)

Fill in the blank spaces with one of the following prepositions:
IN, OF, ON, WITH, ABOUT, FROM. When no preposition is necessary,
leave the space blank.

1. We took part in learning English.
2. He recommended _____ learning English.
3. He took advantage _____ learning English.
4. We delight _____ learning English.
5. He kept _____ learning English.
6. I had trouble _____ learning English.
7. I agreed _____ learning English.
8. I believed _____ learning English.
9. He was concerned _____ learning English.
10. She was disappointed _____ learning English.
11. I am embarrassed _____ learning English.
12. We are interested _____ learning English.
13. They forgot _____ learning English.
14. He insisted _____ learning English.
15. We planned _____ learning English.
16. She succeeded _____ learning English.
17. I thought _____ learning English.
18. We discussed _____ learning English.
19. We talked _____ learning English.
20. I prevented him _____ learning English.
21. I took pride _____ learning English.
22. I asked _____ learning English.
23. I stopped him _____ learning English.
24. I gave up _____ learning English.
25. It interfered _____ learning English.

Underline the prepositions in the following sentences:

I asked about borrowing the car.

I planned on meeting him yesterday.

I agreed with asking him his opinion.

I hesitated before buying that ring.

In each sentence above when a timeful verb is followed by a preposition, what verb form does the timeless verb take?

Cross out the prepositions in the above examples.

Read the sentences. Do they sound like English?

Change the ING verb form in each example to the infinitive verb.

Do the sentences sound like English now?

Underline the prepositions in the following examples:

I am accustomed to walking.

I want to walk.

I am used to walking.

I look forward to walking.

I asked to walk.

I object to walking.

If you had trouble deciding when to in the above sentences is a preposition and when it is part of the infinitive verb form (to go) try this:

Cross out the verb forms after to in each sentence above and replace them with the word it.

Read each sentence out loud.

If the verb forms can be replaced by it and still sound like English (for example, *I am accustomed to it.*), then the word to in that sentence is a preposition and must be followed by an ING verb form.

If the sentence doesn't sound like English when the verb forms are replaced by the word it (for example, *I want to it.*), then the to in that sentence is not a preposition but instead a part of the infinitive verb form.

Complete the following sentences with the D-T-N form of the verb indicated, following it with either the infinitive or the ING form of the verb go.

1. I have always wanted to go to Greece.
(WANT)
2. I have never _____
(REFUSE)
3. I have always _____
(AVOID)
4. I have always _____
(HOPE)
5. I have never _____
(FAIL)
6. I have often _____
(ENJOY)
7. I have always _____
(EXPECT)
8. I have just _____
(FINISH)
9. I have never _____
(RESENT)
10. I have often _____
(PLAN)
11. I have always _____
(INTEND)
12. I have often _____
(DISLIKE)
13. I have almost _____
(GIVE UP)

Whenever GET, FEEL, SEEM, APPEAR, BECOME and any form of the verb BE are used in a verb phrase, they can never be followed by the base form of a verb. They must always be followed by the D-T-N form:

He got dressed.
(D-T-N)

NOT

He got dress.
(base)

Check every occurrence of get, feel, seem, appear, become, and be in the following sentences. Make sure they are followed by a D-T-N verb form and if they are not, correct any mistakes.

1. They felt depress when they heard the results of the competition.
2. He couldn't remember what he was suppose to do next.
3. Sometimes I get so involve in my work that I forget about the time.
4. Everybody was confuse when the bus schedule was change.
5. I wasn't surprise by the earthquake because I am use to earthquakes now.
6. I was so cold that my hands felt froze.
7. The little boy seemed lost.
8. When I finally found the key, I felt a little embarrass.
9. The way things are today people have to be satisfy with what they have.
10. In order to be consider fashionable nowadays, it is necessary to constantly purchase new clothes.
11. Some people become disturbed over nothing.
12. The sofa will appear damaged if you don't clean it up.

The following passages are correct except for some mistakes in matching verbs and verbals. Correct any mistakes, including prepositions.

