CHAPTER ONE OVERVIEW

Chapter One is an introduction to the paragraph-writing process. The first step in the writing process is **prewriting**, how to generate and develop ideas. Students learn to generate ideas by **freewriting, brainstorming,** and keeping a **journal**. Exercises on freewriting and brainstorming allow students to work individually and collaboratively.

Once the paragraph has a focus, students will learn how to create effective topic sentences and recognize and revise topic sentences that are too broad or too narrow or appear in the form of announcements.

The second step in the writing process is **planning,** how to organize ideas. Students examine the topic sentence and list of details, adding details when there are not enough and eliminating ones that are not related to the topic sentence.

Next, students use **coherence** to put the details that comprise the outline into proper order. The lesson introduces the concepts of **time order**, **emphatic order**, and **space order**. Again, practice exercises reinforce the information covered.

The lesson continues to the third step, **drafting**, in which students create the rough draft of the paragraph. Next, students **revise** their draft by making changes in the structure, in the order of the sentences, and in the content. Then, they **edit** by making changes in the word choice, in the selection of details, in punctuation, and in the pattern and kinds of sentences. They also should include **transitions**, which are words, phrases, or sentences that link ideas. A **checklist** with key terms is included to aid in revision.

Polishing and **proofreading** are the final steps in the writing process, checking for spelling errors, punctuation errors, word choice and a concluding statement. Students give the paragraph a title if one is required by the instructor. This section of the lesson includes exercises in proofreading and the final version of an illustration paragraph.

Chapter One also introduces students to the use of the **Peer Review Form**. Students read each other's work and offer constructive criticism. Such actions will make them better writers as they learn to focus on the requirements of effective paragraph writing.

Additional Collaborative Exercise for Chapter One

1. Working in groups, have students discuss a favorite or least favorite relative. Instruct them to list characteristics that can be developed into a paragraph.

CHAPTER TWO OVERVIEW

Chapter Two explains how to write an **illustration** paragraph. Illustration means to use specific examples to support a general point. Students practice distinguishing general statements from specific examples and adding specific statements to general statements.

Next, students learn to gather ideas, create a topic sentence, and create details for an illustration paragraph. Transitions for the paragraph are included in an Infobox. Finally, students revise and edit the essay. The final version of an illustration paragraph takes students through the revising and editing phases of paragraph writing. There are three guidelines for editing and revising paragraphs:

1) Revise a draft by combining sentences.

2) Revise a draft by adding transitions.

3) Revise a draft by adding details.

Additional Collaborative Exercises for Chapter Two

1. Working in small groups, have students provide examples from their personal experiences that support a popular maxim.

   Examples: "A stitch in time saves nine."

   "A fool and his money are soon parted."

   Students can decide which examples would be best for an illustration paragraph and put them in a specific order. Groups can share examples with the rest of the class.

2. Instruct students to illustrate the hardships of attending college while holding a job, being a parent, or commuting. Most students should be able to relate to one of these situations or have an acquaintance who is experiencing these hardships.

CHAPTER THREE OVERVIEW

Chapter Three provides instruction for writing a **description** paragraph. The lesson stresses the importance of using specific words and phrases. Exercises in this section involve differentiating between general and specific words and terms.

Vivid description relies upon the use of sense words: look, sound**,** smell, taste, and feel. An Infobox provides considerations for incorporating each sense into the writing. Exercises allow students to practice application of the senses in describing various scenes, objects, and locales.

After freewriting, brainstorming, and journal writing, students organize ideas according to a **dominant impression**, the main idea. Students then add details to support the dominant impression. The dominant impression can also serve as the topic sentence of the paragraph. Students will group descriptive details using a logical order:

1) **Time sequence** describes grouping details using chronological order.

2) **Spatial position** describes grouping details from top to bottom and from left to right.

3) **Similar types** describe items that belong to a group..

The exercises in this section involve adding details to support a dominant impression and eliminating those that do not, creating a dominant impression from details, and putting details in proper order.

At this point, students can begin drafts. The lesson provides a checklist for revising the paragraph, a list of transitions, and exercises on recognizing transitions. A completed version of a descriptive paragraph rounds out the instruction.

Additional Collaborative Exercises for Chapter Three

1. Working in groups, have students describe a busy locale as it would appear through the eyes of a tourist/visitor from a different country or culture. Sharing descriptions with the rest of the class should stimulate discussion on effective description.

2. Have students describe the college cafeteria before, during, or just after the lunch rush.

CHAPTER FOUR OVERVIEW

Chapter Four discusses **narration**, telling a story. The most important aspect of narrative writing is ensuring that the narrative has a point. Since the topic sentence states the point of the narrative, related exercises cover recognizing and creating topic sentences for narrative paragraphs.

The lesson contains hints (rules) for writing the paragraph:

1) The story should be clear (provide background information if necessary).
2) The story should be interesting.
3) Details must appear in an order that is easy to follow.
4) The topic must not be too big to cover in one paragraph.
5) Students must correctly punctuate a speaker's exact words.

It can be difficult to think of a topic for the narrative; therefore, students should rely upon narrative questionnaires, freewriting, and brainstorming. Students will look for details that lead to a point.

Exercises in Chapter Four enhance students' skills in recognizing good and bad topic sentences, developing topic sentences, putting details in order, and removing irrelevant details. Vivid details enhance a narrative paragraph; therefore, the lesson provides examples to illustrate this point. Practice exercises in adding vivid details follow.

