

Reading & Writing **HANDBOOK** *for the College Student*



SAMPLE

* Content Subject To Change *



Hi there!

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Practical skills in reading and writing are necessary for students of all disciplines both during and beyond their college years. Hawkes Learning's *Reading and Writing Handbook* provides straightforward, relevant, and easy-to-find answers to your students' questions about reading, writing, grammar, mechanics, and research.

We appreciate your interest in this sneak peek of our upcoming handbook, and we welcome your feedback and suggestions! Please email **English@hawkeslearning.com** to let us know what you think and to learn about further opportunities for reviewing our English offerings.

Sincerely,



Katherine Cleveland
English Project Coordinator



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Chapter 4

Organizational Patterns

Organizational patterns give your writing order and structure. Using an organizational pattern has two benefits. First, as an author, using an organizational pattern will help you keep your thoughts focused and on-track. Second, an organized piece of writing will be easy for your audience to understand.

There are six common organizational patterns:

Cause and Effect

Order of Importance

Chronological

Spatial

Compare and Contrast

Topical

4a Cause and Effect

A piece of writing that uses the **cause and effect** organizational pattern discusses the causes and/or effects of a topic. Cause and effect is a common pattern in informative or persuasive writing. Use the following signal words and phrases to show the *why* or *how* of your topic:

as a result

effect

because

therefore

cause

since

due to

reason

Cause and Effect Paragraphs

A paragraph using the cause and effect pattern usually discusses each of a topic's causes or effects in just a few sentences. The outline of a cause and effect paragraph about Hurricane Katrina might look something like this:

**Topic Sentence**

Hurricane Katrina had three major effects on the United States.

Effect 1

Billions of dollars in property damage

Effect 2

Greater awareness of the need for natural disaster preparations

Effect 3

Personal loss for hundreds of people

Concluding Sentence

Property damage, awareness of natural disaster preparation, and personal loss were three major effects of Hurricane Katrina.

Exercise

Fill in the paragraph outline below with causes and a concluding sentence based on the information in the topic sentence.

Topic Sentence: The sales assistant was half an hour late to work this morning.

Cause 1:

Cause 2:

Cause 3:

Concluding Sentence:

Cause and Effect Essays

Using the cause and effect pattern in an essay is more complex than in a paragraph. Since essays tend to be several pages long, there is more room to discuss a topic's causes and effects in more detail. The outline of a cause and effect essay might look something like this:

Introductory Paragraph**Body Paragraph**

Effect 1

Body Paragraph

Effect 2



Body Paragraph

Effect 3

Concluding Paragraph

Take a look at this example essay written using a cause and effect organizational pattern.

The introductory paragraph ends with a thesis statement that provides the general structure of the essay. The audience can expect the body paragraphs to discuss the following:

1. Negative effect
2. Positive effect
3. Positive effect.

In 1793, revolutionary France's National Convention established a new calendar that made weeks ten days long, rearranged the months, celebrated new festivals, and changed the year from 1793 to Year 1 of the Revolution. While the Convention ruled, all religion—especially Catholicism—was banned and replaced with the reason and philosophy of the Enlightenment. Consequently, the new calendar was meant to replace the Gregorian calendar used by the Roman Catholic Church. This dramatic change had a negative effect on the attitudes and lives of non-political citizens and a positive effect on local politicians and the National Convention.

The new calendar had a negative effect on those who did not actively participate in the revolutionary government. Clergyman Abbé Sieyès responded to the proposal of a new calendar by saying that tradition was too strong to be overcome. He claimed that Catholicism had been practiced too long in France, and many other European countries, to be eradicated. According to Sieyès, old habits and customs are not easily prevailed over. Farmers from Étampes, a few miles away from the turbulence of central Paris, wrote to the National Convention in 1794 to state their complaints about the new calendar. They said that nine days of hard manual labor was too much strain. They proposed that Catholic practices were good because they encouraged rest from the distractions of everyday life.

Each paragraph begins with a topic sentence. However, this writer might want to include better transitions.

The Gregorian calendar being replaced by the revolutionary calendar had a positive effect on local governments. Picardy, a local government official in the town of Steenwerck, wrote to his superiors about the offensive lack of celebration during the new holidays celebrating reason and philosophy. He also complained that instead of symbols representing liberty, equality, and fraternity, traditional Catholic items were still being displayed. Local government officials supported displacing the Gregorian calendar with the new calendar because it reinforced the power they had gained after the fall of the noble ruling class.



Finally, the new calendar also had a positive effect on the National Convention. The head of the calendar reform committee, Gilbert Romme, spoke before the National Convention and declared the Gregorian calendar to be a symbol of ignorance. He also equated the old calendar with the French royalty that the Revolution had sought to eliminate. Attempting to create a new calendar strengthened the National Convention's revolutionary ideals and its temporary control over France.

This essay uses the signal word *effect* several times.

The French Revolutionary calendar had a negative effect on the attitudes and lives of many people in France who were not politically involved, including the clergy and the working class. These groups had close ties to the Catholic Church and the Gregorian calendar. However, it had a positive effect on the power of the local governments and the National Convention. This is because the calendar emphasized the Enlightenment ideals that contributed to the French Revolution.

The concluding paragraph summarizes and explains the main points of the essay.

4b Chronological

Chronological writing shares ideas or events in the order that they happened. Informative and entertaining writing is often organized chronologically. Signal words and phrases that indicate time are associated with a chronological pattern:

after	next
afterward	since
at last	then
before	

Chronological Paragraphs

A paragraph that uses a chronological organizational pattern could be structured like this:

Topic Sentence	Three things contributed to my most embarrassing moment.
Event 1	I tripped on the stairs
Event 2	I dropped my phone
Event 3	The phone fell on my principal's head



Concluding Sentence

Tripping, dropping my phone, and injuring my principal were the three things that happened to create my most embarrassing moment.

Chronological Essays

Because essays contain multiple paragraphs, a chronological essay could discuss the events of multiple topics, or just spend more time discussing each event in-depth. The outline of a chronological essay might look something like this:

Introductory Paragraph

Body Paragraph

Period of Time 1

Body Paragraph

Period of Time 2

Body Paragraph

Period of Time 3

Concluding Paragraph

Take a look at this example essay written using a chronological organizational pattern.