1. Unfortunately, it is very easy to get carry away with buying clothes. Styles change so rapidly that it is impossible to keep up with them. Many people become addict to the latest fashions, letting an elite group of designers tell them what to wear; others are confuse by advertisements and really believe that new clothes can change their lives.
2. If one is determine to be as fashionable as possible, it is necessary to be independently wealthy. There are many psychological reasons which prevent a person to say "no" to a new hat or coat.
3. People never become satisfy no matter how much money they have. They are unable to let themselves relaxed and enjoy life. They have to be involve in some kind of business venture. They will not stop working, even if they have succeeded to make a fortune.
4. Money has been created to be use as a medium that could replace bartering. After been adopted by every nation in the world, it has become an inescapable part of our lives. Originally, paper money was suppose to represent real objects, such as cattle, rice, or corn.
5. Television has creating a unique brotherhood among men of every nation. However, television can cause problems by bring into our living rooms the ugliness of the world. I suppose people can not be prevented to see such ugliness, but I feel a little depress when I think about this aspect of television's influence. Until recently, China was the only nation that had not been touch by television's influence. I use to feel sorry for the Chinese.

Rewrite

Rewrite one of your essays from this book. Edit it first in pencil.

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

EDIT WHAT YOU'VE WRITTEN:

- . Does it sound like expository writing?
- . Are there any fragments or run-ons?
- . Is there a variety of sentence patterns?
- . Do all the subjects, verbs and pronouns agree with each other?
- . Are the x-words and verb forms properly matched?
- . Are all the verbs and verbals properly matched?

Unit Fifteen: Introductions and Conclusions

The road keeps on winding down through the canyon. Early morning patches of sun are around us everywhere. The cycle hums through the cold air and mountain pines, and we pass a small sign that says a breakfast place is a mile ahead.

"Are you hungry?" I shout.

"Yes!" Chris shouts back.

Soon a second sign with an arrow under it points to the left. We slow down, turn and follow a dirt road until it reaches some cabins. We pull the cycle under a tree, shut off the motor and gas, and walk inside the main lodge. We sit down at a table and order eggs, hotcakes, milk, sausages, and orange juice. The cold wind has worked up an appetite.

"I want to write a letter to Mom," Chris says.

That sounds good to me. I go to the front desk and get some stationery. I bring it to Chris and give him my pen. He puts the paper in front of him, grabs the pen in a heavy grip and then concentrates on the blank white paper for awhile.

He looks up. "What day is it?"

I tell him. He nods and writes it down.

Then I see him write, "Dear Mom."

Then he stares at the paper for awhile.

Then he looks up again at me and says, "What should I say? What shall I write?"

"OK," I say. I tell him getting stuck is the commonest trouble of all. Usually, I say, your mind gets stuck when you're trying to do too many things at once. What you have to do is try not to force the words to come. That just gets you more stuck. What you have to do now is separate out the things and do them one at a time. You're trying to think of WHAT TO WRITE and WHAT TO WRITE FIRST at the same time, and that's too hard. So separate them out. Just write down all the things you want to say in any order. Then later we'll figure out what order to put them in.

"Like what things?" he asks.

"Well, what do you want to tell your mother?"

"About our trip."

"What things about the trip?"

He thinks for awhile. "About the mountains we climbed."

"OK, write that down," I say.

He does.

Then I see him write down another item, then another, while I finish my coffee. He goes through three sheets of paper, listing things he wants to say.

"I'll never get all this into one letter," he says.

"You don't have to," I say. "Just pick out the best ones."

Then we head outside and onto our motorcycle again.

Read the passage on the preceding page. It's taken from a book about a ten-year old boy and his father who are on a motorcycle trip together across the United States.

WHEN YOU HAVE TO WRITE SOMETHING ANOTHER PERSON WILL READ, HOW DO YOU BEGIN?
Do you begin by thinking or writing?

Chris begins by grabbing the pen in a heavy grip and concentrating on a blank piece of paper for awhile. Do you ever do this?

Do you ever put off writing by thinking?
Can you write and think at the same time?
Must these two always be separate operations?

What are some of the other ways Chris puts off beginning?
What are some of the ways you put off beginning?

When Chris is through stalling, he makes a last effort to get around beginning. He tries the best way of all to get out of having to decide how to begin. What is it?

WHEN YOU WRITE SOMETHING, WHEN DO MOST OF YOUR IDEAS COME TO YOU — before you start to write; while you are writing; after you stop writing?