Additional help comes from a list of transitions for use in a narrative paragraph, exercises on recognizing and adding transitions, a checklist for revising a narrative paragraph, and a sample narrative paragraph.

Additional Collaborative Exercises for Chapter Four

1. Divide students into four or five groups. Create a mock scenario such as a traffic accident. Have each group create a narrative of the incident; however, each group will use a different point of view: the driver, a passenger, a bystander, or a reporter.

2. Have students create a fable. The moral can serve as the topic sentence.

CHAPTER FIVE OVERVIEW

Chapter Five focuses on writing a **process** paragraph. A process explains how to do something or how something happens.

Process paragraphs follow two forms:

1) **Directional** tells the reader how to do something.

2) **Informational** describes how something happens or is done.

Students learn to avoid mixing the two kinds of processes which results in **shifts in person**, a common error.

The instructions for writing a process paragraph consist of seven steps:

1) Choose a familiar activity.

2) Choose a topic that must follow steps in a specific order.

3) Choose a fairly small topic.

4) Write a topic sentence that makes a point about the process.

5) Include all steps.

6) Put steps in the proper order.

7) Be specific in details and steps.

Exercises in the lesson cover writing a good topic sentence, including necessary materials in a process, revising the order of steps, and listing all steps.

An Infobox provides transitions for use in a process paragraph. Checklists for revising the outline and rough draft along with the final version of a process paragraph serve as references.

Additional Collaborative Exercises for Chapter Five

1. Have students create a recipe process. Advise them to avoid the language of a recipe (dropping *a, an, the*). Share the recipes with the class to determine if all of the steps are clear and easy to follow.

2. Have students convert a technical process such as using a computer program or a medical process to layman's terms. Converting the process to language that can be understood by a child should be even more challenging.

CHAPTER SIX OVERVIEW

Comparison (pointing out similarities) and **contrast** (pointing out differences) are the topics of Chapter Six. There are six hints for writing the paragraph:

1) Limit the topic; it should not be too big to cover in a paragraph.
2) Avoid boring, obvious choices.
3) Make a point in the topic sentence by indicating whether it is a comparison or a contrast paragraph.
4) Do not announce the outcome in the topic sentence.
5) Give the topic sentence a focus by including the specific kind of comparison or contrast being made.
6) Cover both subjects in the topic sentence.

Comparison and contrast paragraphs are organized using two patterns:

1) **Subject-by-Subject pattern—**discussing all the details on one subject and then discussing all the details on the second subject in the same order.
2) **Point-by-Point pattern—**discussing each point by switching back and forth between the two subjects.

The lesson provides examples using both patterns, focusing on using the same points to compare or contrast both subjects and making sure the discussion of both subjects is balanced. Exercises aid students in adding points and details; eliminating irrelevant details.

The lesson gives much attention to transitions, as they are used extensively in both comparison and contrast paragraphs. An Infobox provides a list of transitions. Exercises on choosing appropriate transitions further prepare students to incorporate transitions into their paragraphs.

Students can use the revision checklists for the outline and rough draft to make sure they have written a well-developed paragraph. The chapter also provides final versions of comparison and contrast paragraphs using both subject-by-subject pattern and point-by-point pattern.

Additional Collaborative Exercises for Chapter Six

1. Working in small groups, have students compare or contrast two versions of a song, movie, or television show. It should be interesting to use topics from two different decades.
   Example: Contrast *The Beverly Hillbillies* sit com and *The Beverly Hillbillies* movie.

2. Have students compare or contrast the handling of a media event in the newspaper, on television, or in the tabloids. Example: the aftermath of Hurricane Katrina.

CHAPTER SEVEN OVERVIEW

Chapter Seven covers writing a **classification** paragraph. To classify means to divide something into categories according to some basis. The lesson provides four hints for writing classification paragraphs:

1) Divide the subject into three or more categories.
2) Pick one basis for classification.
3) Be creative.
4) Have a reason for your classification.

Practice exercises ensure understanding of the basis for classification and creating categories that fit them.

The topic sentence for a classification paragraph can be written in two ways:

1) Mention what is being classified.
2) Indicate the basis for classification, or the categories, or both.

Exercises provide practice in finding a basis for classification, identifying what does not fit the classification, creating topic sentences and adding details. The lesson includes checklists for revising the outline and rough draft as well as the final version of a classification paragraph.

Additional Collaborative Exercises for Chapter Seven

1. Working in groups, have students classify people according to the way they respond to a national phenomenon.

2. Have students classify professors and use teaching styles as the basis for classification.

CHAPTER EIGHT OVERVIEW

Chapter Eight provides instructions for writing **definition** paragraphs. Definition explains what a term means to the writer. There are five guidelines for writing definition paragraphs:

1) Pick a word or phrase with a personal meaning.
2) Divide topic sentences into three parts:
   a) Term
   b) Class or category
   c) Distinguishing characteristics
3) Select an appropriate class or category.
4) Express your attitude toward the term in the distinguishing characteristics.
5) Use specific and concrete examples.

Exercises provide practice in designing questions to gather details, grouping related ideas to create order, and revising examples to make them more concrete.

An Infobox contains transitions for incorporation into a definition paragraph. The lesson also provides checklists for revising the outline and rough draft. Students can refer to the sample definition paragraph for guidance.