This essay's main points are divided into three separate statements. A single, strong thesis statement would improve the introduction.

From the late 1800s to the mid-1900s, European perceptions of the role of sports changed over time. The Victorian era emphasized the role of sports in morality and character building. After the Victorian era, during WWI, sports were related to war. As the Second World War began, the role of sports was to build physical strength in both men and women.

From 1863 to approximately 1910, sports were seen not only as physically but also morally beneficial. This was the Victorian era, a time associated with ultra-conservative thinking and practices. It was during this time that Robert Baden-Powell founded the Boy Scouts, known today for teaching survival skills and personal integrity. Baden-Powell wrote about the positive moral effect of participating in sports. He claimed that it trained boys for adult life by teaching unselfishness and "a good temper."



As the Victorian era ended, World War I began in 1914. In the years and months leading up to it, the perception of sports became much more warlike. An article by Mark Berner in the *Berlin Soccer, Track and Field Journal* describes the Olympics as “war, a real war.” The article also implies that a country’s military rank was directly related to the performance of its athletes. A British military recruitment poster combined images of rowing and cricket with the heading “The Game of War.” The poster encouraged young men to enlist in the army and used the idea of war as being the ultimate sport. Paris too adopted the aggressive view of athletic games. The *Paris Encyclopedia of Sports*—published several years after WWI ended—described “the young sportsman” as winning victories on the field and thwarting his opponents.

The beginning of each paragraph indicates a progression through time.

In the years between the end of the First World War and the beginning of the second, the role of sports changed again. Physical strength became the primary goal of sports and other physical activity. Nikolai Semashko, a doctor and Commissar of Health of Soviet Russia, wrote about the healthful effects of nature and exercise. Additionally, as the women’s rights movement gained steam, it became more acceptable for men and women to exercise in the same way. Alice Profe, a German physician, argued that women did not need a different set of physical exercises than men to build up strength. Ingeborg Schhröder, a Swedish gymnast in the early 1900s, recalls in her memoir how important physical strength was to both men and women.

From the Victorian era to the 1940s, the way Europeans perceived the role of sports changed over time. In the late 1800s and early 1900s, the role of sports was seen as morally strengthening and character building. During WWI, sports became a type of war. In between the Second and First World War, the role of sports expanded to build physical strength and to include women.

4c Compare and Contrast

Compare and contrast writing discusses the similarities and differences between two topics. This organizational pattern can be used in a variety of ways: describing one topic, then the other topic; discussing similarities and differences together; or explaining all the similarities in one section and all the differences in another. Descriptive and informative essays often use a compare and contrast pattern.



The following words and phrases signal this pattern:

although

just as

as well as

like

however

on the other hand

in contrast

Compare and Contrast Paragraphs

A paragraph that compares and contrasts sedans and SUVs might look something like this:

Topic Sentence

Sedans and small SUVs are both popular cars, and tend to be less expensive than other types, but they vary when it comes to gas mileage and horsepower.

Similarity 1

Sedans and small SUVs are two of the most popular car types.

Similarity 2

Sedans and small SUVs are usually less expensive than coupes or large SUVs.

Difference 1

Sedans tend to get better gas mileage than small SUVs

Difference 2

Small SUVs usually have more horsepower than sedans.

Concluding Sentence

While sedans and small SUVs are similar in regard to popularity and price, they differ when it comes to fuel efficiency and power.

Compare and Contrast Essays

Essays that use a compare and contrast organizational pattern will usually have entire paragraphs dedicated to a similarity or difference in their topics.

The outline of a compare and contrast essay might look like this:



Introductory Paragraph

Body Paragraph

Subtopic 1
Similarities
Differences

Body Paragraph

Subtopic 2
Similarities
Differences

Body Paragraph

Subtopic 3
Similarities
Differences

Concluding Paragraph

Take a look at this example essay written with a compare and contrast organizational pattern.

Have you heard of some people being considered a dog person or a cat person? These are ways to describe people who prefer having a dog as a pet as opposed to a cat or vice versa. What are the similarities and differences between owning a dog and owning a cat? Both cats and dogs need their human to feed them and play with them; however, cats and dogs require different levels of care.

Cats should be fed daily, and some people believe that their cats should always have a full bowl of food that they can visit throughout the day. In contrast, most dog owners will not “free feed” their dogs. This is because dogs tend to eat too much unless their portions are carefully monitored by their owners. Many people will allow their pets to eat “people food,” which can lead to unhealthy weight gain. Both cats and dogs can run into serious health problems if they are overweight.

Opening an introduction with a question is a good way to grab the audience's attention.

This is the thesis statement. The audience can expect this essay to address the similarities and differences between cats and dogs with three subtopics: feeding, playing, and level of care.

The signal phrase “In contrast” indicates a comparison.



Because cats enjoy climbing and hiding, they don't need much room for exercising. Sometimes, at night or early in the morning, you can catch cats chasing things in the air or chasing each other. You can choose to buy them toys to play with, such as feathers that dangle from a string attached to a stick, small balls that make a jingling sound, or a laser pointer. These will keep them occupied for hours. Unlike cats, dogs need a large space to run around freely in, or you will need to take them for walks once or twice a day. Some breeds require more exercise than others, and no dogs should be crated or locked up all day and night with no exercise or movement. Both cats and dogs need playtime with their owners in order to thrive and get enough exercise.

The conclusion uses the main points of the essay to summarize the overall differences between cats and dogs. It also connects back to the introduction by making suggestions for pet owners.

While cats and dogs are both house pets, they require a different level of care. Cats can be left alone for 1-2 days if they have adequate food and water. They require much less care than dogs. Dogs need an owner who can be active and involved. Depending on which animal you like better, what your job is, and how much time you have for care, one might be a better pet than the other. With both pets, remember that they need regular veterinary checkups and medicine.