How does Chris's father help him?
Does he write the letter for him?
Does he tell him what to write? Whose ideas would they be, if he did tell him?

What two operations does he ask Chris to separate?
Which does he advise him to do first?
Which do you usually do first?

When Chris first started to write the letter, he couldn't think of anything to write. After he took his father's suggestion about what to do first, could he think of things to write?

Did he think of enough things? What was his problem then?

HOW LONG DO YOU THINK ABOUT SOMETHING BEFORE YOU BEGIN TO WRITE?

Where did Chris get the long list of things to write about?
Where did he get the first one?
What triggered the next one and the one after it?

WHERE DO YOU GET YOUR IDEAS FROM?

If Chris's father had told him what to write, whose ideas would they be?

Was Chris in a better position to judge whether he had anything to say after he had begun to write or before?

Do you usually wait until you have all of your ideas before you begin?

Do you always have to know exactly what you're going to write about before you can begin?

Can you know exactly what you're going to say when you start out?

When someone asks your opinion on a certain subject, do you always start out answering with a clear opinion on the subject, or does your opinion start to take shape and grow — even change — as a result of your explaining yourself, so that what you end up with is an opinion — not what you start out with?

Writing is a similar kind of developmental process. It usually starts out being disorganized, unclear and unsure of itself and gradually gets better and clearer until it develops into an opinion.

A clear piece of writing is what you should end up with — not start out with. You can waste a lot of time and energy thinking you have to have it all or most of it before you can begin. Often you won't know what it is until you finish.

After Chris has the list of things to write about, what does his father suggest he do with it?

WHEN DO YOU BEGIN TO ORGANIZE YOUR MATERIAL — BEFORE OR AFTER YOU HAVE A LIST OF THINGS TO SAY?

Do you think Chris had a better idea of how to proceed with organizing the letter once he saw the list?

Do you think Chris might have felt writing the letter wasn't so hard once he had gotten the list? Don't you think he might have felt that the writing was half over then?

WHERE DO YOU ORGANIZE YOUR THOUGHTS — in your head or on paper?
Can you keep all your ideas in your head?

DO YOU ALWAYS BEGIN AT THE BEGINNING?

Do you ever begin in the middle or write the conclusion first?

Do you ever skip the beginning because you're not sure of what it is yet or of how to word it and, instead, do some other part first — some part you feel surer of?

Do you ever start with an idea that looks easy and not worry about where it will end up until later — after you have more of the pieces?

Do you ever write the introduction last, after everything else has made it easier to do?

Do you suppose beginning is different from starting?

Where must you begin?

Where can you start?

HOW DO YOU KNOW WHAT TO WRITE NEXT?

Does looking at a list of your ideas give you more or fewer ideas?

Does writing one sentence help you to decide the next?

Does writing one paragraph help you to write the next?

WHEN DO YOU MAKE JUDGMENTS ABOUT YOUR IDEAS?

Do you judge, criticize, cut, edit, and rewrite first?

Trying to make the first draft of an essay perfect can be frustrating and a waste of energy.

Deciding too early that something is good or bad may leave you with nothing to write about.

Wanting the first draft to be good is wanting two different things: a first draft and a good first draft. That may be expecting too much.

Most people can not skip the messy developmental steps in writing until they have had a lot of practice. This is only possible if you think of writing as a way of transferring a message from your brain to a piece of paper. Actually, more often than not, writing is a way of developing an idea that isn't there yet. You should expect yourself to end up somewhere different from where you began.

You don't always have to know "what to write about" before you can begin because what to write about often doesn't become clear until after you have begun to write something. Instead you can begin and in the process of writing uncover what you want to say, what to focus on, what to reject, and where to go next.

Thinking, choosing, judging and trying to come up with something to write about isn't the best way to begin. Getting something down on paper — something you can look at that will generate ideas — is.

GET BEGINNING OUT OF YOUR WAY BY BEGINNING!

Computer games have advantages and disadvantages.

Write without stopping about the above statement. Fill up this page and the next with notes.

Write anything that comes into your head about the statement, even if you think it is stupid or unimportant. Try not to make judgments about your ideas. Just get them all down on paper so you can see them. What you want now is quantity, not quality.

Don't stop too long on any one item and don't read over what you have already written. Move quickly onto a new idea.