Additional Collaborative Exercises for Chapter Eight

1. Working in groups, have students define a common slang term. Have them consider what the term means to different groups or cultures.

2. Have students define an American practice to a foreigner unfamiliar with the custom. Examples: spring break, crowd surfing, or line dancing.

3. Have students define a complex term in a way that makes it understandable to a young audience. Examples: the Internet, pollination, or liposuction.

CHAPTER NINE OVERVIEW

Chapter Nine explains **cause** (the reasons for something) and **effect** (the results of something). The lesson states four rules for writing cause or effect paragraphs:

1) Select a topic that can be handled in one paragraph:
   a) It is not too broad.
   b) It does not require research.
2) Include at least three causes or three effects in the paragraph.
3) Make causes and effects specific.
4) Write a topic sentence that indicates causes or effects. This section includes key words that signal cause or effect.

Exercises focus on recognizing good topic sentences and differentiating between cause topic sentences and effect topic sentences.

Freewriting exercises generate ideas that can be divided into causes and effects. Analyzing the two lists will help students decide which type of paragraph to write. After selecting details for each cause or effect, students can create a topic sentence. Exercises in this section provide practice in creating causes or effects for various topic sentences.

The Planning section emphasizes the order of causes or effects in the paragraph. Students will arrange them using **time order**, **emphatic order**, or **logical order**. Students practice writing topic sentences for outlines, revising the order of causes and effects, and developing an outline.

The chapter provides checklists for revising the outline and rough draft. An Infobox contains transitions for use in cause and effect paragraphs. Additional exercises cover connecting ideas, adding details, combining sentences, and correcting a final copy. The lesson includes the final version of an effect paragraph.

Additional Collaborative Exercises for Chapter Nine

1. Have students select a well-known incident/accident and develop a list of its causes or effects. Students can analyze and group them for a paragraph.

2. Have students select a new policy, business, or product. Have them consider what caused it to come into being and what will result from it. Examples: a new college policy, a new fast-food restaurant, or a new medicine.

CHAPTER TEN OVERVIEW

Writing an **argument** paragraph is the focus of Chapter Ten. The purpose of argument is to persuade a reader to think or act in a certain way. The lesson offers five rules for writing an argument paragraph:

1) Select a topic that is small enough to handle in one paragraph.
2) Pick a topic that you understand from personal experience or observation.
3) Do two things in the topic sentence:
   a) Name the subject of the argument.
   b) Take a stand.
4) Consider the audience's response to the argument:
   a) Refute objections.
   b) Concede a point.
   c) Turn an objection into an advantage.
5) Use reasons that are specific, clear, and logical:
   a) Use at least three reasons to support your stand.
   b) Make sure reasons do not overlap.
   c) Avoid circular argument.

Exercises in this section cover recognizing good topic sentences as well as recognizing and handling objections.

Focusing on possible objections will lead students to reasons that support the argument. After creating three reasons and supportive details, the topic sentence can be drafted. Exercises in the chapter focus on distinguishing between reasons and details and finding reasons to support an argument.

It is best to group details using emphatic order, saving the best for last. There are related exercises in the chapter in which students select the most significant reasons from lists, recognize reasons that overlap, and identify reasons that are not specific. An additional exercise involves adding details to an outline. This lesson includes a checklist for revising an argument outline.

The Drafting and Revising section provides a checklist for revising the rough draft of the paragraph. This section emphasizes the importance of covering all serious or obvious reasons in an argument. In argument, another way to convince readers is to explain the seriousness of a problem. This section also presents a list of transitions for use in the paragraph and the final version of an argument paragraph. Exercises include adding explanations, recognizing transitions, adding a final sentence, and proofreading the final version.

Additional Collaborative Exercises for Chapter Ten

1. Divide students into two groups. Have one group of students create an argument for a change that needs to be made at the college or in town. Have the other group of students take the opposing view.

2. Have students devise a new approach to eliminate a prominent social problem. Examples: illiteracy, homelessness, teen pregnancy, or DUI.

CHAPTER ELEVEN OVERVIEW

Chapter Eleven moves beyond paragraph writing to the **essay**. The lesson begins by comparing a single paragraph and an essay to illustrate similarities; each has a main point and supports it with subpoints. The essay is divided into three parts: introduction, body, and conclusion.

The **thesis,** the main idea of the essay, goes in the introduction. The lesson provides characteristics of the thesis:

1) The thesis is expressed in a sentence. It is not the same as the topic or the title.

2) A thesis does not announce; it makes a point about the subject.

3) A thesis is not too broad.

4) A thesis is not too narrow.

Hints for writing a thesis include:

1) The thesis can mention the specific subpoints

2) The thesis can make a point without listing the subpoints.

Exercises provide practice in recognizing good thesis statements and writing the two types of theses.

Students must narrow the topic of the essay just as they did with the single paragraphs. Freewriting, listing or clustering ideas help with this process. The lesson provides exercises in narrowing topics and clustering related ideas.

The next step is creating the outline. The **formal outline**, one that uses Roman numerals and capital letters, is one way to organize paragraphs and supporting details. The chapter provides three hints for writing the outline:

1) Check topic sentences: Each topic sentence must support the thesis, or the essay will lose its focus.