4d Order of Importance

Writing that uses an order of importance organizational pattern will organize the information from most important to least important or from least important to most important. Putting most important information at the beginning will grab the audience's attention. Putting most important information at the end will help the audience remember it. Using an order of importance organizational pattern works well for persuasive writing. To indicate levels of importance in your writing, use the following signal words and phrases:

best of all

finally

key

lastly

least

most importantly

significant



Order of Importance Paragraphs

A paragraph organized by order of importance should discuss each point using a few sentences. A paragraph that uses an order of importance organizational pattern might look like this:

Topic Sentence

Our business needs a new payroll system for the following reasons.

Most Important Point

It would prevent paycheck errors

Less Important Point

It would save the company money

Least Important Point

It would be easier to use

Concluding Sentence

Preventing paycheck errors, saving money, and ease of use are three reasons why our business should use a new payroll system.

Exercise

On a scale of 1 to 3 (1 = most important), rank the main points of the following order of importance paragraph outline. They are listed in no particular order.

Topic Sentence: Wild animals should be protected in every country for three reasons.

___ **Point:** Wild animal conservation preserves the balance of ecological environments.

___ **Point:** Wild animals are beautiful and interesting to observe.

___ **Point:** Protecting wild animals would encourage cooperation among many groups of people.

Concluding Sentence: Wild animals should be protected in every country because conservation preserves ecological balance, wild animals are beautiful and interesting, and protecting wild animals would encourage cooperation among groups of people.



Order of Importance Essays

An order of importance essay will spend at least a paragraph on each point. Additionally, the paragraph that describes the most important point will probably be slightly longer than the others. The outline for an essay that has paragraphs organized in order of importance would look like this:

Introductory Paragraph

Body Paragraph

Most Important Point

Body Paragraph

Less Important Point

Body Paragraph

Least Important Point

Concluding Paragraph

The example essay below is organized by order of importance. Notice that it contains two body paragraphs, not three. This is acceptable as long as your essay meets the assignment guidelines.

The thesis statement includes two main benefits of reducing class size: 1. one-on-one time between students and teachers, and 2. increased student participation. Not all essays must have three body paragraphs.

The signal phrase "Most importantly" indicates that this essay will discuss information from most to least importance.

What is the average class size of the courses you are taking right now? Whether in high school or college, it seems that the number of students per class is increasing. However, there is still only one teacher to instruct the students. This can cause a lot of problems for even the most talented teacher. The best solution is to reduce class size. Reducing class size would mean that students could receive more one-on-one time with the teacher, and they would feel more comfortable with participating in activities or discussions.

Most importantly, reducing class sizes would make it easier for the instructor to give individual attention to each student. For example, one assignment may take students twenty minutes to complete, and if there is a class of forty people, the teacher only has time to spend thirty seconds with each student. If one student is struggling or has a question, the teacher may not have time to help him or her. However, studies show that an increase in student-teacher interaction is related to an increase in academic achievement. Having less students in the class will allow the teacher more time to visit with each and every student.



A less significant but still important benefit of reducing class size is that the students will be more likely to participate. Students need to feel comfortable in order to speak up in class. Large classes of unfamiliar faces can be intimidating. This could cause students to be too nervous to ask or answer questions. If students are in small groups and are familiar with their classmates, they are more likely to get involved in activities or discussions.

While some people might argue that it is more cost-effective to have more students in the classroom, does it benefit student learning to focus on money rather than the value of the education they are receiving? Reducing class size should be a priority for all schools. The key benefit for students would be more one-on-one attention from instructors. Also, smaller classes would encourage students to participate in discussions and activities. School administrators and teachers can get together and agree on a maximum class size that makes them both happy.

In the conclusion, the writer mentions a counter-argument. This demonstrates the writer's awareness of multiple perspectives, and actually strengthens the writer's own argument.

4e Spatial

Spatial writing describes a topic by its physical characteristics. These descriptions usually follow a logical direction, such as side to side, top to bottom, or inside to outside. A spatial organizational pattern is effective for entertaining or informative writing. Spatial signal words and phrases will indicate location and are often prepositions or prepositional phrases:

above

inside

across

next to

below

outside

in front of

to the left/right

Spatial Paragraphs

Because paragraphs are short, a spatial paragraph must effectively use a few descriptive sentences to portray a topic. The outline of a paragraph using a spatial organizational pattern might look something like this:

**Topic Sentence**

My dorm room is small, but it has everything I need.

Physical Characteristic 1

On the left wall are my bed and a small bedside table.

Physical Characteristic 2

In front of the bed, there is a sink, mirror, and tall cabinet.

Physical Characteristic 3

On the right wall, there is a large desk with built-in shelves.

Concluding Sentence

Even though my dorm room is small, it contains what I need to be comfortable.

Spatial Essays

Spatial essays have more room to describe all aspects of a topic. The outline of a spatial essay would probably look like this:

Introductory Paragraph**Body Paragraph**

Physical Characteristic 1

Body Paragraph

Physical Characteristic 2

Body Paragraph

Physical Characteristic 3

Concluding Paragraph



Take a look at this essay that uses a spatial organizational pattern.

Ron shuddered as he walked into the silent room, a feeling of nostalgia and displacement creeping through his veins. The smell of must and memory pervaded his senses. "I wish Joanne was here," he told himself as he scanned the contents to his left. The old, circular window was still there, clouded with dust. How many days had he spent in the living room peering through that window, watching in awe and frustration as his brothers chased footballs and girls? For a moment, the old surge of jealousy hit him unexpectedly. He laughed aloud and thought, "It's hard being the youngest."

On the right, the doorway to the kitchen loomed in front of Ron, daring him to enter. As he walked through the hallway, passing the rows of framed pictures, his unease turned to fondness, his frown to quiet tears. "How quickly it all went by," he sighed. Walking into the kitchen, he could practically smell the blueberry muffins he'd spent hours baking with his mother. She'd reassured him that one day he and his brothers would become good friends. Though he had never believed her, part of him still appreciated her encouragement. The secret winks and extra helpings of dessert had assured Ron that he was her stealthy favorite. Ron jumped as the faded red curtains swayed with the breeze, and the wind chimes made the sound of home that he'd heard all of his childhood years.