Don't try to be neat and don't worry about grammar or spelling.

Look at what you've written on pages 184 and 185.

Do you see any ideas that can be developed further? Circle them.

Do you see any ideas that seem to go together? Label them with the same number or letter.

Can you find three ideas that agree or disagree with the statement?

Are the ideas that agree with the statement stronger (more convincing) than the ideas that disagree or vice-versa?

Write a topic sentence for your first paragraph:

Decide on three points to support your topic sentence and label them 1, 2, and 3. If you don't have all three yet, label what you have and you'll get the rest later.

Do you see anything that might be developed into a conclusion?

Look at the examples of conclusions on page 187. Write the conclusion even if you don't have all of the parts yet:

Now, what's missing?

Go back and figure out what you need and write it, but don't fill in all the details yet. You should end up with just the skeleton of an opinion essay.

Conclusions

The following are samples of concluding paragraphs from different essays:

1. Finally, parents, school officials and government officials must do everything possible to educate young people about the dangers of drug abuse. Moreover, society, as a whole, must change its attitude toward the careless use of all drugs. If people reexamine their attitudes toward this problem, drugs may stop destroying our cities and our youth.
2. From what has been written above, it is clear that abortion is a kind of murder and should be made illegal in every state of The United States. If society does not care about the lives of innocent victims, what kind of judgment will history have for us in the future?
3. To conclude, an intelligent, mature individual will always value love more than money because he knows that love and not money is the ultimate source of happiness. There is great wisdom in the Biblical warning: "The love of money is the root of all evil."
4. In conclusion, it is easy to confuse abortion with murder because of the emotion involved in a situation concerning a child. A person can get stuck too easily on this part of the problem and lose sight of the other important issues, namely, a woman's right to her body, the plight of an unloved person and the horror of starvation. In the long run, these are the issues which, if overlooked, will lead to greater despair.
5. In conclusion, although television has both advantages and disadvantages, its advantages for mankind far outweigh the disadvantages. Television has done a lot to help shrink the globe and to bring the human races closer to understanding each other. Mankind will not eliminate television. Instead it must consider how to use this great invention wisely.

What is the purpose of these paragraphs?

How does each of the above paragraphs begin?

Does each paragraph end with the same sentence pattern?

How does the second end? The third?

What voice is the verb in the linker that begins number 2?

Which one gives a summary or review of the main points of the discussion?

Which two give advice to the reader and ask for a change of attitude or a call for action?

Which two draw a conclusion from what has been written?

Do any of the above conclusions make apologies to the reader?

Do any introduce new information?

Recently some people have claimed to have had close encounters with beings from another world. Discuss what would be the advantages and disadvantages for our world if such contacts became a reality.

Make notes on the above statement just as you did on pages 184 and 185. Move quickly from point to point, and don't think too long about any one.

Write both advantages and disadvantages as they come to you, but try not to make judgments about any of them yet.

You won't be able to use all of what you write on these pages, but you don't have to. Again, aim for quantity, not quality.

Sketch things out roughly, move quickly, and don't reread. Don't stop until you've filled this page and the next one.

Fourth Essay

Write an essay of 250-300 words on one of the following topics:

HIJACKING

NUCLEAR ENERGY

MANNERS

SPACE EXPLORATION

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Each of the following paragraphs contains at least one fragment or run-on sentence. Find them and correct them.

1. People nowadays are always in a hurry, they never have time to talk to one another. They are only familiar with the people they see every day. For example, the people in school or at work.
2. By the 1960's computers had improved to the point where they were almost completely automatic. Less programming by operators. Less storage of data. Less time to do computations.
3. Mercy killing is a liberation and a relief. Not a crime. It should be made legal. Because it is the most humane thing to do. A man is born free to do what he will with his life. So long as he doesn't bother other people. Everyone should have the right to decide what concerns his own life. Even how to die with dignity when all hope is gone.
4. People do not want to get involved in other people's problems. Sometimes people get sick or get mugged in subways, nobody tries to help them. Even though there are many people in the same car.
5. Friendship: a relationship of openness and sharing. Respect is also a big factor in friendship. If a friendship is to succeed. A friend is not only a good companion. A person who will support you when you really need it.
6. To conclude, every person should have at least one television in his home. Because, besides learning a lot, he can relax at the end of a long day.