2) Include enough details: It is best to create details in the outline phase rather than during the writing phase. Writers who become rushed or run out of ideas may end up with short, sketchy paragraphs.

3) Stay on one point: Make sure that the details listed in the outline support the thesis statement. If they do not, eliminate the details that do not fit or rewrite the thesis statement.

A checklist contains considerations for revising the outline. Exercises in this section focus on adding details to an outline and writing topic sentences to support details.

The Drafting section returns to the three parts of the essay, beginning with the introduction. The thesis statement is generally positioned as the last sentence of the introductory paragraph. Six rules provide help in writing the introduction:

1) Begin with general statements.
2) Begin with a quotation.
3) Tell a story.
4) Explain why the topic is worth writing about.
5) Ask rhetorical questions.
6) Open with a contradiction of the main point.

A practice exercise lists five thesis statements. Students select one and write an introduction.

The second part of the essay is the body. This section of the chapter contains two checklists pertaining to topic sentences and body paragraphs. Exercises provide additional practice in creating topic sentences from the thesis.

The last part of the essay is the conclusion. The lesson provides three rules for writing the conclusion:

1) Restate the thesis; make the same point with different words.
2) You can make a judgment, valuation, or recommendation in the conclusion.
3) You can conclude by **framing** the essay; you take an example, question, or quote from the introduction and refer to it in the conclusion.

Exercises in this section give practice in restating the thesis.

The chapter provides a checklist for revising the entire essay along with a list of transitions to use when linking paragraphs. Two ways to link paragraphs are to restate an idea or use synonyms or repetition. Additional exercises cover identifying main points, adding transitions, and recognizing synonyms and repetition.

Final instructions cover giving the essay a title. The final version of an essay and an exercise in proofreading complete the instruction.

Additional Collaborative Exercises for Chapter Eleven

1. Divide students into pairs. Have them interview each other. Each student will consider his or her partner's goals, likes, dislikes, and opinions on specific issues. Have each student formulate a thesis about his or her partner, organize the ideas, and write a short essay.

2. Provide students with magazine or newspaper articles. Have them identify the salient features of an essay: thesis statement, topic sentences, transitions, etc.

CHAPTER TWELVE OVERVIEW

Building on the paragraph patterns in the previous chapters, Chapter Twelve explains how to use the same patterns to create essays:

Illustration: Use specific examples to support a general statement and develop them well.

Description: Use specific details and decide on a clear order.

Narration: Give the essay a point and divide the narrative into clear stages.

Process: Create a directional process or an informational process, divide the steps into paragraphs, and explain each step thoroughly using details.

Comparison and Contrast: Use points of comparison or contrast to organize body paragraphs and use a point-by-point pattern.

Classification: Select a topic and pick a basis for classification.

Definition: Write a personal definition, not a dictionary definition.

Cause and Effect: Choose either cause or effect and use each cause or effect as a body paragraph.

Argument: Select a topic based on personal experience, take a stand in the thesis, use the reasons in the argument to focus the body paragraphs, and consider the audience's objections.

Each section explains how to gather ideas, devise a plan, add details, revise, and edit the paragraph. Each section is complete with a sample essay and writing prompts.

Additional Collaborative Exercises for Chapter Twelve

1. Provide students with a general topic. Have them develop it into two separate topic sentences for two writing patterns and create the essays.

   Examples: politics, the Internet.

2. Have students create a combined pattern essay. For example, compare and contrast two items and then argue which of the two is best.

   Examples: two boy bands, two movies, two restaurants.

CHAPTER THIRTEEN OVERVIEW

Many college assignments or tests ask students to write about an assigned reading; therefore, "Writing from Reading" is discussed in Chapter Thirteen. Students can write from reading by reacting to the reading, agreeing or disagreeing. The reading process evolves in three steps:

1) Preread: Prereading entails scanning the reading for length, subheadings, charts, graphs, illustrations, introductory material on the author or the subject, the title, and parts underlined, italicized, or emphasized in some way. Prereading helps the reader focus and allows him or her to form questions about the writing.

This section includes the article, "A Ridiculous Addiction," for students to preread. Following this is a list of items the students should have noticed while prereading, and a list of possible questions that may have arisen. A Prereading checklist provides questions students can answer while prereading to help them read with a focus.

2) Reading: When reading for the first time, students do so with questions in mind to get a sense of the whole piece. They should look up unfamiliar words in a dictionary or try to determine the meaning based upon context. Reading speed depends on the type of material being read.

In this section, students read "A Ridiculous Addiction."

3) Rereading: Rereading involves *thinking on paper while reading* with a pen or a pencil. While rereading, students should mark main points, define words, create questions, make comments, evaluate ideas, etc. It is up to the reader how he or she will write comments or highlight points. This section shows what "A Ridiculous Addiction" might look like after a reader marks it. An exercise on reading and making notes concludes this section of the lesson.

After the reading process is completed, students can write a **summary** which states important ideas in a brief form including the writer's main idea, ideas used to explain the main idea, and examples to support the ideas. Exercises assist students in recognizing the main idea of writing for a summary.

Students must remember to attribute the ideas to the writer. The summary must contain the name of the author and the title of the selection being summarized. The lesson includes a draft of a summary followed by a discussion of the noticeable errors it contains. The final version highlights the corrections of these errors.