He moved left, to the table, and picked up the last newspaper his father had ever read, and smiled to see the "Job Ads" section circled with red marker. Even in retirement, his father was never content. The memory of his father stayed with him as he walked through the garage door in the corner, his eyes resting on decaying boxes and rusty car parts. He thought of the afternoons he spent as a teenager working with his father to repair the old Ford pick-up. Though the time was seldom spent exchanging words, it was his father's way, and he could hear the clanking of the tools just as vividly as he could smell his mother's blueberry muffins.

Ron lifted the corrugated metal garage door and walked outside. He surveyed the yard, the driveway, and the fence. "The backdrop of my childhood," he thought. He got in his car in the driveway and stared at the house for a few more minutes. Then, he drove home to his own sons. "Alright," he said, "it's time for a game of football. Even you, Ron." And he winked at his youngest son, who lit up as he ran with his brothers to the backyard.

The description of the house moves through it in a way that parallels the movement of the main character, Ron.

Because spatial essays focus on a topic's physical characteristics, including vivid descriptions is especially effective.



4f Topical

Topical writing discusses pieces of information that are equally important, so it doesn't need to be arranged in a particular order. This is a common organizational pattern because it will fit nearly any topic. Informative or reflective writing will often be organized topically. Because this pattern has no specific structure, signal words and phrases are especially important:

first

next

finally

second

last

to begin

main point

Topical Paragraphs

A topical paragraph would dedicate a few sentences to each topic. The outline of a topical paragraph could look something like this:

Topic Sentence

Flavored coffee, green tea, and soda are three of the most commonly consumed beverages in America.

Topic 1

Flavored coffee has become increasingly popular

Topic 2

Green tea is widely consumed for its health benefits

Topic 3

Soda comes in hundreds of flavors

Concluding Sentence

The most commonly consumed beverages in America are flavored coffee, green tea, and soda.

Topical Essays

The outline of an essay using a topical organizational pattern might look like this:



Introductory Paragraph

Body Paragraph

Topic 1

Body Paragraph

Topic 2

Body Paragraph

Topic 3

Concluding Paragraph

Take a look at this essay that uses a topical organizational pattern.

Backyard barbecues, poolside afternoons, and lawn games are just some of the welcome activities that summer brings. Unfortunately, these opportunities for enjoying the outdoors are often accompanied by an uninvited guest: the mosquito. Most active early in the morning and late in the afternoon, the mosquito can ruin a perfect summer day with its annoying buzz and itchy bites. Although DEET-based sprays are perhaps most widely available, they can have negative health and environmental effects. Three ways to repel mosquitos, without using DEET, are natural oils, fans, and bacteria.

Some natural oils, particularly those from lemon-scented plants, have been found to keep mosquitoes at bay. Citronella oil is an essential oil made from lemongrass, and can be an effective insect repellent. Eucalyptus oil, made from the leaves of eucalyptus plants, is another popular, natural insecticide. Using a combination of several essential oils will create a stronger bug repellent, whether you make it at home or buy it ready-made. One disadvantage of natural oils is that they require more frequent re-application, usually every thirty to sixty minutes.

A second way to repel mosquitos is to use a fan. Mosquitoes are poor fliers, so setting up a large fan on a deck or patio can help keep them away from a small outdoor area. The air flow will disrupt their flying pattern and discourage them from flying in that area. Fans can serve a double purpose of keeping you cool in the summer heat and keeping away pesky bugs. However, two issues could arise from this method of repelling mosquitos. First, you may not have an electrical outlet outdoors, or it may not be in the right location on your house. Second, long extension cords can become a safety hazard.

The introduction's thesis statement clearly provides the essay's main points: natural oils, fans, and bacteria are alternative bug repellents. Because this essay uses a topical organizational pattern, these points are equally important.

Each paragraph includes both the positive and negative aspects of each topic.



A third option for repelling mosquitos without using DEET is to use *Bacillus thuringiensis israelensis* (Bti). Bti is a kind of bacteria that is harmless to humans but destroys mosquito eggs, which are laid in water. Floating discs of Bti can be used in pools and birdbaths, and Bti pellets can be sprinkled in gutters and other places where rainwater collects. This method will not keep away mosquitos that are already bothering you, but it will prevent them from multiplying.

Natural oils, fans, and Bti are three ways to repel mosquitos. These methods are safer and more natural than DEET-based products. When the weather gets warm, try one or a combination of these strategies to keep mosquitos from ruining the fun!

SAMPLE FOR
REVIEW ONLY



PART

2

Effective Sentences

6 Combining Word Groups

6a Coordination

6c Parallelism

6b Subordination

7 Agreement

7a Subject-Verb Agreement

7b Pronoun-Antecedent Agreement

8 Modifiers

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9 Word Choice

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Chapter 6

Combining Word Groups

When you write, one of your main goals should be to show connections between ideas. Some ideas are equally important to your meaning, while others are less important. The way that you structure a sentence can help establish those relationships and give your writing a smoother flow.

6a Coordination

When two word groups discuss ideas that are closely related, they can be combined using coordination. There are two ways to join word groups with coordination:

- Use a comma + coordinating conjunction
- Use a semicolon

Use a Comma + Coordinating Conjunction

Use a comma and a coordinating conjunction to join two independent clauses. Use the acronym FANBOYS to remember the seven coordinating conjunctions:

F**A****N****B****O****Y****S****For****And****Nor****But****Or****Yet****So**

Take a look at these examples that use a comma with a coordinating conjunction:

Marco is a football fanatic, **but** he likes baseball even better.

It has finally stopped raining, **and** the sun is shining again.

My boyfriend is allergic to peanuts, **so** I don't eat them either.



Use a Semicolon

Using a semicolon is another way to combine two independent clauses.

Marco is a football fanatic; he likes baseball even better.

It has finally stopped raining; the sun is shining again.

My boyfriend is allergic to peanuts; I don't eat them either.

Exercise

Practice combining the independent clauses below either with a comma and coordinating conjunction or with a semicolon.

My friend is majoring in nursing. She is constantly studying.

Last night, the temperature dropped. My car's windshield was covered with ice.

Nate wants to see a movie tonight. I want to go to a party.