Look at the notes you've written on pages 188 and 189, and review the topic. Label anything that is an advantage "A" and anything that is a disadvantage "D."

Number the three best advantages 1, 2, and 3 and cross out any others you may have. Number the three worst disadvantages 1, 2, and 3 and cross out any others you may have. If you don't have three of each, try to get them now and if you can't, let them go until later.

Write the introduction, using the statement as your topic sentence:

Decide on the order of the three advantages and three disadvantages and number them that way.

Do you see anything that might be developed into a conclusion?

Look at the examples on page 187. Write the conclusion even if you don't have all the parts yet:

Tenth Essay

Write a 250-300 word essay based on your notes for the opinion essay on page 184 OR the advantages/disadvantages essay on page 188.

Don't worry about grammar, spelling, or sentence variety until after you finish. Then, carefully edit what you have written using the editing checklist at the bottom of page 192.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

THIS TIME YOU WANT QUALITY NOT QUANTITY.

- 192-

References

A List of Pronouns

SUBJECT PRONOUNS:

singular

I I love baseball.
 you
 he
 she
 it It is a stone.

plural

we We love baseball.
 you
 they
 they
 they They are stones.

OBJECT PRONOUNS:

me Bill loves me.
 you
 him
 her
 it

us Bill loves us.
 you
 them
 them
 them

POSSESSIVE PRONOUNS:

my My love is yours.
 your
 his
 her
 its

our Our love is yours
 your
 their
 their
 their

mine
 yours My love is yours.
 his
 hers
 its

ours Our love is ours
 yours
 theirs
 theirs
 theirs

REFLEXIVE PRONOUNS:

myself
 yourself
 himself He did it himself.
 herself
 itself

ourselves
 yourselves
 themselves
 themselves
 themselves

DEMONSTRATIVE PRONOUNS:

this
 that

these
 those

RELATIVE PRONOUNS:

(human) who (m)
 whose
 (non-human) which
 that

who (m)
 whose

He is the man who did it.

COUNTING PRONOUNS:

one
 some...others
 another
 the other
 then

A List of Irregular Verbs

<u>BASE FORM</u>	<u>PAST FORM</u>	<u>DTN FORM</u>	<u>BASE FORM</u>	<u>PAST FORM</u>	<u>DTN FORM</u>	<u>BASE FORM</u>	<u>PAST FORM</u>	<u>DTN FORM</u>
BEAR	bore	<i>born</i>	GET	got	<i>gotten</i>	SAY	said	<i>said</i>
BEAT	beat	<i>beaten</i>	GIVE	gave	<i>given</i>	SEE	saw	<i>seen</i>
BECOME	became	<i>become</i>	GO	went	<i>gone</i>	SELL	sold	<i>sold</i>
BEGIN	began	<i>begun</i>	GROW	grew	<i>grown</i>	SEND	sent	<i>sent</i>
BEND	bent	<i>bent</i>				SET	set	<i>set</i>
BET	bet	<i>bet</i>	HANG	hung	<i>hung</i>	SHAKE	shook	<i>shaken</i>
BITE	bit	<i>bitten</i>	HAVE	had	<i>had</i>	SHOOT	shot	<i>shot</i>
BLEED	bled	<i>bled</i>	HEAR	heard	<i>heard</i>	SHUT	shut	<i>shut</i>
BLOW	blew	<i>blown</i>	HIDE	hid	<i>hidden</i>	SING	sang	<i>sung</i>
BREAK	broke	<i>broken</i>	HIT	hit	<i>hit</i>	SINK	sank	<i>sunk</i>
BRING	brought	<i>brought</i>	HOLD	held	<i>held</i>	SIT	sat	<i>sat</i>
BUILD	built	<i>built</i>	HURT	hurt	<i>hurt</i>	SLEEP	slept	<i>slept</i>
BUY	bought	<i>bought</i>				SLIDE	slid	<i>slid</i>
			KEEP	kept	<i>kept</i>	SPEAK	spoke	<i>spoken</i>
CATCH	caught	<i>caught</i>	KNOW	knew	<i>known</i>	SPEND	spent	<i>spent</i>
CHOOSE	chose	<i>chosen</i>				SPREAD	spread	<i>spread</i>
COME	came	<i>come</i>	LAY	laid	<i>laid</i>	SPRING	sprang*	<i>sprung</i>
COST	cost	<i>cost</i>	LEAD	led	<i>led</i>	STAND	stood	<i>stood</i>
CREEP	crept	<i>crept</i>	LEAVE	left	<i>left</i>	STEAL	stole	<i>stolen</i>
CUT	cut	<i>cut</i>	LEND	lent	<i>lent</i>	STICK	stuck	<i>stuck</i>
			LET	let	<i>let</i>	SWEAR	swore	<i>sworn</i>
DIG	dug	<i>dug</i>	LIE	lay	<i>lain</i>	SWEEP	swept	<i>swept</i>
DO	did	<i>done</i>	LIGHT	lit	<i>lit</i>	SWIM	swam*	<i>swum</i>
DRAW	drew	<i>drawn</i>	LOSE	lost	<i>lost</i>	SWING	swung*	<i>swung</i>
DRINK	drank	<i>drunk</i>						
DRIVE	drove	<i>driven</i>	MAKE	made	<i>made</i>	TAKE	took	<i>taken</i>
			MEAN	meant	<i>meant</i>	TEACH	taught	<i>taught</i>
EAT	ate	<i>eaten</i>	MEET	met	<i>met</i>	TEAR	tore	<i>torn</i>
						TELL	told	<i>told</i>
FALL	fell	<i>fallen</i>	PAY	paid	<i>paid</i>	THINK	thought	<i>thought</i>
FEED	fed	<i>fed</i>	PUT	put	<i>put</i>	THROW	threw	<i>thrown</i>
FEEL	felt	<i>felt</i>						
FIGHT	fought	<i>fought</i>	QUIT	quit	<i>quit</i>	UNDERSTAND	understood	
FIND	found	<i>found</i>						
FLY	flew	<i>flown</i>	READ	read	<i>read</i>	WAKE	woke	<i>waked*</i>
FORGET	forgot	<i>forgotten</i>	RIDE	rode	<i>ridden</i>	WEAR	wore	<i>worn</i>
FORGIVE	forgave	<i>forgiven</i>	RING	rang	<i>rung</i>	WIN	won	<i>won</i>
FREEZE	froze	<i>frozen</i>	RISE	rose	<i>risen</i>	WRITE	wrote	<i>written</i>
			RUN	ran	<i>run</i>			

*The dictionary lists alternative spellings for each of the items with an asterisk, but those spellings are not as common as the ones given above.

A List of Words Frequently Confused

1. it's/its
It's going to rain. (it's = it is)
I know how to spell that word, but I'm not sure of its meaning.
(its = a possessive without an apostrophe)
2. who's/whose
Who's making that noise? (who's = who is)
Whose chair is this? (whose = a possessive question word)
3. their/there/they're
They're busy now. (they're = they are)
Their home is nearby. (their = a possessive - always with a noun)
There are some people over there. (there = the opposite of here, or a first word always followed by a verb)
4. then/than
If you agree, then help us.
I was only six years old then.
Alaska is colder than Florida.
5. know/no
Now I know the answer is no.
6. two/too/to
At two years old I was too young to know you.
Give two of them to her, too.
7. besides/beside
Besides strawberry, I like vanilla ice cream. (besides = in addition to)
I don't want him to sit beside me. (beside = next to)
8. whether/weather
We plan to have a picnic whether the weather is fine or not.
9. past/passed
I passed your house yesterday. (passed = the past form of pass)
I walked past your house.
The past is over. (past is not a verb)
10. quite/quiet
He's quite tall. (quite = very)
You have to be quiet in the library. (quiet = silent)
11. loose/lose/loss
Your button is loose. (loose is a descriptive word, not a verb)
Don't lose it. (lose is the base form of a verb)
His death was a big loss to the family. (loss = a countable noun)

12. clothes/clothing/cloth

Clothes are made of cloth. (clothes is always plural)
Clothing is expensive. (clothing and cloth are uncountable)

13. accept/except

I'll accept any present except candy. (accept is a verb)

14. affect/effect

A change in the weather affects the crops. (affect means to change or influence and is often related to an emotion)

The sad news affected him deeply.