Instructors may require students to write reactions to readings. Students can generate ideas

by freewriting and brainstorming. Points of agreement or disagreement arise during the reading process. Students can select one to focus on in the reaction paper. This section of the lesson includes the final version of a reaction paper.

The final discussion in Chapter Thirteen covers steps for writing an essay test:

1) Before the test: Days before the test, students should apply the steps of reading. They will review the marked assignment shortly before the test.
2) During the test: Students should follow the steps of writing. Organizing time is important to avoid problems such as writer's block, writing in circles, or omitting main ideas.

Additional Collaborative Exercise for Chapter Thirteen

1. Give groups of students an article and have them apply the reading process. You may choose from the essays in the textbook. Have them compare the items that they noticed during prereading and the items they marked during the rereading phase. A discussion follows.

CHAPTER FOURTEEN OVERVIEW

Chapter 14 discusses the research process, beginning with research in daily life and using research to strengthen essays. An example of an essay without research is given. Next, are suggestions of how to locate material in the college library.

1) The online catalog

2) Popular periodical indexes

3) Internet search engines

Suggestions for ways to check sources for accuracy and validity are mentioned.

The next section examines how to incorporate and acknowledge sources:

1) Gathering and organizing sources

2) Taking notes and acknowledging your sources

3) Avoiding plagiarism

4) Options for acknowledging sources

5) Signal phrases

6) Documenting information from a source with an unknown author

7) Works Cited entries

    a) Books

    b) Periodicals

    c) Electronic sources

    d) Non-print

8) Incorporating research into an outline.

The final section demonstrates how the original essay without research is strengthened by using material from outside sources.

CHAPTER FIFTEEN OVERVIEW

Chapter Fifteen analyzes the makeup of a sentence. The primary focus is on subjects and verbs, the basic parts of a sentence. Following this is instruction on prepositions and prepositional phrases, word order, and verb forms that cannot serve as main verbs. These sentence components often hinder students' efforts to recognize and create grammatically correct sentences.

There are two categories of verbs: **action verbs** and **being verbs**. Each may be used in conjunction with **helping verbs**. The lesson includes a list of frequently used helping verbs along with exercises on combining action and being verbs with helping verbs.

Once students learn verb recognition, it should not be difficult to find the subject of the sentence. Students do so by creating a question, "Who or what does the action or expresses the state of being?" The answer to the question is the subject of the sentence.

The focus now turns to prepositions and prepositional phrases. Eliminating prepositional phrases from the sentence prevents confusing parts of them with the subject of the sentence. The lesson provides a chart of common prepositions along with clues for recognizing them.

Prepositional phrases are one sentence component that have an effect on word order. In most sentences, the subject precedes the verb; beginning a sentence with a prepositional phrase reverses this order. Sentences that begin with *There is*/*There are, There was*/*There were*, *Here is*/*Here are,* or *Here was*/H*ere were*, and questions have the same effect on word order. Exercises offer additional practice in subject and verb selection with complicated word order.

The lesson cautions students about words that resemble verbs in a sentence but are actually adverbs such as *always*, *often*, *nearly*, etc. **Infinitives**, or **-ing verbs** cannot serve as main verbs in a sentence. These forms must be combined with a main verb or a helping verb. Practice exercises allow students to recognize and correct these types of errors.

CHAPTER SIXTEEN OVERVIEW

In Chapter Sixteen, students learn to combine simple sentences (independent clauses) using **coordination**. Coordination consists of three options:

Option 1: Using a comma and a **coordinating conjunction**

, for , or

, and , yet

, nor , so

, but

Two exercises on recognizing **compound sentences** (a sentence composed of two or more independent clauses) and adding commas provide additional practice.

Option 2: Using a semicolon

A semicolon can combine two simple sentences that are related in their ideas.

Option 3: Using a semicolon and a **conjunctive adverb**

An Infobox lists common conjunctive adverbs. The lesson explains when a comma is needed after the conjunctive adverb and when it is not needed:

1) A comma goes after a conjunctive adverb if the conjunctive adverb is more than one syllable long.
2) A comma does not follow one-syllable conjunctive adverbs.

Chapter Fifteen concludes with exercises in combining independent clauses using all three options.

CHAPTER SEVENTEEN OVERVIEW

Chapter Seventeen teaches students to avoid **run-on sentences** and **comma splices**. Run-on sentences, also called fused sentences, are independent clauses that are run together. Two independent clauses can be joined with a comma and a coordinating conjunction or by a semicolon. A comma splice occurs when two independent clauses are combined using only a comma. To correct the error, use a comma and a coordinating conjunction or a semicolon. The chapter provides numerous exercises on correcting run-on sentences and comma-splice errors, including a paragraph with errors to correct.

CHAPTER EIGHTEEN OVERVIEW

This chapter continues the discussion that begins in Chapters Sixteen and Seventeen on combining simple sentences (independent clauses). Chapter Eighteen provides two more options for combining sentences using **subordination**.

Option 4: Using a dependent clause to begin a sentence

Option 5: Using a dependent clause to end a sentence

Subordination turns independent clauses into **dependent clauses** (contains a subject and verb but does not make sense by itself) by adding a **subordinating conjunction**.

After discussing the use of subordinating conjunctions in detail, the lesson provides an Infobox that lists common subordinating conjunctions. Much emphasis is placed on punctuating **complex sentences** (a sentence with one independent clause and one or more dependent clauses). A practice exercise follows.