6b Subordination

Another word for “subordinate” is “dependent.” Like coordination, subordination combines word groups that discuss related ideas. However, subordination makes one word group dependent on another word group.

Here's a list of common subordinating conjunctions:

after

despite

since

although

even though

until

as

if

when

because

once

while



At the Beginning of a Sentence

Use a subordinating conjunction to make one sentence dependent on a second sentence.

The power went out.

We used candles for light.

Because the power went out, we used candles for light.

When the dependent word group is at the front of the sentence, it is separated from the other word group by a comma.

Here are a few more examples:

Since it's Friday, everyone in the office is dressed casually.

Even though the event was cancelled, people still showed up.

At the End of a Sentence

When a dependent word group is at the end of a sentence, no comma is needed.

Everyone in the office is dressed casually **since** it's Friday.

People still showed up **even though** the event was cancelled.

Exercise

Practice combining two independent clauses below with a subordinating conjunction. When you're finished, each sentence should contain one dependent clause and one independent clause.

The job market is very competitive. I want to apply to a number of positions in my area.

I dislike costume parties. I have to dress up so I can go out to my friend's Halloween party.

Math is my favorite subject in school. I am taking two English courses this semester.



6c Parallelism

In writing, parallelism is used to create balance between two or more related ideas by using similarly-structured words, phrases, or clauses. Parallelism can be used for the following types of sentences:

- Combined word groups
- Lists

Combined Word Groups

You can use coordination or subordination to combine two word groups. However, if the word groups are structured in two different ways, it will be difficult to see the connection between the two pieces of information.

My sister has a bulldog; a golden retriever is what my brother has.

To make this sentence parallel, one of the independent clauses needs to be changed so that both clauses follow the same basic pattern:

Person My sister

Action has

Dog a bulldog

If the second independent clause is changed to follow this pattern, the sentence will be parallel and the two ideas will be more clearly connected.

My sister has a bulldog; my brother has a golden retriever.

Here are a few more examples of independent clauses connected with parallelism.

Take out the trash on Monday; sweep the floors on Tuesday.

My mom likes to stay up late on her birthday; my dad likes to sleep late on his birthday.

My roommate is majoring in chemistry; my best friend is majoring in journalism.



Lists

Lists are easy to read when each item follows the same parallel structure.

Not Parallel This afternoon, I want to finish my essay, my car needs to be cleaned out, and buying milk is necessary.

Parallel This afternoon, I want to finish my essay, clean out my car, and buy milk.

Not Parallel Sherman Alexie is a talented novelist, he is also a screenwriter, and he has written poetry.

Parallel Sherman Alexie is a talented novelist, screenwriter, and poet.

In the parallel lists, each item follows the same basic structure, making it much easier to read than the lists that aren't parallel.

Exercise

Re-write the sentence below so that the list items use a parallel structure.

My neighbor's parakeet, the cat that belongs to my grandmother, and my best friend's hamster came to my dog's birthday party.



PART

3

Grammar Basics

11 Parts of Speech

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Chapter 11

Parts of Speech

11a Nouns

A noun is a word that represents a person, place, thing, or idea. Nouns are the *who* and *what* in a sentence. There are four main categories of nouns:

- Common and proper nouns
- Singular and plural nouns
- Count and non-count nouns
- Compound nouns

There are also three basic ways to use nouns in a sentence:

- Nouns as subjects
- Nouns as objects
- Nouns as adjectives

Common and Proper Nouns

Common nouns refer to non-specific people, places, things, or ideas. Because these nouns are general, they do not start with a capital letter unless they are located at the beginning of a sentence.

Visitors to the aquarium love to watch the playful otters.

Otters are playful animals; people love to watch them.

Proper nouns refer to specific people, places, things, or ideas. These nouns always start with a capital letter.

The newest addition to the aquarium is an otter named Theo.

Theo was found abandoned just a few miles from the aquarium.



Take a look at these examples of common and proper nouns.

Common Nouns

author
activist
friend
state
movie
city
website
dog

Proper Nouns

J.K. Rowling
Martin Luther King, Jr.
Chandler
Tennessee
Interstellar
St. Louis
Reddit
Clifford

Singular and Plural Nouns

Singular nouns refer to one (single) person, place, thing, or idea.

The delicious **cake** had three layers.

Next week, the **mayor** is going to make an **announcement**.

Plural nouns refer to multiple people, places, things, or ideas.

All of the presidential **candidates** participated in the debate.

Seagulls swarmed the unsuspecting **tourists**.

Take a look at these examples of singular and plural nouns.

Singular Nouns

David Bowie
leader
tablet
Mt. Rushmore
flock
Taco Bell
shoe
Canadian

Plural Nouns

musicians
leaders
tablets
monuments
flocks
restaurants
shoes
Canadians



Count and Non-Count Nouns

Like the name indicates, count nouns are nouns that can be counted.

Non-count nouns are nouns that cannot be counted. Here are some examples:

Count Nouns

arrow
update
pie
singer
game

Non-count Nouns

gravity
milk
soccer
honesty
electricity

To test whether a noun is count or non-count, add a number in front. For example, it makes sense to say “three updates,” but not “three gravities.”

Exercise

Add numbers in front of the following nouns to determine if they are count or non-count.

valley
mud
wish
atmosphere

Compound Nouns

Compound nouns are nouns that are made up of more than one word. Some compound nouns are joined together into one word. Consider these examples:

sunrise
softball

bedroom
mailbox

Other compound nouns are separated by spaces or hyphens:

bus stop
sister-in-law

lamp post
dry-cleaner



Nouns as Subjects

A noun can act as the subject of a sentence. A subject is *whom* or *what* a sentence is about.

The shortest **road** leads to home.

Adam is throwing a party on the 4th of July.

The **booth** in the corner is reserved.

Three **concerts** are scheduled for this month.

Nouns as Objects

Nouns can act as objects: direct objects and objects of prepositions. A direct object receives the action of a verb.

I locked the **door** behind me.

In this sentence, **door** is a noun acting as a direct object because it is receiving the action of being locked. Take a look at a few more examples:

Gray clouds filled the **sky**.

The goalie intently watched the **kicker**.

An object of a preposition completes the meaning of a prepositional phrase.