The effects of the storm were everywhere.

The smoke had a bad effect on his eyes. (effect = the result)

15. raise/rise

I watched the sun rise over the mountains.

Raise your hand. (verb)

The boss gave her a raise. (noun)

16. sit/set/seat

Sit in your seat. (verb; noun)

The usher will seat you. (verb)

Set the table. (verb)

We need a new set of dishes. (noun)

17. lie/lay

Lie still and don't move. (lie = a state or condition)

Lay the book on the desk. (lay = an action)

Chickens lay eggs.

Tell the truth. Don't lie.

18. some time/sometimes

We have some time left before the bus comes. (some time = an amount)

Sometimes we eat Chinese food. (sometimes = the frequency of an action)

19. your/you're

You're too busy to call your mother. (you're = you are; your = a possessive)

20. choose/chose

I didn't choose it. (choose is a base form)

He chose it. (chose is the past form of choose)

21. desert/dessert

It's very hot in the desert. (noun)

The soldier deserted the army. (verb)

After dinner we'll have dessert. (noun)

22. advice/advise

I advised him to see a doctor. (advise = a verb)

I need some professional advice. (advice = an uncountable noun)

23. breath/breathe

The man began to breathe heavily. (breathe = a verb)

Let's stop and take a deep breath. (breath = a countable noun)

A List of Uncountable Nouns in English

FOOD:	chocolate,* tea,* food,* soup,* spaghetti, macaroni, bread,* coke,* coffee,* rice, fish,* meat, milk, sugar, cheese,* corn, candy,* cereal,* juice,* ham,* lettuce, butter, cake,* ice cream, fruit,* beef, beer,* corn,* toast,* etc.
METALS:	gold, silver, copper, iron,* aluminum, zinc, etc.
GASES:	air, oxygen, propane, hydrogen, nitrogen, etc.
PARTICLES OR POWDERS:	sand, salt, flour, soap, dust, dirt, wheat, etc.
EMOTIONS:	fear,* love,* hatred, violence, anger, sorrow, loneliness, happiness, pain,* guilt, jealousy, etc.
QUALITIES:	honesty, justice, sensitivity,* loyalty,* beauty,* honor, courage, patience, ambition.*
SOCIAL ISSUES:	abortion,* hunger, starvation, crime,* pollution, divorce, liberation, equality,* liberty,* poverty, democracy,* politics, life,* drugs,* freedom, noise,* transportation, etc.
SPORTS:	baseball, tennis, golf, etc.
FIELDS OF STUDY:	physics, mathematics, history, civics, biology, etc.
NATURAL PHENOMENA:	sunshine, snow,* rain, electricity, fire,* heat, lightning, light,* thunder, wind,* moonlight.

* These nouns have both countable and uncountable forms. They are uncountable when they refer to the whole item (i.e., all chocolate is made with milk) and countable when they refer to particular occurrences of the item (i.e., two or three individual chocolates).

OTHER UNCOUNTABLE NOUNS: advice, art,* baggage, business,* chalk, change,* clothing, cloth, concrete, concentration, curiosity, death,* entertainment, equipment, evidence, film,* fabric, food,* furniture, garbage, glass,* grass, help, hair,* homework/housework, ice, information, ink, insurance, junk, land,* luck, lamb, luggage, leather, lumber, machinery, mail, make-up, mankind, manpower, medicine,* merchandise, money, nature,* news, paint,* paper,* peace, people,* population,* publicity, reality,* recreation, research, scenery, stationery, stuff, security, sex, slang, sleep, society, sports, time,* toothpaste, traffic, transportation, trouble,* tuition, vocabulary, water, wood,* work, etc.

* See the note at the bottom of page 201.

Most countable nouns must have one of the three articles (a, an, the) in front of them in a sentence or a plural marker (-s, -es, etc.) attached to the end of them. (See Chapter 12.)

The following nouns are exceptions to this rule:

Lunch (breakfast, dinner, supper) was delicious.

He was in bed (church, school, prison, college).

I saw her leave town (home).

We will travel by bicycle (car, bus, train, boat, ship, airplane).

They met at dawn (sunrise/sunset, daybreak, night, noon, midday, dusk, midnight, twilight).