After thorough discussion of the two new options, the chapter reviews all five options. The exercises entail using all five options to combine simple sentences. Students also practice creating their own compound and complex sentences.

CHAPTER NINETEEN OVERVIEW

Chapter Nineteen teaches students to recognize and avoid **sentence fragments**. This relies upon the application of two key steps:

1) Check for a subject and a verb. If the group of words lacks the subject or the verb or both, add the missing part(s).

The lesson contains two exercises on checking groups of words for subjects and verbs.

2) If there is a subject and a verb, make sure there is a complete statement. If there is no complete statement, there are several options available to fix this type of fragment:
   a) Turn the dependent clause into an independent clause by removing the subordinating conjunction.
   b) Add an independent clause to the dependent clause.
   c) Link the fragment to the sentence before or after it.

Exercises in this section focus on checking for dependent-clause fragments.

Additional exercises provide practice using both steps to recognize sentence fragments and correct them.

CHAPTER TWENTY OVERVIEW

The focus of Chapter Twenty is **parallelism**, giving related ideas, examples, or details a similar structure in a sentence. To ensure that sentences have parallel structure, students learn to apply two steps:

1) Look for the list in the sentence.

2) Give the parts of the list a similar structure by changing or adding words.

Exercises allow students to practice skills by revising nonparallel sentences, creating parallel lists, writing parallel sentences, and combining simple sentences.

CHAPTER TWENTY-ONE OVERVIEW

Chapter Twenty-one focuses on the correct use of **adjectives** and **adverbs**. The lesson discusses each group individually and then collectively since students often misuse them, substituting adjectives for adverbs and vice versa.

The chapter begins by defining adjectives and providing examples. Examples of adjective placement in sentences follow. The next section discusses the **comparative form** (comparing two persons or things) and the **superlative form** (comparing three or more persons or things). Exercises in selecting the correct adjective form and creating sentences that contain adjectives reinforce the lesson.

The second half of the chapter addresses adverb use. The lesson provides a definition along with examples. Exercises entail recognizing adverbs in sentences and writing sentences that contain adverbs.

The next section provides hints to avoid misuse of adjectives and adverbs:

1) Changing adjectives to adverbs by adding the suffix, *-ly*
2) Correct use of *good* and *well*, and *bad* and *badly*
3) Avoiding the use of *more* with *-er* endings and *most* with *-est* endings
4) Correct use of *than* and *then* in comparisons
5) Correct use of commas between adjectives

To aid students in the recognition of adjective and adverb errors, the chapter provides a sample paragraph which contains common errors.

CHAPTER TWENTY-TWO OVERVIEW

Correcting problems with **modifiers** (words, phrases, or clauses that describe something in a sentence) is the topic of Chapter Twenty-Two. The lesson provides examples of modifiers and an exercise to ensure understanding. The instruction highlights two types of modifier problems:

1) **Misplaced modifiers—**those positioned in the sentence where it is unclear what is being modified.

2) **Dangling modifiers—**those that have nothing to modify in the sentence.

Exercises follow each discussion. Infoboxes within the chapter serve as quick references of the steps for recognizing and correcting modifier problems.

CHAPTER TWENTY-THREE OVERVIEW

The purpose of Chapter Twenty-Three is to teach students to speak and write effectively using standard English forms. The lesson focuses on verb forms: **past tense**, **present and past participle**, and **irregular verb** usage.

The section on past and present tense presents the forms in first, second, and third person (singular and plural). Exercises involve selecting the correct verb forms in past and present tense for sentences.

Next, the lesson introduces students to the present participle (the *-ing* form used with helping verbs) and past participle (the form used with *have*, *has*, or *had*). The instruction details the formation of present and past participle.

The majority of the section on irregular verbs focuses on the correct usage of *be*, *have*, and *do*. The exercises provide practice in using the three verbs correctly when indicating past or present tense. Although the primary focus is on *be*, *have*, and *do*, the lesson does, however, provide a lengthy list of irregular verbs that includes present, past, and past participle forms. Exercises that incorporate irregular verbs from the list conclude the lesson.

CHAPTER TWENTY-FOUR OVERVIEW

Chapter Twenty-Four covers **consistency of verb tense** and **voice**, introduces two more tenses (**present perfect** and **past perfect)**, and explains **active** and **passive voice**.

The lesson begins with consistency of verb tense, staying in one tense. Students practice correcting sentences and paragraphs with errors in tense.

The next section explains the additional tenses:

1) Present perfect tense—the past participle of a verb plus *have* or *has*. The present perfect tense shows an action that began in the past and is still going on in the present.
2) Past perfect tense—the past participle form of the verb plus *had*. Past perfect tense shows when two or more things happened at different times in the past.

Exercises allow students to differentiate between past tense and present perfect/past perfect tenses.

The final exercises in this lesson focus on voice:

1) Active voice—the subject in the sentence does the action.
2) Passive voice—the subject receives the action of the verb.

Students learn to avoid unnecessary shifts in voice. Practice exercises entail rewriting sentences by changing passive voice to active voice and correcting shifts in voice.

Additional hints on verb use cover common errors such as using *use to* instead of *used to*, using *should of*, *could of*, and *would of* instead of *should have*, *could have*, and *would have*, and using *would have* when *had* is the correct choice. A comprehensive exercise covering all areas of instruction concludes the lesson.