The suitcases were displayed in the **window**.

In this sentence, **window** is a noun acting as an object of the preposition because it completes the meaning of the prepositional phrase “in the window.” Take a look at a few more examples:

The bicyclist sped down the **road**.

On the weekend, I love watching movies in my **pajamas**.



Nouns as Adjectives

Nouns can act as adjectives by describing other nouns or pronouns.

This Christmas, I bought a **phone** case for my dad.

In this sentence, *phone* is a noun acting as an adjective because it is describing another noun: *case*. Take a look at a few more examples:

Two restaurants and one **gas** station have opened this month.

The **basketball** game went into triple overtime.

11b Pronouns

A pronoun is a word that takes the place of a noun in a sentence. Another word for this replaced noun is “antecedent.”

Vera said that Vera wants to visit the Rocky Mountains.

Vera said that **she** wants to visit the Rocky Mountains.

In this sentence, *Vera* is the antecedent being replaced by the pronoun *she*.

Just like nouns, pronouns can represent people, places, things, or ideas. There are three primary types of pronouns:

- Personal pronouns
- Indefinite pronouns
- Relative pronouns

Personal Pronouns

Personal pronouns are called personal because they rename a specific person, animal, object, or place.

After the interview, **I** began transcribing the audio recording into a text document.

Did **you** see the accident on the highway?



Personal pronouns change form depending on how they are used in a sentence. To know which form to use, consider the four ways that pronouns can be categorized:

- Number
- Person
- Gender
- Case

Number

When pronouns are divided by number, they are separated into two groups: singular and plural. Singular pronouns refer to one (single) person or object. Plural pronouns refer to multiple people or objects.

Singular

I, me, my, mine
you, your, yours
he, him, his
she, her, hers
it, its

Plural

we, us, our, ours
you, your, yours
they, them, their, theirs

Singular

The guest speaker glanced at his notes.

Plural

The dancers knew they needed to practice the routine again.

Person

When pronouns are divided by person, they are separated into three groups: first-, second-, and third-person. Use first-person pronouns to talk about yourself, second-person pronouns when talking directly to someone else, and third-person pronouns for everyone else.

**First-Person**

I, me, my, mine
we, us, our, ours

Second-Person

you, your, yours

Third-Person

he, him, his
she, her, hers
it, its
they, them, their,
theirs

First-person

The single from **our** next album will be released next week.

Second-person

Remember to keep track of all **your** account passwords.

Third-person

She is trying out for the tennis team.

Gender

When pronouns are divided by gender, they are separated into three groups: male, female, and neutral. Only third-person pronouns have gender.

Male

he, him, his

Female

she, her, hers

Neutral

I, me, my, mine
we, us, our, ours
you, your, yours
it, its
they, them, their,
theirs

Male

The toddler asked **his** mother for a cookie.

Female

Harper said that one day **she** planned to design a roller coaster.

Neutral

In the third movie, the armies have gathered for **their** final battle.



Case

When pronouns are divided by case, they are separated into three groups: subjective, objective, and possessive.

Subjective	Objective	Possessive
I, we	me, us	my, mine
you	you	your, yours
he, she, it	him, her, it	his, her, hers, its
they	them	their, theirs

Subjective pronouns act as the subject of a sentence.

We bought ice cream and cookies at the store.

Tomorrow, she is having surgery.

Objective case pronouns act as objects of a preposition or verb.

The instructor gave us a study guide.

Send the new textbooks to them.

Possessive case pronouns act as possessive adjectives.

I left my laundry in the dryer.

The director promoted his new movie.

Indefinite Pronouns

Indefinite pronouns don't rename a specific noun, and they are divided into three groups: singular, plural, and both.



Singular	Plural	Both
anybody	both	all
anyone	few	any
anything	many	most
each	several	none
everybody		some
everyone		
everything		
nobody		
no one		
nothing		
somebody		
someone		
something		

Singular	Everyone is required to attend the assembly on Monday morning.
Plural	Several volunteered to address the envelopes.
Both	Kylie was interested in signing up for most of the special offers.
Both	The rug covered most of the cold floor.

Relative Pronouns

Relative pronouns introduce dependent clauses, which are groups of words that do not express a complete thought. There are seven relative pronouns:

that	whoever
which	whom
whichever	whomever
who	



Take a look at this example:

During the archaeological dig on Easter Island, the team found two tablets **that** were covered in an ancient language called Rongorongo.

In this sentence, *that* is a relative pronoun introducing the dependent clause “were covered in an ancient language called Rongorongo.”

Who and *whom* are the only relative pronouns that have a specific case. *Who* is a subjective case pronoun, and *whom* is an objective case pronoun. If you're not sure which one to use, determine how the pronoun is being used inside the sentence; is it an object of a preposition or verb, or is it the subject? You can also try substituting *he* or *she* for *who* and *him* or *her* for *whom*.

Who is directing this movie?

She is directing this movie?

You are meeting **whom** at the park?

You are meeting **him** at the park?

11c Verbs

Verbs are words that represent actions, relationships, or states of being. There are three main types of verbs:

- Action verbs
- Linking verbs
- Helping verbs

Action Verbs

Action verbs show physical or mental action.

After the race, Jordan **guzzled** a liter of water.

My friend **drives** a twelve-year-old car.

During the final exam, most of the students **struggled** with the essay question.



Some action verbs have direct objects.

Harmony accidentally **threw** the **Frisbee** over the fence.

Frisbee is the direct object because it is receiving the action of the verb: *threw*. Here are a few more examples of action verbs with direct objects.

The dog's wagging tail **knocked** the **cup** off the coffee table.

The quarterback **launched** the **ball** towards the running back.

Some verbs that have direct objects will also have indirect objects.

The audience gave **Chef Franke** a standing ovation after the demonstration.

Chef Franke is the indirect object because he is receiving the direct object: *ovation*. Here are a few more examples with indirect objects.

Kendra passed her **sister** the sunglasses.

Critics awarded the **movie** five stars.

Note that action verbs, direct objects, and indirect objects will never appear inside a prepositional phrase.

(On Mother's Day), the children **brought** their **mother** **breakfast** (in bed).