CHAPTER TWENTY-FIVE OVERVIEW

Chapter Twenty-Five covers the rules of subject-verb agreement. Subjects (nouns and pronouns) and verbs must agree in number. The lesson discusses specific problems and considerations concerning agreement:

1) Prepositional phrases: The objects of prepositions cannot be part of the subject.
2) Changed word order: The subject does not come before the verb in the sentence.
3) Compound subjects:
   a) When two or more subjects are joined by *and*, use a plural verb.
   b) When two or more subjects are joined by *or*, *either. . .or*, *neither. . .nor*, or *not only. . .but also,* the verb agrees with the subject closer to the verb.
4) Indefinite pronouns: Indefinite pronouns take singular verbs. The chapter includes a list of indefinite pronouns.
5) Collective nouns: Collective nouns take singular verbs unless the members of the group are acting individually. Then a plural verb is used.

Exercises cover each section individually and collectively.

CHAPTER TWENTY-SIX OVERVIEW

Chapter Twenty-Six focuses on **pronoun-antecedent agreement** and clear **pronoun reference**. The **antecedent** of a pronoun is the word or words it replaces. Exercises on identifying antecedents in sentences follow. The chapter provides rules for pronoun-antecedent agreement when using indefinite pronouns and collective nouns:

1) Indefinite pronouns: Singular pronouns replace indefinite pronoun antecedents.

This section also includes hints for avoiding sexism.

2) Collective nouns: Singular pronouns replace collective noun antecedents. Collective nouns take a plural pronoun only when members of the group are acting individually.

Next, the discussion turns to pronoun reference:

1) A pronoun should have only one clear antecedent. If there is no clear antecedent, the sentence must be revised.
2) Avoid faulty pronoun reference when using the pronoun *which*. If including the pronoun creates a case of unclear reference, rewrite the sentence, removing *which* from it.
3) Make sure the pronoun has an antecedent. If it does not, add an antecedent or remove the pronoun.

The chapter gives examples of common mistakes along with methods to correct them. Practice exercises in rewriting sentences for clear pronoun reference conclude the lesson.

CHAPTER TWENTY-SEVEN OVERVIEW

Chapter Twenty-seven continues instruction on pronoun usage. This lesson explains **pronoun consistency** and **case**:

1) Pronoun consistency: When writing, it is necessary to avoid shifts in point of view.

Two exercises allow students to recognize and revise sentences with pronoun consistency errors.

2) Pronoun case: Pronoun case refers to the changes in the form of the pronoun to show its function in the sentence. There are three pronoun cases:

a) **Subjective case—**used when pronouns serve as the subject of sentences or clauses.

b) **Objective case—**used when a pronoun serves as the object of a verb or the object of a preposition.

c) **Possessive case—**used when a pronoun shows ownership.

To eliminate problems in selecting the correct pronoun case when the pronoun is part of a related group of words, students learn to isolate the pronoun first and then choose the correct case. The lesson also addresses other common errors with pronoun case:

1) *Between* is a preposition, so pronouns that follow should be objective case pronouns.

2) *Myself* is not a replacement for *I* or *me*.

3) The possessive pronoun *its* has no apostrophe.

4) Pronouns that complete comparisons can be subjective, objective, or possessive. To determine the correct case to use, add the words that complete the comparison.

Exercises in selecting the correct pronoun case in sentences complete the lesson.

CHAPTER TWENTY-EIGHT OVERVIEW

This chapter begins a review of the basic rules of punctuation. Chapter Twenty-Eight discusses the use of the **period** and the **question mark**.

The period is used to mark the end of a sentence that makes a statement and after abbreviations. The question mark is used after a direct question. Exercises on punctuating with periods and question marks follow the discussion.

Chapter Twenty-Eight explains the four main ways to use the **comma**: lister, linker, introducer, and inserter. Next, is a discussion of the minor uses of the comma: with quotations, with dates and addresses, in numbers, and for clarity.

In addition, Chapter Twenty-Eight reviews the uses of the **semicolon** and **colon**. Use a semicolon to join two independent clauses and to separate items on a list that contains commas. The colon is used at the end of a complete statement to introduce a list or explanation and to introduce long quotations. Exercises on punctuating with semicolons and colons follow the lesson.

Chapter Twenty-Eight also explains how to use the **apostrophe** in contractions, to show possession, for special uses of time, and to create a plural of numbers mentioned as numbers, letters mentioned as letters, and words that normally do not have plurals. Practice exercises complete the lesson.

CHAPTER TWENTY-NINE OVERVIEW

Chapter Twenty-Nine covers other punctuation and mechanics. Students learn to use the **exclamation mark** at the end of sentences that express strong emotion. The **dash** is used to interrupt a sentence. **Parentheses** enclose extra material and afterthoughts. **Quotation marks** are used for direct quotes, for the titles of short works, and other special uses. Next, the chapter discusses ten situations in which writers capitalize. The last section covers numbers and abbreviations: when to spell out numbers and what words should be abbreviated. Two comprehensive exercises end the lesson.

CHAPTER THIRTY OVERVIEW

Chapter Thirty discusses rules for spelling. First, the lesson explains the difference between **vowels** and **consonants** in order for students to fully understand the spelling rules. Five rules are emphasized:

1) Doubling a final consonant
2) Dropping the final *e*
3) Changing the final *y* to *i*
4) Adding *-s* or *-es*
5) Using *ie* or *ei*

Practice exercises appear after each discussion. There is also a comprehensive exercise and a paragraph that students edit for spelling errors.