In this sentence, the prepositional phrases are surrounded by parentheses. *Brought* is the action verb, *breakfast* is the direct object, and *mother* is the indirect object.

Linking Verbs

Linking verbs link a subject to its description.

My best friend **is** a talented musician.

The guests **are** waiting for invitations.

In the morning, the city **is** foggy and gray.



Many linking verbs are forms of the word *be*:

am

are

were

is

was

Some verbs can function either as linking or action verbs.

Action Verb

The hikers **smelled** the campfire from over two miles away.

Linking Verb

The hikers **smelled** terrible after their two-day trip.

In the first sentence, the hikers are actually using their noses to smell something, so *smelled* is an action verb. In the second sentence, the description *terrible* is being linked to the hikers, so *smelled* is a linking verb.

Here is a list of words that commonly function as both action and linking verbs:

appear

look

sound

become

remain

stay

feel

seem

taste

grow

smell

Helping Verbs

Some verbs are made up of more than two words. In these cases, one of those words is probably a helping verb. Helping verbs change the form of a main verb so that it makes grammatical sense for that sentence.

Without Helping Verb

The group of volunteers **sorted** the box of donations.

With Helping Verb

The group of volunteers **were sorting** the box of donations.



Here is a list of common helping verbs:

am	have
are	is
be	may
been	might
being	must
can	shall
could	should
did	was
do	were
does	will
had	would
has	

Some verbs can function either as helping or linking verbs.

Helping Verb The groundskeeper **was** mowing the lawn all day.

Linking Verb The groundskeeper **was** tired after a long day of mowing.

In the first sentence, the verb *was* is helping the main verb *mowing*.

In the second sentence, the verb *was* is linking the description *tired* to the subject.

11d Adjectives

Identifying Adjectives

Adjectives are words that describe nouns or pronouns. They answer the following questions:

- Which one?
- What kind?
- How many/much?
- Whose?



Use these questions to determine whether or not a word is an adjective.

Ben checked the **car** tires for punctures.

In this sentence, *car* is an adjective because it answers the question “what kind of tires?” Here’s another example:

The restaurant had been open for **eighty** years.

In this sentence, *eighty* is an adjective because it answers the question “how many years?”

Usually, adjectives appear right before or after the word they describe. However, adjectives can also appear later in a sentence, after a linking verb.

Several people were **fidgety** at work.

In this sentence, *fidgety* is an adjective connected to *people* by the linking verb *were*.

Articles

Articles are a special type of adjective. The following words are articles:

a

an

the

Narcolepsy is **a** disease that can cause sleep paralysis.

The plumber realized that **the** pipe fittings were **the** wrong size.

Comparisons

When adjectives are used to compare two or more items, the form of the adjective changes.

This sandwich is **delicious**.

This sandwich is **more delicious** than the one I ate yesterday.

This sandwich is the **most delicious** one I’ve ever eaten.

**Two Items**

more

-er

More Than Two Items

most

-est

When you are comparing two items, add the suffix *-er* to the end of the word. For some adjectives, like *talented*, adding *-er* would not be correct. If so, add the word *more* before the adjective instead.

The survey found that this year's customers are **happier** than last year's.

This song is **more upbeat** than the first one.

When you are comparing more than two items, add the suffix *-est* to the end of the word. For some adjectives, like *foreboding*, adding *-est* would not be correct. If so, add the word *most* before the adjective instead.

Out of the top three cross-country runners, Hernando is the **fastest**.

My aunt is the **most enthusiastic** hockey fan in our family.

Comparisons using *good* and *bad* are formed in a slightly different way.

Good

good

better

best

Bad

bad

worse

worst

11e Adverbs

Identifying Adverbs

Adverbs are words that describe verbs, adjectives, or other adverbs. They answer the following questions:



- When?
- Where?
- Why?
- How?
- How often?

Use these questions to determine whether or not a word is an adverb.

The nurse walked **slowly** down the hallway.

In this sentence, *slowly* is an adverb because it answers the question “how did the nurse walk?” Here’s another example:

With a shout, the tennis player **angrily** threw down her racket.

In this sentence, *angrily* is an adverb because it answers the question “how did the tennis player throw down her racket?”

Not all adverbs end in *-ly*. Take a look at this example:

I went to the grocery store **yesterday**.

In this sentence, *yesterday* is an adverb because it answers the question “when did I go to the store?” Take a look at a few more examples of adverbs that do not end in *-ly*.

The groundhog looked **down** and saw its own shadow.

You can put your assignment **here**.

Besides verbs, adverbs also describe adjectives and adverbs.

The new book by Paisley Frammer looks **really** interesting.

In this sentence, *really* is an adverb describing the adjective *interesting*. Take a look at a few more examples:



Describing Adjectives

The new engine is **more** powerful than last year's.

My kids think this is a **really** funny cartoon.

Describing Adverbs

My niece can sing **very** well.

The radio host spoke **unusually** quickly.

Negative Words

The following negative words are adverbs.

never

not

These words sometimes appear in the middle of a verb.

The choir had **never** performed in front of so many people.

Once a house is 75% done, the builder will **not** make any changes to the floorplan.

Comparisons

When adverbs are used to compare two or more items, the form of the adverb changes.

Two Items

more

-er

More Than Two Items

most

-est

When you are comparing two items, add the suffix *-er* to the end of the word. For adverbs that end in *-ly*, adding *-er* would not be correct. If so, add the word *more* before the adverb instead.

The new driver drove **more carefully** than he had yesterday.

To make the varsity swim team, she had to train **harder** than last year.



When you are comparing more than two items, add the suffix *-est* to the end of the word. For adverbs that end in *-ly*, adding *-est* would not be correct. If so, add the word *most* before the adverb instead.

Of all the store employees, the café staff worked the **most diligently**.

Out of all the people at the holiday party, the Coopers stayed the **longest**.

Comparisons using *well* and *badly* are formed in a slightly different way.