The next section of the lesson addresses words that should or should not be combined to make one word and words whose spelling depends on their meaning. Students practice by selecting the correct word(s) in sentences and a paragraph. An extensive list of commonly misspelled words completes the lesson.

CHAPTER THIRTY-ONE OVERVIEW

Chapter Thirty-One provides an extensive list of words that sound alike or look alike. Each grouping gives a definition of each word and incorporates each word into a sentence. Exercises appear at intervals in the alphabetized list of words. The breaks allow students to become familiar with small groups of words before moving on to new ones.

Students practice selecting the correct word in sentences, creating sentences, and editing paragraphs for words that sound alike or look alike.

CHAPTER THIRTY-TWO OVERVIEW

Students can improve their writing by paying close attention to **word choice**, the topic of Chapter Thirty-Two. The discussion advises students to avoid **general language**, **wordiness**, and **clichés**:

1) General language: Use precise language to replace vague, general words and phrases.

2) Wordiness: Be precise and direct: avoid the use of extra, unnecessary words.

3) Clichés: Avoid clichés as ways of making a point; they are old and no longer clever.

Related exercises allow students to revise sentences by using precise language, eliminating wordiness, and replacing clichés with thoughtful words or phrases.

CHAPTER THIRTY-THREE OVERVIEW

The focus of Chapter Thirty-Three is **sentence variety**, using different lengths and types of sentences. Students learn to balance long and short sentences; begin sentences differently (change the word order); use ***–ing* modifiers;** use **appositives**; and use ***who***, ***which***, or ***that***, and-***ed* clauses**:

1) Balancing long and short sentences: Avoid paragraphs filled only with short, choppy sentences or long, complicated ones.

The lesson includes paragraphs filled only with short or long sentences. Revised paragraphs follow each sample. Exercises give students practice in combining short sentences and shortening long ones in paragraphs that are not balanced.

2) Beginning sentences differently: To break monotony, change word order by beginning some sentences with adverbs and prepositional phrases.

Students practice adding both to sentences in practice exercises.

3) Combine sentences using *–ing* or *–ed* modifiers: These two methods turn one of the sentences into a phrase.

In practice exercises, students combine pairs of sentences using both modifiers.

4) Use appositives (a word or phrase that renames or describes a noun): An appositive can be inserted at the beginning, middle, or end of a sentence.

As in the previous exercise, students combine pairs of sentences for practice.

5) Using *who*, *which*, or *that* clauses: Using these clauses provides other methods to combine short, choppy sentences. After combining sentences, students must decide if the clauses contain essential or nonessential information and punctuate them accordingly.

Related exercises follow the discussion along with a comprehensive exercise.

ESL APPENDIX OVERVIEW

Appendix A of Along These Lines focuses specifically on problem areas in grammar encountered by ESL students. The appendix covers four areas in detail: nouns, articles, verbs, and prepositions.

The initial section addresses nouns, differentiating between **count nouns** (persons, places, or things that can be counted) and **noncount nouns** (things that cannot be counted). The lesson provides examples of count and noncount nouns as well as an exercise in identifying them.

Next, the lesson explains the use of articles with nouns. Articles fit into two categories: **indefinite** (*a, an*) and **definite** (*the*). This section contains rules for using the articles and three practice exercises.

Following this is a discussion of nouns and pronouns used as subjects. ESL students learn to identify the subject of a sentence and avoid repeating the subject in the sentence. Again, a practice exercise allows students to use new skills.

The next section of the lesson aids students in recognizing and using verbs in sentences. Instruction covers the rules for adding the *–s* and *–ed* endings to verbs. The rules focus on present and past tense, past participles, and infinitives. Exercises provide practice in correcting errors in verb usage. The text gives special emphasis to **two-word verbs** (a verb plus a preposition or adverb). After the explanation is a list of common two-word verbs. This section also considers contractions and verbs. ESL students learn to find the verb in the contraction. An exercise allows students to identify contractions and write them in their long form.

The last section of the appendix focuses on prepositions, specifically prepositions that show time and prepositions that show place. The concluding exercise is a practice in correcting errors in preposition use.

READINGS TO ACCOMPANY THE WRITING CHAPTERS

Each reading is related to a preceding chapter and features vocabulary words, a comprehension check, and discussion prompts for writing options.

"Getting Carded" to accompany Chapter 1"The Writing Process."

"Spanglish" to accompany Chapter 2 "Illustration."

"A Present for Popo" to accompany Chapter 3 "Description."

"The Good Father" to accompany Chapter 4 "Narration."

"Breath of Life" to accompany Chapter 5 "Process."

"Honesty and Dishonesty" to accompany Chapter 6 "Comparison or Contrast."

"Three Disciplines for Children" to accompany Chapter 7 "Classification."

"Breaking the Bonds of Hate" to accompany Chapter 8 "Definition."

"Students in Shock" to accompany Chapter 9 "Cause and Effect."

"Sidewalks Can make a Town a Neighborhood" to accompany Chapter 10 "Argument."

"The Longest Day," "A Brother's Murder," and "Navajo Code Talkers: The Century's Best Kept Secret" to accompany Chapter 11 "The Essay."