Well	Badly
well	badly
better	worse
best	worst

11f Prepositions

Common Prepositions

Prepositions are words that show relationships among people, places, things, and ideas. Here is a list of common prepositions:

about	beneath	inside
above	beside	into
across	between	like
after	beyond	near
against	but	off
along	by	of
among	down	on
around	during	onto
at	except	outside
before	for	over
behind	from	past
below	in	since



through	under	upon
throughout	underneath	with
to	until	within
toward	up	without

Sometimes, the relationships that prepositions show are physical locations.

The research team met **in** Harvard's genetic laboratory.

I accidentally left my phone **on** my bed.

Marcy and Yumi met their friends **outside** the theater.

However, prepositions also show relationships such as time.

The search party began sweeping the area **at** noon.

Twelve years have passed **since** the team's last Final Four appearance.

The party will begin **after** the fireworks show.

Basic Prepositional Phrases

A prepositional phrase is a group of related words that begins with a preposition and ends with a noun or pronoun. The noun or pronoun that ends a prepositional phrase is called the object of the preposition.

The crowd **on the train platform** was growing.

This sentence has one prepositional phrase: "on the train platform." *On* is the preposition, and *platform* is a noun acting as the object of the preposition. *The* is an article, and *train* is a noun acting as an adjective; both are describing *platform*. Here are a few more examples:

I found a mysterious package **on my doorstep after work**.

Kiely Robinson is the author **of two best-selling novels about her experiences in Peru**.

Remember, the subject and verb of a sentence will never appear inside a prepositional phrase.



Prepositional Phrases as Adjectives

In a sentence, prepositional phrases can function as adjectives. Just like regular adjectives, these prepositional phrases will describe a noun or pronoun and answer one of the following questions:

- Which one?
- What kind?
- How many/much?
- Whose?

A young lawyer **from Albuquerque** disappeared last night.

The prepositional phrase “**from Albuquerque**” is an adjective describing the subject, *lawyer*, and answers the question “Which lawyer?”

I would like two vanilla cupcakes **with chocolate frosting**.

The prepositional phrase “**with chocolate frosting**” is an adjective describing *cupcakes*, and it answers the question “What kind of cupcakes?”

Prepositional Phrases as Adverbs

In a sentence, prepositional phrases can function as adverbs. Adverbs describe verbs, adjectives, or other adverbs. However, prepositional phrases acting as adverbs will *only* describe verbs.

They will answer the same questions as regular adverbs:

- When?
- Where?
- Why?
- How?
- How often?

Marcus asked the Kia dealership **for a replacement part**.

In this sentence, the prepositional phrase “**for a replacement part**” is an adverb; it describes the verb *asked* and answers the question “Why?”



Every morning, I take a walk around my apartment complex.

In this sentence, the prepositional phrase “around my apartment complex” is an adverb describing *walk* and answering the question “Where?”

Prepositions will always be part of a prepositional phrase. A word that looks like a preposition but does not appear inside a prepositional phrase is probably a regular adverb.

Prepositional Phrase

The hikers were found over twenty miles into the forest.

Adverb

Do you want to stay over?

11g Conjunctions

Conjunctions connect words or groups of words. There are three main types of conjunctions:

- Coordinating conjunctions
- Correlative conjunctions
- Subordinating conjunctions

Coordinating Conjunctions

Coordinating conjunctions join closely related words or groups of words together. Use the acronym FANBOYS to remember the seven coordinating conjunctions:

F	A	N	B	O	Y	S
For	And	Nor	But	Or	Yet	So

Coordinating conjunctions have three main functions:

- Joining two or more words
- Joining word groups
- Joining independent clauses



Joining Two or More Words

Coordinating conjunctions can join two or more words, such as nouns, adjectives, adverbs, or verbs.

Nouns	Emily and Cassandra were eager to compete against each other.
Adjectives	During the tour, we saw manatees in the clear and sparkling water.
Adverbs	The oak tree's leaves fell suddenly and unexpectedly only two weeks into autumn.
Verbs	The results of the study both surprised and worried the team of scientists.

Joining Word Groups

Coordinating conjunctions can join word groups, such as prepositional phrases.

This morning, we walked **on the beach and under the pier**.

The dog's toy is probably **under the bed or behind the sofa**.

Joining Independent Clauses

Coordinating conjunctions can join two or more independent clauses. Independent clauses are independent because they can stand alone as complete sentences. They contain a subject, a verb, and a complete thought.

The boys tried to catch the lamp before it hit the floor, **but** they were too late.

When joining two independent clauses with a coordinating conjunction, always use a comma. The comma should be placed at the end of the first clause and before the conjunction.

Eating is one of my favorite activities, **but** eating while reading is even better.

The park closes after sunset, **so** we need to leave in an hour.



Correlative Conjunctions

Correlative conjunctions, like coordinating conjunctions, join closely related words or word groups together. However, they always appear in pairs.

both, and

neither, nor

either, or

whether, or

not only, but also

Both Sofia Vergara and Eric Stonestreet were nominated for Golden Globe awards.

We can ship your order to either your home or your local retailer.

That claim is neither valid, nor relevant to this debate.

Whether traveling for work or sitting on your couch, you can access your music easily.

Subordinating Conjunctions

Subordinating conjunctions introduce dependent clauses. A dependent clause is a word group that does not express a complete thought even though it contains a subject and/or verb. Here are some of the most common subordinating conjunctions.

after

if

although

once

as

since

because

until

despite

when

even though

while

Take a look at this example:

Even though it rained

The subordinating conjunction “Even though” introduces the dependent clause “Even though it rained.” Dependent clauses must be combined with independent clauses to form complete sentences.

Even though it rained, we had a good time at the barbecue.



Sarah stayed up working on her project **until** she fell asleep at her desk.

Once the auditions are finished, we'll decide who gets a call-back.

11h Interjections

Interjections are words or short word groups that show emphasis or emotion. Interjections can be used in two main ways:

- Greetings
- Emphasis

Interjections as Greetings

Interjections are used as greetings in emails and letters.

Good morning, all!

Hi, Emily

Dear Mr. Russell

Interjections for Emphasis

Interjections are used to emphasize words or feelings. Note that interjections for emphasis are used more in personal writing than in academic or professional writing.

Well, this is certainly a surprise.

Wow! You definitely need to check out the new restaurant that just opened.

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